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PART II.

CHAPTER XXIII.

FEDERAL AND STATE AID TO ESTABLISH HIGHER EDUCATION.¹

The interpolated "university grant" connected with the "ordinance of 1787"—The grant for colleges for the benefit of agriculture and the mechanic arts of 1803—Estimate of the gross sum received for the sale of these lands—The management of the lands for which Mr. Cornell bargained with the State of New York—Expressions of opinion which justify provision for the dissemination both of culture and utilitarian knowledge by Government—The effort of the States to foster higher education—The method of Massachusetts, of New York, of Virginia, and of Michigan selected as illustrations—The present time marked by the desire of the people to directly tax themselves specifically for higher education—Summary, by States, of Federal and State aid for the purpose of establishing universities and colleges.

In the United States the establishment of higher institutions of learning has been promoted by one or more of five agencies, which are, respectively, the Federal Government, the several State governments, the churches, private individuals, and the promoters of business enterprises. These agencies have so cooperated as to make it impossible to state exactly the financial part each has played in establishing, much less in maintaining, higher education in the country. Nevertheless it is possible to give with some degree of accuracy the amount of public aid for promoting a project which was first distinctly connected with free government in the Massachusetts constitution of 1780 and subsequently repeated, enlarged in matter and condensed in form, in connection with the so-called "ordinance of 1787," or constitution for the new States that were to be formed in the interior of the continent. This original provision of the constitution of Massachusetts reads as follows:

Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of the legislatures and magistrates, in all future periods of this Commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them; especially the university at Cambridge, public schools, and grammar schools [in the English sense, or secondary] in the towns; to encourage private societies and public institutions, by rewards and immunities, for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings; sincerity, good humor, and all social affections and generous sentiments among the people.²

¹ By Mr. Wellford Addis, specialist in the Bureau.

² In his *Life of Alexander Hamilton*, Mr. William Graham Sumner, professor of political and social science in Yale University, remarks: "The facts which we have now presented suffice to show that the great faults in the public affairs of the United States at this time (the régime of the Continental Congress) were indolence, negligence, lack of administrative energy and capacity, dislike of any methodical, businesslike system, and carelessness as to money responsibility and credit. A man with experience of the world finds that there are few things to be got for nothing. His mind inevitably reverts to the cost or the equivalent. He reduces his expectation to the measure of the equivalents he can give. In these observations we have

For the propagation of this extraordinary announcement, due to the genius of the man who became the first Vice-President and second President of the United States, see Note A of this chapter.

I. FEDERAL AID.

In 1787 Congress passed an ordinance for the government of the territory north of the Ohio, then lately converted into public domain through the relinquishment of their claims by the States of Connecticut, New York, Pennsylvania, Maryland, and Virginia. This ordinance carefully provided for the interests of elementary education, but said nothing for those of higher education. But under the stimulating influence of a determined and highly educated scientist and minister of the gospel, who was negotiating at the time for the purchase of 5,000,000 acres of land in the territory for which the ordinance had been drawn, a provision was incorporated in the subsequent act authorizing the sale of the lands whereby "not more than two complete townships" were "to be given [to each State] perpetually for the purposes of a university, to be applied to the intended object by the legislature of the State." The precedent thus made has been deprived of its casual importance and has been made a rule for the advantage of every new State.

The sale of the lands thus granted for the establishment of a university in each new State was subject to the action of its legislature. Thus there was necessarily an opportunity left for experimenting with the lands until experience had taught its lesson. The newer States of Minnesota (1858),¹ Kansas (1861), and Nebraska (1867) profited by the experience of their predecessors, and in doing so have produced results which are phenomenal in the popular management of public lands. The disasters and vacillation attending the early action in regard to the university lands, some States receiving their quota before admission, make it difficult to ascertain exactly what sum was obtained from the sales, and to this difficulty must be added that in many cases the lands were sold on long time. In Ohio the lands were leased for ninety-nine years at a valuation of \$1.75 an acre, and though in 1804 this valuation of the lands amounted to \$70,000, in 1833 it was found that they were assessed at \$1,000,000, yet the university was only receiving at that date an income of \$2,400 instead of \$63,600 from the 46,000 acres which had been granted in 1787 for the establishment of a university. Further, it is said by the board of regents of the University of Wisconsin that lands which were sold in 1850 at \$25 an acre were sold by that State in 1849 at \$3. But by far the greatest difficulty encountered in computing the amount received from the sales is to separate the university fund from the fund arising from the sale of lands given by the Federal act of 1862 and from State aid given regularly or occasionally. It will therefore be well to state first the amount of land received by each State from the Federal Government, which, being a matter of fact, should be kept quite separate from certain estimates as to the amount those lands were sold for, to be made hereafter.

the clew to the career [during the organization of this Government?] of Alexander Hamilton." Excerpted from pages 101-103. But the article of the constitution of Massachusetts was written by the hand of another Federalist. Cf. Philbrick, in his article, *États-Unis*, in Buisson's *Dictionnaire de Pédagogie*, 1re partie, page 922; also Barnard's report as Commissioner of Education for 1868, pages 86 and 87, where an interesting circumstantial account is given of the origin of the "scientific" and Mr. Adams's fear for the "good humor" clause.

¹ In the first constitution of Minnesota (1858) it is provided that not more than one-third of the school lands may be sold in two years, one-third in five years, and one-third in ten years, but the lands of greatest valuation shall be sold first, and no lands shall be sold otherwise than at public sale.

Grants by Federal Government to States for the establishment of higher institutions of learning, excluding grant of 1862 for colleges of agriculture and the mechanic arts.

State.	Acres.	State.	Acres.	State.	Acres.
Alabama.....	92,166	Michigan.....	448,080	Tennessee.....	100,000
Arkansas.....	46,080	Minnesota.....	92,160	Utah.....	246,080
California.....	52,480	Mississippi.....	69,120	Washington.....	148,080
Colorado.....	46,080	Missouri.....	46,080	Wisconsin.....	92,160
Florida.....	92,160	Montana.....	196,080	Wyoming.....	46,080
Idaho.....	196,080	Nebraska.....	46,080	Arizona.....	46,080
Illinois.....	¹ 46,080	Nevada.....	46,080	New Mexico.....	46,080
Indiana.....	² 72,662	North Dakota.....	126,080	Oklahoma.....	59,520
Iowa.....	50,080	Ohio.....	69,120	Total.....	³ 2,479,142
Kansas.....	⁴ 46,080	Oregon.....	46,080		
Louisiana.....	46,080	South Dakota.....	126,080		

¹ Not including one half of 1 per cent of all proceeds derived from sale of United States lands in State, \$156,613.

² One township was granted to Territory and given to Vincennes University, which sold 4,135 acres for \$8,000. When the State was admitted, another township was given to Indiana University, and subsequently still another township.

³ Including one-tenth of lands granted to State as "saline," 4,600 acres.

⁴ Three sections were also granted (in addition to 2 townships) by treaty of Fort Meigs in 1817. These realized \$5,000.

⁵ Of which 1,234,240 belong to the new States and the Territories of the Plains and Rocky Mountain region.

In 1862 Congress passed an act for the purpose of establishing institutions for the benefit of agriculture and the mechanic arts, without excluding other scientific studies and the classic languages. The means provided to accomplish this purpose were, including Colorado's share but not the share of any State admitted since 1876, some 9,600,000 acres of public lands—"the land grant of 1862"—as is particularized below:

The land granted by the Federal Government, act July 2, 1862, for the establishment of colleges for the benefit of agriculture and the mechanic arts.

State.	Acres.	State.	Acres.	State.	Acres.
New York.....	990,000	Louisiana.....	210,000	Minnesota.....	120,000
Pennsylvania.....	789,000	Maine.....	210,000	Rhode Island.....	120,000
Ohio.....	630,000	Maryland.....	210,000	Colorado.....	50,000
Illinois.....	480,000	Mississippi.....	210,000	Delaware.....	90,000
Indiana.....	390,000	New Jersey.....	210,000	Florida.....	90,000
Massachusetts.....	330,000	Utah.....	200,000	Idaho.....	90,000
Kentucky.....	330,000	Connecticut.....	180,000	Kansas.....	90,000
Missouri.....	330,000	South Carolina.....	180,000	Nevada.....	90,000
Virginia.....	300,000	Texas.....	180,000	Nebraska.....	90,000
Tennessee.....	300,000	South Dakota.....	160,000	Oregon.....	90,000
North Carolina.....	270,000	Arkansas.....	150,000	Montana.....	90,000
Georgia.....	270,000	California.....	150,000	Washington.....	90,000
Alabama.....	240,000	New Hampshire.....	150,000	Wyoming.....	90,000
Iowa.....	240,000	Vermont.....	150,000	Total.....	10,450,000
Michigan.....	240,000	West Virginia.....	150,000		
Wisconsin.....	240,000	North Dakota.....	130,000		

NOTE.—Amount obtained from the sale of these lands is given under the name of each State, pages 1036 et seq.

Here are 13,000,000 acres, that is to say, 20,000 square miles, of selectable lands granted by the Federal Government specifically for the establishment of higher education. The question is, How are they to be valued? for, as before remarked, there is no possibility of discovering, without long and patient research among the archives of each of the State capitols, what sum the lands were really sold for, or exactly how much money came into the hands of the State, or even for what particular educational purposes the amounts received were expended. To this want of precision in regard to the amount received from the lands, and as to the number of acres unsold, or, if sold, yet to be paid for, must be added the far less important difficulty that about 1,234,000 acres of the university lands and about 850,000 acres of the grant for agricultural and mechanical colleges—in Utah

specifically for an agricultural college—belong to the new States of the far West. But as these lands thus granted to the new States are potential but not actual endowment, or, as it is called, “productive funds,” we are more particularly concerned with the States admitted before 1889.

The United States valued such lands as it gave to the new States of the far West at \$10 an acre, or \$3,400 a square mile. If valued on this basis, the lands given by Congress during the century, up to 1889, for the purpose of establishing higher education of all kinds would amount to \$108,000,000, or, including the grants since 1889 (2,084,000 acres), \$129,000,000. The magnitude of the figure (\$108,000,000) as compared with the amount now held by each State institution as an endowment fund from the sale of university and other lands for higher education shows at once that \$10 an acre is entirely too high as an average valuation of the lands granted by Congress since 1803 to the date of the acts which admitted the States of the Rocky Mountains.

In placing these lands upon the market the earlier States that came into the Union felt the competition of the lands still held within the State or elsewhere by the United States. These lands the United States were offering at the uniform price of \$1.25 an acre. The advantage of the States was that they could select the best lands, and their policy in disposing of them was the Fabian policy of delay. Without lingering in these generalities or dwelling on the difficulties of legislative management of public property to be placed upon the market, an incident may be related of the possibilities offered to such management. The land scrip issued to many of the States in compliance with the act of 1863 was being sold in some cases at 50 or 60 cents an acre in the open market. The State of New York had 990,000 such acres. These were going at the market rate named when Mr. Cornell made a proposition to the State to buy the whole body of scrip yet unsold at 60 cents an acre, to be paid for as resold, provided the scrip be placed in his hands for location and that all obtained for the lands above 60 cents an acre become an endowment for a university. The proposition was accepted, the scrip was skillfully located in the white-pine forests of Wisconsin, all premature longings and solicitations of too-impatient people were resisted, and the lands were eventually sold for \$3.73 an acre on the average. As a result the Cornell University has a fine endowment, a monument not only of the public spirit but of the business sagacity of Mr. Cornell and Mr. Henry W. Sage, who so ably effected their splendid project, not by benefactions, but by their personality, the element by which “benefactors” accumulate their wealth. The State of Kansas has also done well by the lands granted. It deliberately fixed the price of its university lands so high that after some years it was necessary to reduce the price one-fourth to get them on the market. Nor is Kansas alone in her judicious management of the fund granted by the people of the whole country to the several States formed from time to time out of the Federal territory.

Still it is not fair to take the results obtained by exceptionally good management as the average price for the 10,800,000 acres given by Congress up to 1889. The United States lands were sold in the early days of the century for \$1.25, and that figure may seem to be the average value of public lands. But it is to be remarked that when the Government-aided railroads were constructed the price of public (United States) lands along their routes was doubled with good reason. So would it be in a State into which immigrants were rushing. To be admitted, the State must have been fairly settled in the American sense of being run over by a prospecting population, and the internal-improvement movement of the twenties and thirties was aiding in the construction of thoroughfares. It therefore does not appear to be an extravagant estimate to place the average value of the 10,800,000 acres at \$2.50. Thus we obtain \$27,000,000 instead of \$108,000,000 for the 17,000 square miles of public lands given by the Federal Government up to 1889. Yet small as this amount is, it seems too large. It is a fair statement to

place the price received for the 9,600,000 acres of land given in 1862 for the establishment of colleges of agriculture and the mechanic arts at \$1.10 an acre.¹ On that assumption it will follow that \$10,500,000 was received for the lands. This amount is a little more than is indicated by the principals of the fund, held separately by the several States, which principals considered as one fund yield, interest estimated at 6 per cent, about \$600,000.²

The university lands, however, were not thrown on the market, like the agricultural and mechanical college lands, in an immense block during a distressing period of the country's history, so that scrip was sold for 60 cents an acre, as in the case of New York, or 55 cents, as in the case of Pennsylvania, or 54 cents, as in the case of Ohio, and so on. These university lands, all told, up to 1889, were 1,244,902 acres. Deducting from these the lands given to Colorado, Mississippi, Louisiana, and Tennessee, it is probable, from returns and estimates, that the 983,622 acres remaining brought about \$4,016,000, or about \$4.08 an acre, which will compare favorably with the sales of Cornell University which had about the same quantity and for it obtained \$6.73 an acre. Let us assume that \$4.08 an acre will be a fair average price for the whole body of 1,244,902 acres, and it will be found that these lands yield \$5,000,000 for the establishment of institutions for the higher education of the minds of the youths of the several States. Putting these two grants—one for spiritual and the other for technical or scientific education—together, it will be seen that the value to higher education of the 17,000 square miles given by the people of the United States to the several States before 1889 was in the neighborhood of \$15,000,000 or \$16,000,000.

The grant of 1862 was insufficient, and the Federal Government again came to the aid of the States. In 1890 an act for the "more complete endowment of the institutions called into being or endowed by the act of 1862" was passed. Under this act \$3,208,000 has been already furnished from the Federal Treasury, and in virtue of the act of Congress of 1887 the experiment stations, which are being more and more intimately connected with the agricultural colleges, have received nearly \$8,000,000 from the same source. Thus the sum total estimated and really given by the Federal Government as aid to higher education of some kind or another is in the neighborhood of \$31,000,000 or \$32,000,000, to say nothing of the future, which now shows an annual offer of about \$1,700,000 from the Federal acts of 1890 and 1887 alone.

The uniformity of the legislation of Congress regarding the granting of land for the purpose of establishing higher education in the several States as each came into the Union was interrupted by the provisions of the act of 1889, which admitted the States of North and South Dakota, Montana, and Washington. In 1854, 1855, and 1881 Congress had given to each of the Territories the usual grant of two townships, and the Territory of Washington as early as 1855 had established a university at Seattle. On the admission of two of the Territories as States in 1889 and the subdivision of another into two States, Congress, instead of granting a certain quantity of land for "internal improvements," another quantity as "saline lands," and still another as "swamp and overflowed lands," gave large blocks of land in lieu of these general unconditioned grants for the specific purpose of establishing institutions for higher education and for charitable purposes and the

¹ The attorneys for Cornell University place it at \$1.65. But it is their duty to make the most of the magnificent management of Mr. Cornell, and they include the sale of 989,920 acres belonging to New York, not at 60 cents an acre, at which the State sold it, but at \$6.73, at which Cornell University sold it, or held it. They put the receipts for the sale of the 9,600,000 acres at \$15,000,000, \$6,188,000 of which being what was obtained over the amount (\$473,000) paid by Cornell University to the State of New York. But in this statement of Messrs. Halliday & Finch, the attorneys of Cornell in a friendly suit between that institution and the State, Nebraska is put down for \$29,000, whereas it is claimed that \$600,000 is nearer the mark, as will be found when the lands are sold.

² See Report of Commissioner of Education 1895-96, Chap. XXVII.

education of the deaf, blind, and vicious. These lands are to be leased by the State until they will bring \$10 an acre. They are not to be turned over for the use of any institution not belonging to the State. Neither are they to be leased for a longer period than five years, nor in larger portions than 1 square mile, nor is more than 1 square mile to be leased to one individual or company. The grant to North and South Dakota each was, for a school of mines, 40,000 acres; for the university, 40,000 (North Dakota getting, of course, two townships in addition), and to Washington and Montana 100,000 acres for a school of science, and the University of Montana receiving 50,000 acres in addition to the two townships, according to precedent. Idaho in 1890 received 100,000 acres for a school of science, and 50,000 for a university, and Utah in 1894 received 200,000 acres for an agricultural college, 100,000 for a school of science, and 110,000 for its university. All told, these lands amount to 2,084,240 acres, which at \$10 an acre will yield \$20,842,400. This sum will swell the total sum actually given by the Federal Government for the establishment of higher education to the figure of \$50,000,000, or, to recapitulate these estimates, it appears--

That the grant of 1787 and its successors in direct line to 1889 yielded....	\$5,000,000
That the grant of 1863 and its successors in direct line to 1889 yielded...	10,500,000
That the grants of 1889-1894, including the earlier grants to the Territories, now States, must yield.....	20,842,000
That Congress is annually appropriating for agricultural and mechanical colleges a sum equal in 1897 to a capital, at 4 per cent, of.....	26,400,000
That Congress is annually appropriating for experiment stations a sum equal to a capital, at 4 per cent, of	18,000,000
Total.....	80,742,000

The lands granted since 1889 being priced at \$10 or more are, as it were, tied up, and are only "productive funds" as far as they are leased. The University of Washington, however, had quite a capital to go on. Two citizens of Seattle had given 10 acres of land about 1855 for the university. When the site was changed this property was certainly worth \$150,000, for the legislature advanced that amount in 1893 (to be repaid "from the sale of lots in Seattle") for the purpose of providing new buildings for the new university. The tied-up land, however, having a value, is utilized in providing buildings by pledging it as security. As an instance of this method of using the lands, sections 1, 2, and 5 of an act of one of the new States are now given.

SECTION 1. That for the purpose of providing money for the support and maintenance of the normal schools of the State of Idaho, located at Albion, in Cassia County, and Lewiston, Nez Perce County, and for the construction and repair of buildings for the use of said schools, a loan of \$75,000 is hereby authorized to be negotiated by a board consisting of the governor, treasurer, secretary of state, and attorney-general of the State of Idaho, on the faith and credit of the State of Idaho, and secured by the proceeds of the sale of State normal school lands and the timber thereon as hereinafter provided.

SEC. 2. The treasurer of the State is hereby authorized, empowered, and directed immediately upon the passage of this act to issue 75 bonds of the State, to be known as normal school bonds, in the sum of \$1,000 each, payable in twenty years from the date of their issuance, to bear interest at the rate of 5 per cent per annum, payable semiannually on the 1st days of January and July each year, at a bank in the city of New York to be selected by State treasurer; said bonds, however, to be redeemable at the option of the State at any time after the expiration of ten years from the date of their issuance.

SEC. 5. For the purpose of securing the payment of the principal of the bonds provided for in this act the proceeds of the sale of all the lands, or of timber growing thereon, granted to the State by the United States for State normal schools are hereby set apart as a separate and distinct fund to be known as the normal school sinking fund; and after the payment of said principal of said bonds, then the proceeds of the sales of said land or timber shall be paid into the general fund in the State treasury until an amount equal to the total amount of interest that has theretofore been paid out of said general fund on said bonds, less the amount of interest that may have been paid into said general fund from investment of nor-

mal school sinking fund moneys in State warrants, as hereinafter provided for, has been so paid into said general fund. When the principal of said bonds shall have been fully paid and the general fund of the State reimbursed for interest on said bonds as herein specified, then and thereafter the proceeds of the sales of such lands and timber shall be disposed of as may by law be provided.

This is not the place to enumerate the merits or to extol the objects of the institutions that the university land grants and the grants for the colleges of agriculture and the mechanic arts have called into being or have encouraged. All that has been repeatedly done elsewhere. But attention may be asked to two judgments which appear to justify the most strenuous exertions in promoting the cause of higher education. The first of these dicta relates to higher spiritual education and contains a passage very frequently quoted, or rather misquoted; the second is from a recent report of a British commission on technical education.

In the preface to his *Questions Contemporaines*, Mr. Ernest Renan criticises his own and this country in the following language:

The false idea being still alive in France that education should be given only to those children whose social position in after life will warrant it, and therefore that to cultivate and to instruct the poor is to sow wants and ambitions which it will be impossible to satisfy, nothing can be definitely accomplished until that idea is repudiated. The strength of the education of the peasantry in Germany is due to the strength of higher education in Germany. It is the university which makes the school. It is said that the elementary teacher conquered the Austrians at Sadowa.¹ Not at all. It was German science and German virtue that conquered at Sadowa. It was Protestantism, it was philosophy, Luther, Kant, Fichte, and Hegel that conquered at Sadowa. The education of the masses is the result of the high culture of certain classes. The people of those countries which, like the United States, have created a great school system for the people without a serious higher instruction shall for a long time yet expiate their fault by their intellectual mediocrity, their coarseness, their superficiality, and their lack of general intelligence.²

Or if it is proper to take the French literary savant's "instruction of a class of persons," or perhaps as he would have said, "a class of instructed persons," as meaning the same thing as a "general diffusion of knowledge," his apprehension concerning the defects of education in this country as regards parlor manners was antedated nearly a century by a warning as regards politics. In his Farewell Address, Washington said: "Promote, as an object of primary importance, institutions for the general diffusion of knowledge; for in proportion as the structure of government gives force to public opinion it is essential that public opinion should be enlightened."

Turning from the value of higher education as a preparation for entering into the realm of culture and for the discharge of the duties of citizenship, we may regard the subject from a purely business standpoint. During the year 1896 a British commission visited Germany and reported on the technical education of that country. From that report the following quotation is made:³

In fact, our recent visit has brought it clearly home to us that the Germans have not ceased to believe in the value of higher scientific education. On the contrary, they appear now to attach greater importance than ever to the connection between such higher scientific training and the development of manufacturing industry. No nation, especially if not overburdened with capital, would continue to erect and equip institutions for advanced instruction and scientific research without a firm conviction of their industrial value. The demand, too, for such higher teaching seems to increase as the facilities for providing it are

¹ This now famous phrase is usually gotten to read Sedan instead of Sadowa.

² *Questions Contemporaines*, 3d ed., preface, p. vii.

³ Report on a visit to Germany with a view to ascertaining the recent progress of technical education in that country, being a letter to His Grace the Duke of Devonshire, K. G., Lord President of the Council, by Sir Philip Magnus, Mr. Redgrave, Mr. Swire Smith, and Mr. Woodall. (These gentlemen were on a commission that reported about thirteen years ago. See report of this Bureau for 1882-83, pp. 263, et seq.)

enlarged. For whereas in 1884 we stated that the total attendance at the polytechnicums was little more than 2,000, the attendance of students at Charlottenburg alone, irrespective of the Berlin University, is now 3,000, while the number of students in the physical and electro-technical laboratories at Darmstadt is already in excess of the accommodation. Indeed, it is worthy of remark that the same object which called into existence some forty or fifty years ago the technical universities has recently led to their extension and development in a new direction. As far back as that period Germany began to prepare herself for becoming a manufacturing people. It was her belief in the future application of chemistry to industrial purposes that led to the erection and equipment at a great cost of chemical laboratories and to the encouragement held out to students to pursue their studies in those laboratories for a period of five, six, or even seven years. The success that has attended the efforts of the Germans to appropriate many important branches of chemical manufacturing industry is well known, and the dependence of those industries on the researches of chemical experts employed in the works is generally recognized. At the Badische Anilin-und Soda Fabrik alone are now employed 100 scientifically trained chemists and 30 engineers. Her brilliant achievements in the field of chemical industries have encouraged her to establish well-equipped electrical laboratories and to develop the practical teaching of physics with the view of assisting the electrical trades, which are comparatively of recent growth.

Nevertheless there is a precaution to be taken in all experimentation, not only in the fields of intellect and gentility, but in that of industrial education. This is to be patient in awaiting returns, especially if inferior methods be used. Professor Atwater, while chief of the Experiment Station Office of the Federal Agricultural Department, has spoken on this subject to this effect:

Whoever has had experience in field experiments and has taken the pains to look through the mass of reports of such work that has accumulated during the past fifty years in Europe, as well as in this country, must be impressed with the smallness of the visible result in proportion to the expenditure of labor, thought, and money. The great difficulty is that the conditions, particularly of soil and weather [and he might have added social conditions], are entirely beyond not only the experimenter's control, but also his means for measuring them; and what is still worse, inequalities of soil which are hidden from his observation are often responsible for a large part of the differences in yield, so that the results give entirely wrong answers to the questions he is studying. While the importance of duplication of trials and of continuing them through a series of years can not be too strongly insisted upon, it is also very desirable that investigations should be made *with special reference to the improvement of the methods of experimenting.*

The acts of 1863, 1889, and 1890 have been frequently referred to in the foregoing, and it is useful, perhaps, to summarize their provisions as the most important efforts made by the people of the United States to foster higher scientific education.

Federal laws regarding institutions created by the act of 1862 and modified or enlarged by those of 1887 and 1890.

SYNOPSIS OF THE LAW OF JULY 2, 1862.

To establish colleges for the benefit of agriculture and the mechanic arts.

SYNOPSIS OF THE LAW OF MARCH 3, 1887.

To establish experimental stations in connection with colleges established by the law of July 2, 1862. [Wherever the word State is implied.]

SYNOPSIS OF THE LAW OF AUGUST 30, 1890.

To more completely endow the colleges established under the law of July 2, 1862. [Wherever the word State is used the word Territory is implied.]

1. *The grant.*

Each State now existing and each new State admitted into the Union shall be entitled to as many times 30,000 acres of public land (not mineral bearing) as it had in 1860 or less, at the time of its admission, representatives in both Houses of Congress. When there is not enough (or no) public land within a State, scrip shall be issued; but no State shall locate land in another State save through assignees, nor shall any portion of land be located smaller than a quarter section.

2. *The object of the grant.*

Ten per cent or less of the entire gross proceeds of the grant may be used, if authorized by the legislature, in the purchase of land for sites or experimental farms.

The interest of the entire remaining gross proceeds of the grant shall be used for the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.

An annual report shall be made regarding the progress of each college, regarding improvements and experiments made, with their cost, and results, and such other matters, including State, industrial and economical statistics, as may be useful, one copy of which shall be transmitted by mail free by each to all the other colleges of the same class, and one copy to the Secretary of the Interior.

1. *The annual subsidy.*

There shall be appropriated annually, until the provision is amended, suspended, or repealed, the sum of \$15,000 to each State, to be paid quarterly out of any money in the United States Treasury arising from the sale of public lands, to the treasurer or other officer duly appointed by the governing boards of the colleges that have been or may be established in virtue of the act of July 2, 1862. The sum so granted is to be used for the following purposes:

2. *The object of the subsidy.*

There may be expended out of the first annual appropriation the sum of \$3,000 or less, in the erection, enlargement, or repair of necessary building or buildings, and \$750 or less of subsequent appropriations may be so expended.

There shall be established under the direction of the college or colleges, or agricultural departments of colleges, created by the law of 1862, in each State a department to be known as "agricultural experiment station." Such experiment station shall conduct original researches or verify experiments, to wit: (1) On the physiology of plants and animals and the diseases to which they are severally subject, with remedies for the same; (2) on the chemical composition of useful plants at their different stages of growth; (3) on the comparative advantages of rotative cropping as pursued under a varying series of crops; (4) on the capacity of new plants or trees for accumulation; (5) in the analysis of soils and of water; (6) on the chemical composition of manures, natural or artificial, with experiments designed to test their comparative effects on crops of different kinds; (7) on the adaptation and value of grasses and forage plants; (8) on the composition and digestibility of the different kinds of food for domestic animals; (9) on the scientific and economic questions involved in the production of butter and cheese; and such other researches and experiments bearing directly upon the agricultural industry of the United States as may in each case be deemed advisable, having due regard to the climate of the State.

1. *The annual subsidy.*

There shall be annually appropriated until the provision is amended, suspended, or repealed, out of any money arising from the sale of public lands not otherwise appropriated, for the more complete endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts, the sum of \$15,000, and an annual increase of \$1,000 until the appropriation shall be \$25,000. [Territories not yet States may be beneficiaries of this law though not of the law of 1862.]

2. *The object of the subsidy.*

The amounts annually received by each designated school or college shall be applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic science, with special reference to their applications in the industries of life and to the facilities for such instruction.

An annual report shall be made by the president of each college to the Secretary of Agriculture, as well as to the Secretary of the Interior, regarding the condition and progress of the college, including statistical information in relation to its receipts and expenditures, its library, the number of its students and professors, and also as to any improvements and experiments made under the direction of any experiment stations attached to the college with their cost and results, and such other industrial and economical statistics as may be regarded as useful, one copy of which shall be transmitted by mail free to other colleges of the same class.

Federal laws regarding institutions created by the act of 1862 and modified or enlarged by those of 1887 and 1890—Continued.

SYNOPSIS OF THE LAW OF JULY 2, 1882—Continued.

3. The conditions attached to the grant.

The State legislature must formally accept the grant within three years, establish at least one school of the character set forth above within five years, must replace all losses to the fund, must invest the entire gross proceeds, after a permitted expenditure of not more than 10 per cent thereof for sites or experimental farms in safe stocks yielding not less than 5 per cent on their par value, and must use the interest wholly—excluding the purchase, erection, preservation, or repair of any building or buildings—in support of the school or schools established by this act.

SYNOPSIS OF THE LAW OF MARCH 2, 1887—Continued.

2. Conditions attached to the subsidy.

The legislature of each State must formally accept the grants, must apply the appropriation to paying the necessary expenses of conducting investigations and experiments and printing and distributing the results, must connect the station with the institution endowed by virtue of the act of July 2, 1862, unless the State has an experimental station distinct from the college, or the college is not distinctively an agricultural college or school though having connected with it an experimental farm or station, or either of which cases the legislature may apply the whole, or in the case of the nondistinctively agricultural college or school, the whole or a part, to a distinctively agricultural school having a station, and no State shall disabie itself from so doing by contract express or implied.

Each station shall annually, on or before February 1, make to the governor of the State a full and detailed report of its operations, including a statement of receipts and expenditures, a copy of which shall be mutually interchanged among the stations and one sent, respectively, to the Secretary of Agriculture and the Secretary of the Treasury.

Bulletins shall be published by each station at least once in three months, which shall be sent by Government frank to each newspaper in the State and to such persons who are actually engaged in agriculture who shall request the same, as far as the means of the station permit.

4. Federal jurisdiction.

The Secretary of Agriculture shall furnish forms, as far as practicable, for the tabulation of results of investigation, shall indicate from time to time such lines of inquiry as shall seem to him important, and in answer thereto shall furnish such advice and assistance as will best promote the purpose of this law.

Whenever there is unexpended a portion of an annual appropriation the Secretary of the Treasury shall decide if from the next, so that each station shall receive no more than is necessary to maintain it. [The duties of the Secretary of Agriculture have been somewhat increased, especially in regard to the accounting for this fund, by an act of 1895.]

SYNOPSIS OF THE LAW OF AUGUST 30, 1890—Continued.

3. The conditions attached to the subsidy.

The State legislature must formally accept the grants, may in certain States propose an equitable division of the fund between one school for white and one school for colored students, shall designate the officer to whom the annual appropriation shall be paid, who shall immediately pay it to the treasurer of the respective institution or institutions, who shall be required to report to the Secretary of Agriculture and to the Secretary of the Interior by detailed statement the amount received and disbursed, and shall replace all sums lost by any action or contingency, and no portion of the amount annually received shall be applied directly or indirectly to the purchase, erection, preservation, or repair of any building or buildings.

4. Federal jurisdiction.

The Secretary of the Interior is charged with the proper administration of this law, and the treasurer of each college shall report to him (and the Secretary of Agriculture), on or before the 1st day of September of each year, a detailed statement of the amount received in virtue of this law and its disbursement, and if any State misapplies or loses any portion of the appropriation and does not replace the same the Secretary of the Interior shall withhold all subsequent appropriations, and notify the President of the United States of his reasons therefor; but the State may appeal to Congress, and if Congress uphold the Secretary, the amount withheld shall be covered into the Treasury.

STATE AID TO HIGHER EDUCATION.

The first and all-important active power of Congress is the obligation "to lay and collect taxes and duties." It is well known that nothing of this kind has been done by that body for higher educational institutions. The millions spoken of above have arisen not from taxation, but from the sale of lands. The extraordinary slowness with which new ideas, if left to themselves, are disseminated, so that practically the large mass of people, as Burke says, are fifty years behind the times,¹ has caused the Federal Government to provide agencies for the investigation and careful compilation of new conceptions concerning public health—intellectual, moral, and physical—and national interests, but no institution for the classroom instruction of young persons has been established by the Federal Government, except for the education of the officers of the Army and Navy, the emancipated slaves, and for the wild Indians. The Federal Government has given lands; it is left to the States to tax the property of its citizens for higher education, with which the Federal Government has had nothing to do except so far as the acts of 1890 and 1897 are concerned, and the limitations imposed by the acts of 1787 and 1862 as to the use of the funds granted during those years. Let us see how the States have availed themselves of this privilege of taxing themselves for higher education.

In making this study it is convenient to single out the State of Massachusetts for her early action; the State of New York for her administratively comprehensive action; the State of Virginia for her treatment of the university as the *universitas scientiarum* of the schoolmen, or the "Einheit der Lehre" of the Germans, and the State of Michigan as effecting a sort of hybrid of these three, at first, in 1817, with marked preference for the Virginia idea, then of the New York idea of a university distributed all over the State, and finally of the Massachusetts college idea combined with the Virginia idea again, as in the first place, when the paper institution on the Jeffersonian plan, called University Michigania, or Catholepistemiad, was characterized by the French Revolutionary craze for bastard verbal compounds from the classic languages.²

In Massachusetts, says Prof. C. K. Adams, we find the legislature, before the seventeenth century had half run its course, doing six different acts in connection with higher education—to wit, by making a grant for a college (Harvard), by laying an annual tax to support it, by fixing its location, by superintending the erection of its buildings, by appointing a curator paid by the State, by removing an incumbent and appointing his successor. In other words, in order to found a college, Massachusetts, though having fewer than 4,000 inhabitants, gave £400 in cash, the annual earnings of the Boston-Charlestown ferry, and to a man who had promised that he, as president, would devote his life to building up the college 500 acres of land, and when he failed turned him out forthwith. This was in 1633-1640. The ministers of George III., one hundred and

¹ It is very rare indeed for men to be wrong in their feelings concerning public misconduct; as rare to be right in their speculation upon the cause of it. I have constantly observed that the generality of people are fifty years at least behind in their politics. There are very few who are capable of comparing and digesting what passes before their eyes at different times and occasions so as to form the whole into a distinct system. But in books everything is settled for them without the exertion of any considerable diligence or sagacity. For which reason men are wise with but little reflection and good with little self-denial in the business of all times except their own. (Present Discontents.)

² Catholepistemiad—the place where knowledge or all the sciences are taught. A professorship was called a "didaxia." Absurdities of this kind are common to revolutions. The French Revolution turned 1793-94 into "the year 1;" so did the revolting Sicilians in their age; so did Rienzi. The later scholastics changed their names—Schwartzzerde became Melanthon—black earth, etc. Mr. Jefferson wanted the States on the Northwest to be called Michigania, Polypotamia, etc.

forty years later, came with great rapidity to the conclusion that Boston was not a good center from which to subdue the rebellion of their fellow-citizens, though a decided center of the rebellion. The fact is now accepted—"higher education is the best national defense." "You are eternally quoting Germany to us," said a member of the French House of Representatives to the minister of public instruction, Mr. Berthelot, who was addressing that body on higher education. "Yes," replied the minister, blandly, "always Germany. We all very well know why." "It was not the schoolmaster that conquered at Sadowa," said Renan, "but German science," which is just as much as to say "the German universities." The earliest direct tax for education was imposed for this Massachusetts college (1 peck of corn, or its equivalent, 12d.), paid by each family. So much for Massachusetts and her college, which all educated Americans regard as an Englishman regards Oxford or a Frenchman regards the Sorbonne.

The State of New York has shown in the management of all the higher educational institutions within her borders a sense of the importance of their influence and of its own moral duty to supervise as well as to foster them which was manifested by no other State of the Union until recent years. Her method of treatment was quite original, being unlike that of the Université de France, which came, indeed, shortly after it, and of the University of Oxford, which had preceded it many centuries. The French Revolutionary assemblies had early united the five great scientific bodies of France into a federal system called the Institut de France. This much being accomplished for literature and science, two projects were advanced about 1790, one for centralizing and one for federalizing the influence of higher education in France. The abbé, politician, and subsequent prince, Talleyrand, advocated the first and would have l'institut enseignant (the teaching institute or university) centralized at Paris; but the federal system was advocated by the celebrated Condorcet, scientist and martyr. Mr. Condorcet remarked in the French Assembly, "We propose to establish in France nine colleges which will be lights shining from many points at the same time, and thus their effect will be more equally distributed among the citizens." The projects fell through, until, in 1806, Napoleon created the Université de France, originally intended as an examining body, with a grand master at Paris and committees or "faculties" in the provinces. Far different is the system at Oxford. There, as originally in France, the "university" is equally unreal as a teaching entity; nevertheless the University of Oxford has a definite habitat and is an idea founded on facts, which facts are the colleges and halls which have been from time to time established by private or royal benefactions as the dwelling place of instruction. Scatter the Oxford colleges over the State of New York and increase their number and you have made the initial step in conceiving the character of the institution called the University of the State of New York. It is an institution sadly needed in other States to go up and down testing the fitness of people to begin higher studies, and deciding upon the fitness of institutions to be incorporated, especially those who wish to be empowered to confer degrees. Pennsylvania has within a year adopted, though creating a different agency, this wise administrative measure.

There is no more substantial monument to the respect paid to the character of Mr. Jefferson than the founding of the University of Virginia by that State. It was an institution conceived on university lines, in which the curriculum embraced the world of science while preserving the unity of instruction known among the Germans as the *Einheit der Lehre*. It does not appear that there was any enthusiasm created among the Virginians for an institution with such an ideal. Private colleges were meeting the demands of the people, who were justifiably satisfied that the education given in those institutions was as good as any given elsewhere. Liberty, not science, was the object of their aspirations, and they preferred a village Hampden refusing ship money for the use of a tyrannical king to a Humboldt traveling about the globe collecting snakes and climbing vol-

canoes. Yet these gentlemen, bred up on Plutarch, Tacitus, and Livy, had the distinguished merit to found a modern American university in the year 1817. Having once established the university, it became a matter of honor to maintain it, but otherwise to leave it to its own resources.¹

"The history of State higher education in Michigan," says Professor Blackmar, "centers around one institution, but that institution is the foremost university of the great West, and, indeed, the first model of a complete State university in America." In 1817 the Catholepistemiad, or University Michigania, was a mere paper concern. In 1825 an idea was conceived of having a university of Michigan composed of a hundred colleges, something on the order of the University of New York, but one to be for the higher education of women, another a normal, still another an agricultural department, all focusing in or at the "university," whose "regents" were to help support them while the counties did the rest. "The extensive plan early entertained for the branch schools of the University of Michigan," says Mr. Blackmar, who prefers to ascribe this idea to the influence of the German gymnasia, as he does the Catholepistemiad, or University Michigania, to the University of Berlin of 1810, for instance, "resulted in nothing further than the establishment of an excellent system of high schools connected directly with the university curriculum, but entirely independent of the institution in their support and government." In Michigan the secondary and higher education are knit together by mutual understanding; in New York they are connected by a "university;" in Virginia the university is still a concentrated establishment, whose sphere of direct influence is confined to its own precincts; but none of these things can be affirmed of the Massachusetts university at Cambridge.

Great as are the difficulties of making a thoroughly accurate statement concerning the endowment in the shape of lands given by the Federal Government to the several States, they are greatly inferior to those encountered in attempting to relate what the State has given. The legislatures of newly admitted States are not always the best informed persons as to the proper disposition of lands and money for higher education, and some unfortunate legislation undoubtedly has resulted; but it is to be remarked that, bearing in mind the vast quantities of cheap public lands still retained by the United States up to 1890, all statements of gross mismanagement as "proved" by ineager returns are to be carefully weighed before adoption. The first great difficulty with the university fund while it was still land was to sell it profitably at an early day; the second, when the land had been converted into money, was to invest the money at remunerative rates. Upon these rocks of educational land financiering perhaps several legislatures wrecked the hopes of an endowment for a State university; and then, in a mood of contrition for the evil which had followed from their acts, assumed the loss as a debt, the interest on which was thereafter to be paid by public taxation. It is judicious, therefore, to leave the subject of the management of these funds to the historian

¹ Extract from the report of the committee of schools and colleges of the legislature of Virginia, against the expediency of withdrawing the \$15,000 annually from the University of Virginia, 1845, Document No. 41:

"* * * It would, on some accounts, certainly be desirable were our university, like Harvard and several others, sustained entirely or in great part by funds derived from the munificence of individuals. But it should not be forgotten that, while by this means the public would be relieved from the annual contribution now required, the general interests of the community as affected by the operations of the institution would be either wholly neglected or but partially secured. The entire government and organization devolving upon self-elective boards of trustees irresponsible to the State would of necessity be exposed to the narrowing influences springing from the predilections and prejudices of religious sects and classes of society, and the university, by an easy transition, losing the liberal features of a school suited equally to all, would become the property and the spoiled favorite of a particular denomination or rank." (Report drawn for committee by W. B. Rogers, chairman of the faculty of the university, and apparently presented as the report of the committee.) *Life and Letters of William B. Rogers*, first president of the Massachusetts Institute of Technology, Appendix A to Vol. I.

of each State, who can award the praise or blame that a thorough investigation of the circumstances warrants. The thirteen original States were saved the vexations attending the management of public land grants for higher education.

At the present day the connection of the State and higher education seems to be becoming in certain parts of the United States an explicit arrangement between higher education and the people. The money received into the State treasury as "taxes" is too nearly the sum actually required for the specific purpose for which each tax was levied to allow of legislative munificence in appropriating "any money in the State treasury not otherwise appropriated," even though the appropriation would have so laudable an object as higher education. This difficulty is felt more keenly in the younger and less wealthy States, as it was in the colonial days of the States of the Atlantic Coast. In those early days a ferry toll, a tax of a peck of corn,¹ a tax on exported tobacco² and on imported liquors, negroes, and Irish servants³ were crude forms of an expedient that the inland States are now finding it convenient to adopt. Formerly the mania for lotteries was used to provide funds for establishing institutions of higher education, but at the present day public morality can not be so hoodwinked by the show of higher education for a dummy as to be seduced into an effort to legalize this once popular device.

The method now coming into vogue is to levy directly a specifically named tax upon the taxable property in the State for the support of a State university or, in the case of Colorado, for the university, the agricultural college, and the school of mines—for each institution one-sixth of a mill. But this is not the only form in which this expedient is resorted to. The State of South Carolina has assumed the examination of fertilizers and the guaranty of their contents. This work of guaranteeing the value for agricultural purposes of artificial manures is the work in part of the State experiment station, and the \$60,000 that is thus obtained is given for the support of the State agricultural college. It is thought that no other experiment station produces results more obviously valuable than those of the South Carolina station. The endowment is commensurate with the Federal subsidy and the munificence of Mr. Clemson.

A list of the States taxing the people directly for higher education is given below:

States in which the people tax themselves specifically for higher education. (Does not include technical colleges unless same are colleges of the university.)

California (University of California).—Tax of 1 per cent on \$100; in 1893, 2 per cent. Colorado (University of Colorado).—Tax of one-fifth of a mill. (Also taxes itself to the same amount for its agricultural college and its school of mines.)

Georgia (University of Georgia).—Annual appropriation for eleven years of \$6,000, or \$66,000.

Idaho (University of Idaho).—Annual appropriation for 1892, 1893, 1894, and 1895 of three-fourths of a mill on assessed value of property in State. In 1893 this yielded \$22,307.

Indiana (University of Indiana).—Tax for twelve years, 1893-1895, of 5 mills on \$100; estimated to yield \$700,000.

Kentucky (Agricultural and Mechanical College of Kentucky).—Tax of 5 mills on \$100.

Maine (University of Maine).—In 1897 an annual appropriation for ten years of \$20,000, or \$200,000.

Maryland.—The appropriation to St. John's College.

Michigan (University of Michigan).—Tax of one-twentieth of a mill on \$1, 1873-1894 (capitalized at 4 per cent=\$375,000); of one-sixth of a mill in 1894. Grant of \$8,000 annually for support of medical school.

Minnesota (University of Minnesota).—In 1897 the legislature increased the tax of $\frac{1}{100}$ of a mill to $\frac{2}{100}$, a net increase of \$40,000.

Missouri (University of Missouri).—Refund of direct tax by Federal Government, given by State, \$656,000; also, three-tenths of 1 per cent of State revenue.

Nebraska (University of Nebraska).—Tax on property of 1 mill, 1869-1873; tax

¹ Massachusetts.

² Virginia.

³ Maryland.

on property of three-eighths of a mill, 1873-1897. This yielded but \$32,000 in 1873; in 1887, \$170,000; in 1897, \$70,000.

Ohio (State University).—Tax by State of one-twentieth of a mill (capitalized at 4 per cent—\$2,250,000), 1891-1895; in 1896, one-tenth of a mill.

Oregon (University of Oregon).—Tax by State of one-tenth of a mill, 1882-1887; tax by State of one-seventh of a mill, 1887-1892; granted by State since 1893, \$30,000 annually.

Virginia (University of Virginia).—Annual appropriation, 1818-1876, \$15,000; annual appropriation, 1877-1884, \$30,000; annual appropriation, 1885-1894, \$40,000; annual appropriation, 1895-1897, \$50,000.

Wisconsin (University of Wisconsin).—Tax in 1883, one-eighth of a mill; in 1891, one-tenth of a mill. Also (laws 1893), for two years an additional State tax of one-fifth of a mill for each dollar of assessed value of taxable property for increased administrative expenditures. In 1896 these taxes yielded \$75,434, \$60,347, and \$120,695.

The other great purpose for which taxes have been laid by the States to establish higher education is a very costly one—the construction of adequate buildings. The most conclusive way of arriving at the amount of this species of State taxation would be to sum up the value of the grounds and buildings were it not very frequently the case that private benefactors have built and presented one or more of the buildings or the grounds upon which the university is placed. Despite this defect, however, such a method is here adopted; for we are dealing on this occasion with the aid furnished by the Federal and State governments to establish universities; and had there been no such action on the part of the Government there would have been no occasion to present lands to them for sites or to provide and furnish science halls and dormitories to facilitate their instruction or accommodate their students. It is thought that such benefactions would not probably have gone to other institutions, in the first place, because they are largely given by an alumnus in grateful memory of his alma mater, and, in the second, are due to a patriotic feeling for the renown of the State. The value of the property in the form of grounds, buildings, and apparatus of the institutions named under each State, as hereafter given, is \$41,000,000.

On a subsequent occasion it is hoped that it will be possible to present a statement of the total amount given by the several States to maintain higher education. In this chapter it is impossible to do more than to give the total amount of productive funds reported by the institutions which are named in the summary with which the chapter now closes. The amount of these productive funds, including the quasi State universities of Harvard, Yale, Columbia, and Cornell, is \$51,673,233, of which about \$30,000,000 belongs to the four universities named. It thus appears that institutions that have been materially aided by Federal and State governments possess about \$92,000,000 worth of property either as real estate and apparatus or as "productive funds."

Summary of Federal and State aid given to establish higher education in—

State.	Acres.	Value.
ALABAMA.		
University of Alabama:		
Lands (Federal) granted on admission to Union	46,080	¹ \$368,740
Lands (Federal) granted in addition (1884)	46,080	² 460,000
Gifts by the State, including \$36,000 back interest		86,000
Gifts by the State to medical department at Mobile		50,000
Appropriation by State in 1895-96		0
Agricultural and mechanical colleges:		
Act of 1832 (Federal)	240,000	253,000
Act of 1890 (Federal) capitalizing subsidy (1897) at 4 per cent (acts of legislative bodies)		575,000
Fertilizer tax for 1896, capitalized at 4 per cent (acts of legislative bodies)		218,718

¹ \$144,239 estimated as lost (Histy. Ed. in Ala., Clark, p. 45) and fund fixed at \$250,000 by State in 1848.

² Estimated.

Summary of Federal and State aid given to establish higher education in—Cont'd.

State.	Acres.	Value.
ALABAMA—continued.		
Fixed property not subject to annual grant:		
Value of property		\$559,400
Value of productive property		533,500
Total fixed property		1,112,900
ARKANSAS.		
Lands granted by Federal Government for higher education are said to have been divided among counties for common-school purposes in 1848-49	46,080	1 276,000
Arkansas Industrial University:		
Act of 1862 (Federal)	150,000	135,000
Act of 1890 (Federal), capitalized as for Alabama		575,000
Appropriation by State in 1896-97 for current expenses		20,161
Fixed property, not subject to annual grant:		
Value of property		255,000
Value of productive property		190,000
Total fixed property		385,000
CALIFORNIA.		
University of California:		
Lands (Federal) granted on admission to Union	46,080	} 100,000
Lands (Federal) granted on admission for building	6,400	
Lands (Federal) granted by act 1862 for Agricultural and Mechanical College	150,000	771,687
Lands (Federal) granted as swamp lands to State, and by it to university	1,873,325	2 811,500
Act (Federal) of 1890, capitalized as for Alabama		575,000
State appropriation in 1873 for building		390,000
State appropriation in 1873 for building		84,800
State tax of 1 per cent (in 1898 2 per cent) on \$100 property, capitalized at 4 per cent in 1888 when passed		1,914,500
State appropriation 1896-97 (\$50,000 for building)		179,000
Fixed property not subject to annual grant:		
Value of property		1,190,000
Value of property: productive		2,745,000
Total fixed property		3,935,000
COLORADO.		
University of Colorado:		
Lands (Federal) granted on admission to Union	46,080	
State tax of one-fifth of a mill on all property which capitalized at the date of passage (1881) at 4 per cent		3 500,000
State (half by "government," half by "people") in 1875		30,000
State appropriation in 1896, one-fifth of a mill tax		37,000
State Agricultural College:		
Act of 1882 (Federal)	90,000	4 270,000
Act of 1890 (Federal) capitalized at 4 per cent, as for Alabama		575,000
State tax of one-fifth of a mill, capitalized in 1881 at 4 per cent, as above		3 500,000
State appropriation in 1896, one-fifth of a mill tax		37,000
State School of Mines:		
State tax of one-fifth of a mill, capitalized at date of 1881		3 500,000
State appropriation in 1896, one-fifth of a mill tax		37,000
Fixed property not subject to annual grant:		
Value of property		600,000
Value of productive property		230,000
Total fixed property		830,000
CONNECTICUT.		
Yale University:		
Colonial subsidy, 1701-1741, £120 or £100 a year, capitalized at 4 per cent (actual value of £1)		10,000
Colonial lands (a township brought from \$3,300 to \$18,000 in those days)	1,500	
State gifts up to 1823 and grant of 1831 (legislative committee report 1823)		80,000
Sheffield Scientific School:		
Act of 1862 (Federal), from 1864 to 1893	180,000	135,000
Act of 1890 (Federal), from 1890 to 1893. (See Storrs below.)		

¹ Estimated at \$6 an acre, the minimum price in 1840.² At least the swamp lands were to realize \$1,000,000.³ At present (1897) this would be about \$990,400 at 4 per cent capitalization. The Agricultural College at first received one-tenth of a mill (1877-1881). This was used for buildings.⁴ Estimated; much unsold.

FEDERAL AND STATE AID TO HIGHER EDUCATION. 1153

Summary of Federal and State aid given to establish higher education in—Cont'd.

State.	Acres.	Value.
CONNECTICUT—continued.		
Storrs Agricultural School:		
State grant 1881 (and other years?).....		\$15,000
State grant 1887-1893, capitalized at 4 per cent.....		200,000
State grant 1888-1896, for buildings.....		¹ 67,000
Act of 1890 (Federal), from 1893, capitalized at 4 per cent.....		575,000
Fixed property not subject to annual grant:		
Value of property.....		5,610,000
Value of productive funds.....		4,114,762
Total fixed property.....		9,724,762
DELAWARE.		
Delaware College:		
Act of 1862 (Federal).....	90,000	83,000
Act of 1890 (Federal), capitalized at 4 per cent (\$17,600 in 1896 for whites).....		575,000
The State also contributed to the support of the State College for Colored Students in 1896-97, \$4,000, which receives one-fifth of the Federal subsidy of 1890.		
Fixed property not subject to annual grant:		
Value of property.....		156,541
Value of productive funds.....		83,000
Total fixed property.....		239,541
FLORIDA.		
East and West Florida seminaries:		
Lands (Federal) granted before and on admission.....	92,160	² 130,000
State Agricultural College:		
Act of 1862 (Federal).....	90,000	110,000
Act of 1890 (Federal), capitalized at 4 per cent, one-half income for whites.....		575,000
State aid has been given from time to time for building, etc., a few thousand at a time.		
Fixed property not subject to annual grant:		
Value of property.....		113,175
Value of productive funds.....		283,000
Total fixed property.....		395,175
GEORGIA.		
University of Georgia:		
Lands, State warrant for \$100,000, on which State pays 8 per cent.....	35,000	166,000
(NOTE.—The grant was 40,000 acres State lands, but 5,000 were on South Carolina soil. State gave warrant for two-thirds of sales of land.)		
Annual appropriation by State for eleven years, \$6,000.....		66,000
Gifts (or loans?) by State at various times for various purposes.....		49,000
Georgia State Agricultural College:		
Act of 1862 (Federal).....	270,000	242,202
Act of 1890 (Federal), capitalized at 4 per cent, one-half income for whites.....		575,000
Act of 1871, donating old United States mint, Dahlonega, and its 10 acres (1875).....		80,000
Medical college, since 1873 a part of the university:		
Cash in 1853, by State.....		10,000
Premium on stock in Bank of Augusta by State.....		25,000
Georgia School of Technology:		
Last appropriation by State.....		20,000
Fixed property not subject to annual grant:		
Value of property.....		822,000
Value of productive funds, including \$100,000 State warrant.....		342,000
Total fixed property.....		1,164,000
ILLINOIS.		
Lands (Federal) granted on admission.....	46,080	60,000
One-half of 1 per cent of the sale of public land (Federal).....		118,790
(The income of this fund is divided between the two State normal universities.)		
University of Illinois:		
Act of 1862 (Federal).....	480,000	319,494
Act of 1890 (Federal), capitalized at 4 per cent.....		575,000
Various appropriations for buildings.....		500,000

¹ This does not include an appropriation in 1895 (to take an example) of \$25,000 for current expenses voted by the State before the litigation respecting the Federal subsidy of 1890 was settled.

² Estimated by State superintendent in 1874 in this way, to wit: 47,000 acres actual sales, \$97,204; 38,000 unsold, estimated, \$76,000. The East Florida Seminary does not report endowment funds, but the West Florida reports \$65,000.

Summary of Federal and State aid given to establish higher education in—Cont'd.

State.	Acres.	Value.
ILLINOIS—continued.		
Fixed property not subject to annual grant:		
Value of property.....		\$380,000
Value of productive funds.....		458,500
Total fixed property.....		1,338,500
INDIANA.		
Indiana University:		
Lands (Federal) granted on admission and for losses by litigation.....	72,662	231,231
Tax for twelve years (1883-1895) of 5 mills on each \$100 property, estimated to yield.....		700,000
Grant by State in 1885 for buildings.....		30,000
Last State appropriation.....		80,000
Purdue University:		
Act of 1862 (Federal).....	390,000	212,239
Act of 1890 (Federal), capitalized at 4 per cent.....		575,000
Various appropriations for "improvements," about.....		100,000
Last State appropriation (for current expenses).....		58,563
Fixed property not subject to annual grant:		
Value of property.....		895,000
Value of productive funds.....		940,600
Total fixed property.....		1,835,600
IOWA.		
University of Iowa:		
Lands (Federal) granted on admission.....	46,080	} 1,300,000
Lands, (one-tenth Federal) granted to State as "saline".....	4,600	
Old State capitol and 10 acres and \$10,000 for new building in 1858.....		230,000
Appropriation for buildings in 1864-1866.....		40,000
Last annual appropriation.....		76,000
State Agricultural College:		
Lands (Federal), act of 1862.....	240,000	649,600
Act of 1890, capitalized at 4 per cent.....		575,000
Gift by State to purchase 640 acres and build in 1858.....		10,000
Gift by State of 5 square miles given by Federal Government upon which to build a capitol.....	3,200	14,000
Gift by State for building in 1864.....		111,000
Fixed property not subject to annual grant:		
Value of property.....		559,848
Value of productive funds.....		1,249,400
Total fixed property.....		1,809,248
KANSAS.		
State University of Kansas:		
Lands (Federal) granted on admission.....	46,080	2 135,000
Appropriations by State for buildings, \$50,000.....		100,000
Last State appropriation.....		100,000
Kansas State Agricultural College:		
Act of 1862 (Federal).....	90,000	2 502,344
Act of 1890 (Federal), capitalized at 4 per cent.....		575,000
Grants by State for buildings at various times, about.....		200,000
Last State appropriation (\$4,150 for building).....		18,100
Fixed property not subject to annual grant:		
Value of property.....		1,760,000
Value of productive funds.....		637,346
Total fixed property.....		2,397,346
KENTUCKY.		
Lands (State) to various individual institutions.....	2 40,000	(?)
Lands (State) to each county for an academy.....	(?)	(?)
Agricultural and Mechanical College of Kentucky:		
Act of 1862 (Federal).....	330,000	4 165,000
Act of 1890 (Federal), capitalized at 4 per cent.....		575,000
State tax of 5 mills on \$100 property, \$32,429, capitalized at 4 per cent.....		810,725
Fixed property not subject to annual grant:		
Value of property.....		179,000
Value of productive property.....		165,000
Total fixed property.....		344,000

¹ 6,000 acres unsold, estimated at \$6 an acre and included.² Present endowment (productive) fund.³ To this should be added various taxes and profits of two banks, amount unknown, for the Transylvania University, subsequently the Agricultural and Mechanical College.⁴ This is the portion left after the purchase of "some realty."

Summary of Federal and State aid given to establish higher education in—Cont'd.

State.	Acres.	Value.
LOUISIANA.		
University of Louisiana (Tulane):		
Lands (Federal) granted on admission to Union	46,080	-----
Grant to establish a medical university		\$25,000
Grant of a site for university		15,000
Grant of \$10,000, 1879, for five years		50,000
State University and Agricultural and Mechanical College:		
Act of 1862 (Federal)	210,000	327,000
Act of 1890 (Federal), capitalized at 4 per cent		575,000
Fixed property not subject to annual grant (excluding Tulane University):		
Value of property		200,000
Value of productive property		-----
MAINE.		
Lands (State) to Colby University	46,080	-----
Lands (State) to Bowdoin College	115,200	60,000
Bank tax granted to Bowdoin College, thirteen years in all		39,000
University of Maine:		
Act of 1862	210,000	116,359
Act of 1890, capitalized at 4 per cent		575,000
Grant of State for buildings in the beginning was		38,000
Last State appropriation		20,000
Fixed property, not subject to annual grant:		
Value of property (university)		244,566
Value of productive funds (university)		219,912
Total fixed property		464,478
MARYLAND.		
(Taxes were imposed by the colony on imported negroes, Irish servants, and imported food and goods, for county schools. In 1782 an annual grant of £1,253 was given, to Washington College, and in 1784 to St. John's College to the amount of £1,750. The grant to the last college, though "granted annually forever," was refused in 1806. In 1811 \$1,000 was given to St. John's College; in 1832, \$3,000.)		
St. John's College:		
Grant from 1784 to 1897, capitalized at 4 per cent		75,000
Last appropriation, including the regular \$3,000		9,000
Maryland Agricultural College:		
The State assumption of the debts in 1866		184,000
Act 1862 (Federal)	210,000	112,504
Act 1890 (Federal), capitalized at 4 per cent		575,000
Fixed property not subject to annual grant:		
Value of property		288,000
Value of productive property		115,943
Total fixed property		403,943
MASSACHUSETTS.		
(In the case of this State we are again confronted with the delicate question as to the character of the relations of a State-aided university and the State. Were the occasion and place proper to attempt to answer this question by going into a sociological inquiry as to the political ideas of the people who founded the colony of Massachusetts Bay, it is not improbable that it would be found that those ideas were (at that date) an extraordinary mixture of federalism and local self-government. Be this as it may, Harvard College was established by the colony in 1640, and the relations of the State were not closed with Harvard University at the date of 1863, when Governor Andrews, in advocating the endowment of the university with the funds given by the Federal act of 1862 to Massachusetts, made these remarks: "That we should continue to build on the foundation our fathers laid, endeavoring to make actual in the life of our society their ideal, I religiously believe. Two-thirds of an amount equal to the sum we annually and wisely expend in public and private instruction would found professorships and furnish the fund which would give to Massachusetts a university worthy the dream of the fathers, the history of the State, and the capacity of her people.")		
Harvard University:		
Colonial grant of £400		1,500
The proceeds from Charlestown Ferry, £50 to £100, from 1640-1777, when college was relieved of control of ferry and £200 given for forty years, which, and £900 more, was taken out of the new bridge company's receipts, both going to college		-----

¹ The State assumed \$45,000 debts, but reimbursed itself to the extent of \$11,250 from the sale of Federal lands, the 1862 act allowing \$11,250 for buildings (i. e., 10 per cent).

Summary of Federal and State aid given to establish higher education in—Cont'd.

State.	Acres.	Value.
MASSACHUSETTS—continued.		
Harvard University—Continued.		
State land grants.....	46,000	
State tax on banks, from 1814-24.....		\$100,000
Massachusetts, Hollis, and rebuilding Harvard Halls (£10,300).....		30,000
Museum of Comparative Anatomy.....		235,000
Massachusetts Institute of Technology:		
State grants (including those of 1895-1901).....		350,000
One-third of income from agricultural and mechanical grant (see below).....		
Massachusetts Agricultural College:		
Act of 1863 (Federal).....	360,000	¹ 236,307
Act of legislature (State) to increase above fund, one-third income going to Massachusetts Institute of Technology.....		141,575
Act of 1890 (Federal) capitalized at 4 per cent (one-third going as above).....		575,000
Last annual grant (\$12,000 for building).....		37,000
Fixed property not subject to annual grant:		
Value of property.....		5,998,000
Value of productive property.....		10,123,275
Total fixed property.....		16,121,275
MICHIGAN.		
University of Michigan:		
Lands (Federal) granted on admission to the Union.....	46,080	575,000
Tax of one-twentieth of a mill on \$1, capitalized in 1873 and running up to 1893.....		375,000
Tax of one-sixth of a mill on \$1, capitalized in 1894 and now in operation.....		(?)
Grant of \$6,000 annually, support of homeopathic medical school since 1875, capitalized at 4 per cent.....		150,000
Last annual appropriation, including annuities above.....		197,000
State Agricultural College:		
State grant of Salt Spring (Federal) lands.....	14,080	56,320
State grant of swamp land (Federal).....	6,961	42,397
Act of 1862.....	240,000	547,279
Act of 1890, capitalized at 4 per cent.....		575,000
Last annual appropriation (for building).....		13,000
State Mining School:		
State grants for buildings.....		185,000
Last annual appropriation.....		40,000
Fixed property not subject to annual grant:		
Value of property.....		2,751,323
Value of productive property.....		1,116,000
		3,867,323
MINNESOTA.		
University of Minnesota:		
Lands (Federal) granted on admission to the Union.....	46,080	² 800,000
Lands (Federal) granted by act 1863 for agricultural and mechanical colleges.....	120,000	526,838
("All endowment funds" are reported to this Bureau in 1897 as given below, but lands are sold on very long time, thirty years.)		
Act of 1890, for Agricultural and Mechanical College, capitalized at 4 per cent.....		575,000
Last State appropriation.....		196,191
(In 1897 the legislature increased the tax of $\frac{1}{16}$ of a mill to $\frac{3}{16}$ of a mill, a net increase of \$40,000.)		
Fixed property not subject to annual grant:		
Value of property.....		1,609,500
Value of productive funds.....		1,201,238
Total fixed property.....		2,810,738
MISSISSIPPI.		
University of Mississippi:		
Lands (Federal) granted to State on admission.....	23,040	
(Other section was obtained by an institution now extinct. In 1856 Governor McRae claimed that the State owed the university \$1,077,790.07, or, deducting appropriations, \$874,324.49. After this this an appropriation of \$20,000 was made annually.)		
Last appropriation.....		5,000
Agricultural and mechanical colleges:		
Act 1863 (Federal).....	210,000	188,028
Act 1890 (Federal), capitalized at 4 per cent.....		575,000
Last appropriation to colleges for both races.....		30,000

¹ Of which \$29,778 was used to purchase a farm.² In 1890, as far as sold.

FEDERAL AND STATE AID TO HIGHER EDUCATION. 1157

Summary of Federal and State aid given to establish higher education in—Cont'd.

State.	Acres.	Value.
MISSISSIPPI—continued.		
Fixed property not subject to annual grant:		
Value of property.....		\$543,646
Value of productive funds.....		728,028
Total fixed property.....		1,271,674
MISSOURI.		
University of Missouri:		
Lands (Federal) granted on admission.....	46,080	108,700
0.3 per cent of State revenue.....		¹ 332,000
Act of 1863 (Federal).....	330,000	¹ 332,000
Act of 1890 (Federal) capitalized at 4 per cent.....		575,000
Refund of direct tax by Federal Government and given by State.....		656,000
Last State appropriation.....		66,318
Fixed property not subject to annual grant:		
Value of property.....		365,600
Value of productive funds.....		1,229,839
Total fixed property.....		1,595,439
NEBRASKA.		
University of Nebraska:		
Lands (Federal) granted on admission.....	46,080	² 1,000,000
Lands (Federal) granted for Agricultural and Mechanical College.....	90,000	
Tax on property of 1 mill, 1869-1873.....		800,000
Tax on property of $\frac{1}{2}$ mill, 1873-1897.....		1873. ³
Last annual appropriation.....		
Fixed property not subject to annual grant:		
Value of property.....		650,000
Value of productive property (eventually).....		1,000,000
Total fixed property.....		1,650,000
NEVADA.		
University of Nevada:		
Lands (Federal) granted on admission.....	46,080	38,000
Act 1863 (Federal).....	90,000	95,000
Last appropriation by State (\$23,764 for building).....		39,389
Fixed property not subject to annual grant:		
Value of property.....		196,000
Value of productive property (eventually).....		⁴ 178,000
Total fixed property.....		374,000
NEW HAMPSHIRE.		
Dartmouth College:		
Lands by the State of Vermont in 1785, one "township".....		
Lands by the State of Massachusetts, 36 square miles in Maine.....		
Lands by the State of New Hampshire.....	67,000	
Act of 1863 (Federal), up to 1890 (see below).....		15,000
Grants for buildings in 1773 and 1809 (medical).....		
Agricultural and Mechanical College:		
Act of 1863 (Federal), since 1891.....	150,000	80,000
Act of 1890 (Federal), capitalized at 4 per cent.....		575,000
Grant for buildings.....		135,000
Last appropriation (\$3,100 for building).....		8,600
Fixed property not subject to annual grant:		
Value of property.....		251,381
Value of productive property (potential).....		800,000
Total fixed property.....		1,051,381
NEW JERSEY.		
Rutgers College:		
Act 1863 (Federal).....	210,000	116,000
Act 1890 (Federal), capitalized at 4 per cent, revocable.....		575,000
Fixed property not subject to annual grant:		
Value of property.....		335,235
Value of productive property.....		116,000
Total fixed property.....		451,235

¹ 60,000 acres unsold.

² Estimating the 136,000 acres yet unsold at the price (\$7) fixed by constitution.

³ This yielded but \$32,000 in 1873, in 1896, \$70,000, in 1887, \$170,000.

⁴ This is estimating the unsold land. The actual is \$37,000 for the seminary fund, and about \$75,000 for the act of 1863 fund.

Summary of Federal and State aid given to establish higher education in—Cont'd.

State.	Acres.	Value.
NEW YORK.		
Grants to several colleges in lands selling for.....		\$100,000
Columbia University, formerly King's College:		
Tax on liquors (Colonial).....		
Grants of land (Colonial).....		83,647
Grants of money by State in early part of century.....		25,000
Grants of land by State in early part of century.....		83,647
Cornell University:		
Agricultural and Mechanical College:		
Act 1863 (Federal).....	990,000	473,403
Act 1890 (Federal), capitalized at 4 per cent.....		575,000
Establishment of veterinary school by State.....		
(The manner in which Cornell University has procured a large endowment—and how it owes its establishment to the wise handling of the 990,000 acres of lands granted by the act of 1863—is told in a former part of this inquiry. The lands sold by the State yielded about 50 cents an acre; those sold by Mr. Cornell and Mr. Sage yielded about \$9.73 an acre. Comparatively few acres had been sold when Mr. Cornell got hold of the fund by a contract with the State whereby he gave 60 cents an acre for the remainder.)		
The regents of the University of the State of New York:		
Last appropriation reported (1895).....		260,000
Fixed property not subject to annual grant:		
Value of property.....		2,511,496
Value of productive funds.....		16,150,378
Total fixed property.....		18,661,874
NORTH CAROLINA.		
University of North Carolina:		
Act 1863 (Federal).....	270,000	125,000
Act 1890 (Federal), capitalized at 4 per cent (two thirds, about, to this school).....		575,000
Grant by State for buildings and grounds—		
Last appropriation 1895.....		17,500
Fixed property not subject to annual grant:		
Value of property.....		91,524
Value of productive funds.....		125,000
Total fixed property.....		216,524
OHIO.		
Ohio University:		
Lands (Federal) given on admission.....	46,080	1,060,000
(These lands were leased for 90 years on a capitalization of 6 per cent of their value in 1802. They were to be revalued every 30 years, but in 1805 a law was passed allowing a lease of 99 years. When the supreme court sustained the trustees in their effort to value the land in 1835 the legislature passed an act explaining the meaning of the act of 1805. This practically gives the 44,000 acres to the holders forever, subject to a rent of 6 per cent on their value of 1805; i.e., \$70,000, yielding an income of \$4,200. For 82 years these lands paid no taxes to State, but in 1875 the university took advantage of the clause of the act of 1805 allowing it (the university) to add the value of the tax the State relinquished for the benefit of the university to the 6 per cent lease. This was unavailingly resisted by the lessees, and the university now receives about \$7,500 annually from the 44,000 acres.)		
Miami University:		
Lands (Federal). (The township set-off in the John Symmes purchase). (The same difficulties are here met with in regard to the act of leasing the lands forever on a valuation of \$2 an acre, as explained under the Ohio University. The value of lands in 1800 was \$93,000, which, at 6 per cent, yields \$5,580 annual. The university closed its doors in 1873, but in 1885 the legislature gave \$20,000 to repair buildings, and has since given other sums. The land is situated in Butler County a few miles above Cincinnati.)	23,040	
Last appropriation.....		17,000
State University of Ohio:		
Act of 1863 (Federal).....	630,000	1 340,906
Act of 1890 (Federal), capitalized at 4 per cent.....		575,000
Tax by State, one-twentieth of a mill on property, capitalized in 1891 at 4 per cent.....		2,250,000
Tax by State, one-tenth of a mill on property capitalized in 1891 at 4 per cent.....		
Lands granted by State (Virginia military lands) received from Federal Government.....		12,000

¹ By management this now is \$541,000.

Summary of Federal and State aid given to establish higher education in—Cont'd.

State.	Acres.	Value.
OHIO—continued.		
Fixed property not subject to annual grant:		
Value of property.....		\$2,235,000
Value of productive funds.....		549,370
Total fixed property.....		2,784,370
OREGON.		
University of Oregon:		
Lands (Federal) granted on admission to Union.....	46,080	180,000
Tax by State of one-tenth of 1 mill (1882-1887) on property, capitalized at 4 per cent in 1882.....		
Tax by State of one-seventh of 1 mill (1888-1892) on property, capitalized at 4 per cent in 1888.....		750,000
Grant by State since 1893 (\$30,000), capitalized at 4 per cent.....		
Agricultural and Mechanical College:		
Act of 1863 (Federal).....	90,000	203,985
Act of 1890 (Federal), capitalized at 4 per cent.....		575,000
Fixed property not subject to annual grant:		
Value of property.....		281,712
Value of productive property.....		257,985
Total fixed property.....		539,697
PENNSYLVANIA.		
Land to various colleges.....	25,000	
Money in small sums at divers times to various colleges, etc.....		427,000
University of Pennsylvania:		
Escheated lands, 1779.....		67,000
Hospital in 1871.....		200,000
Appropriation in 1896-97.....		125,000
State College:		
Grant by State to found.....		100,000
Act of 1863 (Federal).....	780,000	439,186
Granted by State to supplement act of 1863.....		61,000
Granted by State, proceeds of experimental farm.....		17,000
Act of 1890 (Federal), capitalized at 4 per cent.....		575,000
Last appropriation (partly for building).....		51,128
Fixed property not subject to annual grant:		
Value of property.....		4,263,978
Value of productive funds.....		2,390,043
Total fixed property.....		6,753,021
RHODE ISLAND.		
Brown University:		
(The 1863 land grant was intrusted to this institution until 1892.)		
Rhode Island Agricultural and Mechanical College:		
Act of 1863 (Federal).....	120,000	50,000
Act of 1890 (Federal), capitalized at 4 per cent.....		575,000
Last appropriation (\$45,000 for building).....		55,000
Fixed property not subject to annual grant:		
Value of property.....		248,000
Value of productive funds.....		50,000
Total fixed property.....		298,000
SOUTH CAROLINA.		
South Carolina College:		
For buildings, by State, in 1801.....		50,000
Last appropriation, 1896-97.....		28,000
Clemson Agricultural College (Agricultural and Mechanical College for whites):		
Act of 1863 (Federal).....	180,000	191,800
Act of 1890 (Federal), (one-half income to white college).....		575,000
Tax arising from examination of fertilizers (in 1897).....		60,000
Fixed property not subject to annual grant:		
Value of property.....		600,000
Value of productive funds.....		266,000
Total fixed property.....		866,000

¹ The minimum price fixed by State.² In 1890.

Summary of Federal and State aid given to establish higher education in—Cont'd.

State.	Acres.	Value.
TENNESSEE.		
University of Nashville:		
Grant of lands (Federal) on admission.....	50,000	
Grant of lands by State, 1838.....	11,520	\$40,000
Last appropriation, 1896-97.....		20,000
University of Tennessee:		
Grant of land (Federal).....	50,000	
Act of 1863 (Federal).....	300,000	425,000
Act of 1890 (Federal), capitalized at 4 per cent.....		575,000
Fixed property not subject to annual grant:		
Value of property.....		986,500
Value of productive funds.....		423,800
Total fixed property.....		1,415,300
TEXAS.		
University of Texas:		
Lands granted by the Republic of Texas for two universities.....	¹ 378,550	(²)
Lands granted by the State of Texas for the university.....	³ 2,000,000	
Last appropriation.....		22,500
Agricultural and Mechanical College:		
Act of 1863 (Federal).....	180,000	⁴ 156,000
Act of 1893 (Federal), capitalized at 4 per cent, revocable.....		575,000
Grant by the State for buildings.....		187,000
Last appropriation (\$38,000 for buildings).....		58,500
Fixed property not subject to annual grant:		
Value of property.....		787,000
Value of productive funds.....		993,888
Total fixed property.....		1,780,888
VERMONT.		
University of Vermont and State Agricultural College:		
Lands (State) on admission to Union.....	29,000	⁵ 45,000
Act of 1863 (Federal) for agricultural and mechanical arts.....	150,000	122,626
Act of 1890 (Federal), capitalized at 4 per cent.....		575,000
Last appropriation.....		6,000
Fixed property not subject to annual grant:		
Value of property.....		563,000
Value of productive funds.....		167,626
Total fixed property.....		730,626
VIRGINIA.		
The College of William and Mary:		
Quitrents granted by the English Parliament, about.....		12,000
Lands.....	20,000	
Tax of 1 penny a pound of tobacco exported from Virginia and Maryland.....		
All profits arising from the office of surveyor-general.....		
Duties laid on exports on liquors by Virginia legislature.....		
Right to have a representative in the general assembly.....		
Lands granted by legislature.....	8,000	
A lump appropriation, say.....		3,000
University of Virginia:		
For buildings and furnishing in 1823, by State.....		82,000
For buildings and furnishing in 1884, by State.....		49,000
Annual appropriation of \$15,000, 1818-1876, capitalized at 4 per cent.....		375,000
Annual appropriation of \$30,000, 1876-1884, capitalized at 4 per cent.....		750,000
Annual appropriation of \$40,000, 1885-1894.....		1,000,000
Annual appropriation of \$50,000, 1895-1897.....		1,250,000
Virginia Agricultural and Mechanical College:		
Act of 1865 (Federal), two thirds for this institution.....	300,000	235,000
Act of 1890 (Federal), two thirds for this institution, capitalized at 4 per cent.....		575,000
Last appropriation (\$12,000 for buildings).....		15,000

¹ Three square leagues. A Spanish league was 8,000 yards, and a Spanish yard is (or was) 2 feet $3\frac{1}{2}$ inches, about. Spain has now the metric system. The income from leases of all lands equals \$50,000 in 1897.

² Very small portion sold.

³ Much is grazing land.

⁴ Now \$293,000.

⁵ Capitalized rents paid by lessees, etc., at 6 per cent.

⁶ Value unknown.

Summary of Federal and State aid given to establish higher education in—Cont'd.

State.	Acres.	Value.
VIRGINIA—continued.		
Fixed property not subject to annual grant:		
Value of property.....		\$802,000
Value of productive funds.....		969,900
Total fixed property.....		1,771,900
WEST VIRGINIA.		
University of West Virginia:		
Act of 1863 (Federal).....	150,000	90,000
Act of 1890 (Federal), capitalized at 4 per cent.....		575,000
State increase of amount derived from act of 1863.....		20,000
Last appropriation (\$33,560 for building).....		38,060
Fixed property not subject to annual grant:		
Value of property.....		265,000
Value of productive funds.....		115,000
Total fixed property.....		380,000
WISCONSIN.		
University of Wisconsin:		
Lands (Federal) granted before and on admission.....	92,160	333,778
(Of this about \$194,339 was used to erect buildings.)		
Tax, one-eighth of a mill (at first one-tenth) on property by State.....		1,436,000
Act of 1863 (Federal) for agriculture and mechanics.....	240,000	363,000
Act of 1890 (Federal), capitalized at 4 per cent.....		575,000
Grant by State to build a science hall.....		80,000
Last appropriation (\$60,000 for buildings).....		180,000
Fixed property not subject to annual grant:		
Value of property.....		1,175,000
Value of productive funds.....		532,500
Total fixed property.....		1,707,500

Statement compiled in 1893 by the State College of Pennsylvania (about two-thirds of the States and Territories represented).

State.	Sources from which cost of plant was provided.					Amount expended for plant.						
	United States land grants.	State.	County.	Town or city.	Individuals.	Lands.	Buildings.	Apparatus.	Machinery.	Library.	Miscellaneous.	Total cost.
Alabama.....	1 233,807 2 17,545 3 13,300	\$92,500	4 331,320	\$20,000	5 23,306	\$7,173	\$143,344	\$47,740	\$18,612	\$11,210	\$4,750	\$232,829
Florida.....	1 15,804 2 15,350	38,300	20,000	25,000	6,000	5,600	38,300	6,750	4,579	2,800	6,775	64,804
Georgia.....	1 25,500	15,000	175,000	25,000	6,000	75,000	323,000	33,500	2,600	56,500	---	88,400
Illinois.....	1 25,000	125,000	50,000	25,000	240,000	85,400	323,730	48,735	39,878	13,504	21,387	467,737
Indiana.....	1 23,400	463,635	---	---	---	---	463,635	96,200	12,000	15,200	---	527,335
Iowa.....	1 123,400	216,841	12,000	32,550	20,000	38,600	142,193	17,612	17,357	19,970	86,622	322,721
Kansas.....	1 5,880	---	---	---	---	---	18,735	14,903	8,042	1,540	4,310	47,530
Kentucky.....	18,197	---	21,700	32,550	---	---	7,000	7,000	305	71	---	9,580
Louisiana.....	---	---	---	---	---	---	31,553	2,070	3,027	317	5,182	49,779
Maine.....	---	311,718	---	11,000	17,000	11,000	236,737	52,492	5,429	9,239	94,280	409,216
Maryland.....	2 21,008	61,966	---	---	43,000	20,000	73,376	32,729	3,001	6,313	18,210	153,629
Massachusetts.....	---	---	---	---	---	---	273,000	---	---	---	---	---
Michigan.....	1 17,618	437,397	---	---	2,350	49,670	271,789	73,276	15,864	29,652	16,925	350,541
Minnesota.....	23,000	50,000	(?)	---	(?)	64,000	130,573	6,545	10,296	4,794	134,333	216,512
Mississippi.....	1 79,074	376,863	(?)	---	6,143	19,119	138,138	26,661	7,270	3,112	22,212	42,500
Missouri.....	---	42,500	90,000	---	---	42,500	---	---	---	---	---	---
New York.....	---	89,250	90,000	---	---	60,000	101,438	11,104	12,750	3,141	7,931	196,363
North Dakota.....	---	---	---	1,079,911	1,118,677	99,004	1,342,890	278,850	144,959	283,061	49,725	---
Ohio.....	---	25,000	---	---	---	19,210	424,475	2,089	853	1,081	---	53,728
Pennsylvania.....	---	390,000	---	---	25,329	118,115	491,478	70,714	9,507	19,831	---	642,645
Rhode Island.....	1 43,887	576,400	11,865	---	66,320	59,887	532,465	26,739	29,728	15,044	361	634,245
South Carolina.....	---	75,000	---	2,000	---	326,000	290,800	5,315	5,335	500,000	---	1,103,800
South Dakota.....	---	25,000	---	---	39,000	7,000	81,500	800	11,500	2,377	11,002	106,268
Tennessee.....	---	7,500	---	---	65,000	8,600	31,500	6,000	2,490	3,000	7,000	34,400
Virginia.....	---	---	16,000	---	640,000	225,000	235,000	25,540	21,100	28,730	70,810	376,240
West Virginia.....	1 9,500	---	(10)	---	607,853	47,245	489,269	4,896	58,731	3,618	71,922	675,681
Wisconsin.....	---	129,800	---	---	40,400	14,717	146,788	15,035	886	8,988	32,228	217,612
Wyoming.....	---	851,651	40,000	---	42,000	72,254	709,400	99,000	15,500	45,400	---	941,651
New Mexico.....	1 30,000	75,000	---	---	---	91,174	9,480	9,480	2,914	11,285	11,285	115,972
Utah.....	1 40,000	181,000	2,250	---	---	7,200	28,089	4,311	2,638	3,671	9,298	55,107
	---	---	---	2,250	---	3,000	95,700	23,050	7,500	7,000	8,000	144,200

¹ Ex farms.

² Morrill Act.

³ Students' fees.

⁴ Funds of East Tennessee College, parent institution.

⁵ Hatch Act.

⁶ Tax on fertilizers.

⁷ Profits of investment.

⁸ Set aside from general income.

⁹ State Agricultural Society.

¹⁰ Freedmen's Bureau.

NOTE A.

It may entertain those students of sociology who prefer an array of facts to an array of titles of unread books, called a bibliography, to follow the spread of this Massachusetts doctrine, which says that liberty is based on wisdom and knowledge, or perhaps on wisdom through knowledge; for "wisdom and knowledge, far from being one, have oftentimes no connection: knowledge dwells in heads replete with thoughts of other men, wisdom in minds attentive to their own." Rhode Island, it will be remarked, omitted the word "wisdom" in her constitution of 1842.

Pennsylvania (1776).—All useful learning shall be duly encouraged and promoted in one or more universities. Laws for the encouragement of virtue and the prevention of vice and [other] immorality shall be made and constantly kept in force, and provision shall be made for their due execution, and all religious societies or bodies of men heretofore united or incorporated shall be encouraged and protected in the enjoyment of the privileges, immunities, and estates which they were accustomed to enjoy under the former constitution.

North Carolina (December, 1776).—All useful learning shall be duly encouraged and promoted in one or more universities. See also at close of this note.

Vermont, 1777, followed Pennsylvania as above.

New Hampshire (1784), the first State after Massachusetts to adopt a new constitution.—Knowledge and learning generally diffused through a community being essential to the preservation of a free government, and spreading the advantages of education through the various parts of the country, being highly conducive to promote this end, etc.

Ordinance (Continental) of 1787.—Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged (in the States formed from the "Western Territory.")

Ohio (1803), the first State made from the "Western Territory."—Religion, morality, and knowledge being essentially necessary to the good government and the happiness of mankind, schools and the means of instruction shall forever be encouraged by legislative provision not inconsistent with the rights of conscience. In putting this last clause in, the makers of the constitution of Ohio innovated upon the language used by the Continental Congress at the urgent solicitation, it is said, of the Rev. Dr. Cutler, the pastor settled at Ipswich, in Massachusetts, who was lobbying the ordinance through so as to purchase some 4,000,000 or 5,000,000 acres of Ohio lands. His own company's (the Ohio) and the Symmes' purchase were the only instances of the twenty-ninth section of each township being reserved for religion. The idea did not take at all like the common-school idea. The makers of the constitution express themselves in their bill of rights thus: "Religion, morality, and knowledge, however, being essential to good government, it shall be the duty of the general assembly to pass suitable laws to protect every religious denomination in the peaceful enjoyment of its own mode for public worship, and to encourage schools and means of instruction."

Indiana (1816), the second State of the Northwest.—Knowledge and learning generally diffused through a community being essential to the preservation of a free government, and so on, like the New Hampshire constitution of 1784.

Mississippi (1817).—Religion, morality, and knowledge, and so on, like the ordinance of 1787.

Alabama (1819).—Schools and the means of education shall be forever encouraged in this State.

Maine (1820).—A general diffusion of the advantages of education being essential to the promotion of the rights and liberties of the people, therefore, etc.

Missouri (1821).—Similar to the Alabama, but see below in 1865.

Tennessee (1835).—Knowledge, learning, and virtue being essential to the preservation of republican institutions, and then on like the New Hampshire instrument of 1784.

Arkansas (1836).—Repeating the provisions of New Hampshire exactly; but see below, 1868.

Rhode Island (1842).—The diffusion of knowledge as well as of virtue among the people being essential to the preservation of their rights and liberties, etc.

Texas (1845).—A general diffusion of knowledge being essential to the preservation of the rights and liberties of the people, etc., seemingly after Maine (q. v., 1820).

Minnesota (1858).—The stability of a republican form of government depending mainly upon the intelligence of the people, it shall be the duty of the legislature, etc.

Missouri (1865).—A general diffusion of knowledge and intelligence, and then apparently copies Maine constitution (q. v., 1820, above).

Nebraska (1867).—Copied Ohio constitution of 1851, which was practically the same as the preamble of the constitution of 1803.

Arkansas (1868).—A general diffusion of knowledge and intelligence, etc. (Of Missouri, above.)

Mississippi (1868).—Same as Minnesota, adding "virtue" to "intelligence."

Arkansas (1874).—Intelligence and virtue being the safeguards of liberty and the bulwark of a free and good government, the State, etc.

North Carolina (1876).—Follows ordinance of 1787.

California (1879).—Similar to Missouri constitution of 1865.

South Dakota (1889).—Follows Minnesota constitution of 1858.

North Dakota (1889).—A high degree of intelligence, patriotism, integrity, and morality on the part of every voter in a government by the people being necessary in order to insure the continuance of that government and the prosperity and happiness of the people, the legislature shall, etc.

Idaho (1890).—Copies Minnesota constitution of 1858.

The declaration of Maryland in 1864 is unique: "The legislature ought to encourage the diffusion of knowledge and virtue, the extension of a judicious system of general education, and the promotion of literature, the arts, science, agriculture, commerce, and manufactures, and the general melioration of the condition of the people."

The declaration of the North Carolina constitution of 1868 is still more remarkable: "The people have a right to the *privilege* of education, and it is the duty of the State to guard and maintain that right."

CHAPTER XXIV.

THE FIRST COMMON SCHOOLS OF NEW ENGLAND.¹

By GEORGE GARY BUSH, Ph. D.

"The education of the people ought to be the first concern of a State."—*Macaulay*.

New England was most fortunate in the character of her colonists. Doubtless the first projects of emigration to the New World had their origin in commercial adventure and the expectation of a higher political liberty, yet nothing can be clearer than that the actual settlers, who fled hither from the ecclesiastical and political tyranny of Europe, were filled with thoughts of establishing a Commonwealth based upon religion and learning. In their adventurous spirit they might perhaps be compared to the Greeks who colonized the lands bordering the Mediterranean, but they differed widely from them in most respects, and especially in the measure of their religious faith, and in the intellectuality of the objects which they sought to attain. According to the testimony they have left us, they had become weary of the corruptions in the church in which they had been born and nurtured, and went out to the new England "to practice the positive part of the church reformation, and to propagate the gospel in America." But this determination to seek a new land was aided much by the great reform movement which was then agitating all Europe, and quickening the desires and ambitions of men for new fields of activity, wealth, and honor. To the Puritans, accordingly, America seemed to offer a proper theater for the development of that "master principle," a religious reformation. Exiles from the country they loved, they asked only that, "in quiet insignificance," they might lay the foundations of civil and religious liberty. But these men of such strong convictions who, for principle, were willing to pay the price of banishment, were alike worthy of honor for the nobility of their lineage and for their high intellectual acquirements. A New England writer says that they "were the most highly educated men that ever led colonies."² We shall not then be surprised to find that they devoted themselves with such earnestness to the cause of education, being fully aware that without the schoolmaster and the schoolhouse nothing could save them from sinking into barbarism.³ Such was their conviction on this point, that scarcely a lustrum was allowed to pass before they placed the schoolhouse beside the church, determined that upon these two—education and religion—they would lay the foundation of

¹ From the *New Englander*, No. VIII, March and May, 1885.

² G. B. Emerson, *Education in Massachusetts*, p. 17 (*Lowell Institute Lectures for 1869*), who also says that of the ministers of the first fifteen or sixteen towns in Massachusetts, the greater part had been educated at Oxford or Cambridge, many of them being men of eloquence and famous preachers. Had it not been so, they would scarcely have been persecuted and driven from England.

³ "Educational Progress" in the *First Century of the Republic*, p. 279.—The spirit of these early times is well expressed in the prayer of the Apostle Eliot, "Lord, for schools everywhere among us! That our schools may flourish! * * * That before we die we may be so happy as to see a good school encouraged in every plantation of the country." (*Mather's Magnalia*, Vol. I, book 3, p. 498; ed. 1820.)

the new government. This was before they had any body of laws, and when the people, living in a few score log huts, were only numbered by hundreds. Naturally the first thought of the founders was to so educate the young that they might be able to maintain and strengthen the Christian Commonwealth which they had established. As often happens, they builded better than they knew. They came to establish a theocracy; they established it. They came to establish free schools; they established them, but in doing so they laid the corner stones of a great Republic. They sowed the fruitful seeds of liberty, in whose abundant harvest we are all sharers.

The Pilgrims, the earliest settlers on the Massachusetts coast, after many vicissitudes and much poverty and suffering, made for themselves a home, and established the first civic community in New England. The idea of this community was not an outgrowth of their circumstances or necessities, but it was the Old World idea of a community of interests based upon land; and this was "older than Saxon England, older than the primitive church, and older than the classic states of antiquity."¹ Though the Pilgrims have received and justly hold a high place in our early history, still they ought not to be honored as the progenitors of the dominant New England race. This honor belongs rather to our Puritan ancestry, to "those men illustrious forever in history"²—who first in 1630 in the *Arabella* sailed from England, and in the next ten years were followed by 300 ships and over 20,000 people. These landed at the mouth of the Charles River, and settling on its banks or in the vicinity, soon formed themselves into separate townships which they named Charlestown, Boston, Newtown (afterwards Cambridge), Watertown, Roxbury, and Dorchester.

In 1633 a happy accession was made to the little colony in the person of the Rev. John Cotton. After the coming of Governor Winthrop and his associates with the first charter, in 1630, probably the arrival of no other person caused so great felicitation, or had a more important bearing upon the future welfare of the new colony. One has said that "in all its generations of worth and refinement, Boston has never seen an assembly more illustrious for generous qualities

* * * than when the magistrates of the young colony welcomed Cotton and his fellow-voyagers at Winthrop's table."³ These were men and women who were indeed "fit to be concerned in the founding of a State."⁴ To Mr. Cotton,⁵ who was chosen pastor of the First Church, the praise has been given (justly as it would seem) of establishing the first school in Boston. Certain it is that in April, 1635, one year and five months after his landing, the free Latin school was opened on the north side of School street,⁶ on the southeasterly portion of ground

¹ The Germanic Origin of New England Towns, p. 24. By H. B. Adams, Ph. D., Baltimore, 1882.

² Macaulay's Speeches.

³ Palfrey's History of New England, Vol. I, p. 367.

⁴ Ibid. Many of them brought their libraries, consisting of standard theological and classical works, such as still hold an honored place in our schools and universities. (Emerson's Education in Massachusetts, p. 18.)

⁵ Cotton came from Boston in Lincolnshire, England, where, as rector of the "most stately parish church" in the land, he had taken great interest in education. It is known that in the English Boston school, Latin and Greek were taught, and it is probable that the American school was formed, as far as circumstances would permit, after the English model. Though we have no positive knowledge that Mr. Cotton was the founder of the Latin school (see R. C. Waterston on Boston Schools, etc., Mass. Hist. Soc. Proc., February, 1873), it would seem natural to a man of his ardent temperament, to surround himself with institutions and observances, reminding him of his English home; and besides, we do know that the famous Thursday Lectures and accompanying Market Day originated with him, and that these had their counterparts in the English Boston.

⁶ The record that assures us of the existence of this Boston school, dated "13th of ye 2nd month," says "it was generally agreed upon that our brother Philemon Permont shall be entreated to become schoolmaster." (Mass. Rec. as quoted by R. C. Waterston, Ibid.) There is no notice of a school among the regular entries of Boston records until 1642. But on the last leaf of the first volume is a list, dated 1636, of subscribers and their donations towards a

now covered by King's Chapel. Probably from the beginning the elementary branches were taught, yet it is not a little remarkable, that as designed by the founder, it was to be a high school; that is, principally for the study of Latin and Greek.

This design was happily carried out, for it became the principal classical school not only of the Massachusetts Bay, but, according to the Rev. Dr. Prince, "of the British colonies, if not of all America." For its support it depended partly upon the donations of liberal friends of education and partly upon the income of a tract of land. Barnard, in his life of Ezekiel Cheever,¹ says that a tract of 30 acres at Muddy Brook, now a part of Brookline, was given in 1635 to the first teacher, Mr. Permont; and that, besides donations and legacies, the income from Deer Island² was received for the maintenance of the Boston school. For two centuries and a half this school has enrolled among its members many who were destined to occupy high places in the State and nation. Such during the first century and a half were President Leverett, of Harvard College, Dr. Cotton Mather, Judge Hutchinson, Benjamin Franklin, Samuel Adams, and others whose eminent public services form no unimportant part of New England history. As one small meetinghouse sufficed for many years for all Boston, so one school met all the needs of public instruction until 1682, when other schools for writing and arithmetic were established. Whether it was thought an unusual thing to establish a free school or a school of any kind, and whether the leading men of the colony were interested in the first Boston school, we have no certain knowledge. Governor Winthrop's journal, which gives minute accounts of nearly every circumstance affecting the welfare of the colony, makes no allusion to it, nor do we find from the same authority any reference to free-school education until some years later. At first, both in the Massachusetts and Plymouth colonies, the children were doubtless educated at their homes in the elementary branches, while a few of the brighter boys were sent to the village pastor to receive from him instruction in Latin and Greek.

In studying the origin of the first American schools a very interesting question arises, namely, whether in essentials they originated in America or were largely modeled after the schools which had long existed in England. The author of *The Germanic Origin of New England Towns*,³ tells us that one of the most curious and suggestive phenomena of American history is the reproduction under colonial conditions of the town and parish systems of Old England. These little communes "were the germs of our State and national life. They gave the colonies all the strength which they ever enjoyed. It was the towns, parishes, and counties that furnished lifeblood for church and state, for school and college, for war and peace. In New England especially, towns were the primordial cells of the body politic." "The town and village life of New England is as truly the reproduction of old English types as those again are reproductions of the village community system of the ancient Germans." "In the customs of the court leet and of the old English parish meeting, which is but the ecclesiastical outcome of the old

school of this kind. Had this leaf been lost "Boston would have been deprived of its best evidence to prove the honor of having preceded every settlement of the colony in so honorable an enterprise." (Felt's *Annals of Salem*, Vol. I, p. 429.) In the Ninth Annual Report of the New Hampshire Board of Education, page 15, I find this reference: "The next year [1636] they attempted to maintain a free school, Mr. Daniel Maud being now also chosen thereunto as teacher. He was to receive a salary of £40, of which Governor Vane subscribed £10. They also assigned a 'garden plot to Mr. Daniel Maud, schoolmaster, upon the condition of building thereon, if need be.'" In 1638 Permont settled in Exeter, N. H., and in 1642 Maud came from his duties as schoolmaster in Boston to Dover, N. H., both being settled as pastors.

¹ American Journal of Education, 1855, p. 301.

² This was in 1641. In 1649 they began to give the rents also from Long Island and Spectacle Island to the school.

³ Prof. H. B. Adams, pp. 5, 8, 21.

Saxon self-governing assemblies, is to be found the prototype of the New England town meeting."¹ Now, if this be true of the town systems, may not the same be said of the New England school system? We are told² that "the idea of popular instruction was brought to the New World by our ancestors in the seventeenth century, and has here found its appropriate home." A free school—that is, a school for gratuitous instruction of poor children (and in that sense alone were the early schools in this country free)³ can be traced back to the early ages of the Christian Church. The monasteries were originally seats of learning, as well as places of religious retirement, and their cloister schools, which were free, were "the hearthstones of classical education in every country of Europe, and were the germs of the great universities."⁴ In the cathedrals a master was appointed whose duty it was to give free instruction both to clerks and poor scholars.

Admitting that the first Latin school was modeled after the English, it is reasonable to suppose that the other early schools of New England were formed in a similar way, though whatever model was followed it should be remembered that the common schools of America originated among the people, and did not, as in Germany and elsewhere, owe their establishment to the forethought and liberality of some princely ruler. We know that in a few years they were established in each town about Boston and in New Haven and Hartford—the latter place having been settled by Massachusetts colonists.⁵ These schools varied in efficiency according to the sums appropriated for their support, the competency of the instructors, and the measure of public interest they awakened. The idea of these schools was compulsory education, and the liberality with which they were generally sustained shows that we have no reason to claim for ourselves a deeper interest in educational matters than was taken by our ancestors. This liberality found expression in grants of land, in gifts and bequests of individuals, and by payments of tuition or rates by parents, or in allowances made out of the common stock of the town, which were designed especially for instruction in Latin

¹ Baylies, in his *History of Plymouth*, Vol. I, p. 241, as quoted by Richard Frothingham, says that "the origin of town governments in New England is involved in some obscurity. The system does not prevail in England. Nothing analogous to it is known in the Southern States." Frothingham further says that "Baylies traces their origin to the independent churches," and that "the nearest precedents for the New England towns were those little independent nations, the free cities of the twelfth century, or the towns of the Anglo-Saxons, where every office was elective. Webster, in his Plymouth oration of 1820, says that it was the division of lands that "fixed the future frame and form of this Government."

² *Educational Progress in the First Century of the Republic*, p. 279.

³ Originally in England the term free school meant not a school in which instruction was to be given without fee or reward, but a public school free from the jurisdiction of any superior institution, open to the public of the realm, and in some instances a school of liberal education. So at first here in New England, as appears by the records of the towns and of the general court, both in Connecticut and Massachusetts, and also in the early acts of Virginia and other States, the term was used much as in England, "to characterize a grammar school, unrestricted as to a class of children or scholars specified in the instruments by which it was founded, and so supported as not to depend on the fluctuating attendance and tuition of scholars for the maintenance of a master." (Barnard's "Ezekiel Cheever" in *Amer. Jour. of Educ.*, 1855.) It had then not only no reference to a charity school, but meant something quite different from "the common or public school as afterwards developed, particularly in Massachusetts, supported by tax and free of all charge to all scholars, rich and poor." (*Ibid.*) The term "public school" also had a different meaning in those days from what prevails now. The endowed schools of Eaton and Harrow and Rugby, in England, were public schools, but this term was never intended to convey the idea that the parent patronizing it was exempt from paying tuition. It is absolutely necessary, in order to a proper understanding of the schools of the early colonial days, to recognize the exact meaning of these terms. (Dr. W. A. Mowry, at the Dorchester celebration, June 22, 1889.)

⁴ Barnard's *National Education in Europe*.

⁵ New Haven was settled by a party of the most wealthy colonists, who came to New England during these early years. But Hartford, Windsor, Wethersfield, and Springfield were settled respectively by parties which went out in 1635 from Cambridge, Dorchester, Watertown, and Roxbury.—Mather's *Magnalia*, Book I, p. 75, ed. 1820.

and Greek. Thus gradually was developed a system upon which the later schools have been established, namely, "that the property of all, without distinction, shall be applied to the education of all,"¹ the successful operation of which has undoubtedly contributed more than all other causes to bring happiness and prosperity to the people of New England.

SCHOOLS IN THE MASSACHUSETTS COLONY.

To Boston apparently belongs the honor of establishing the first school in New England, though there seems to be no sure evidence that it received the support of the town till 1641.² It was, like all the schools of that period, a boys' school, and the studies were principally the ancient languages, as the chief object in view was to train up a learned ministry. Besides the annual allowance of £50 to the master and £30 to the usher—who was to teach the children to read, write, and cipher—an excellent custom was introduced of attaching a house to the school, with a few acres of land for a garden, orchard, and for feeding a cow. This custom became general in the early history of New England, and had a most salutary influence, as it tended to make the schoolmaster's tenure of office permanent.

Under the lead of the Apostle Eliot divers free schools were erected, as at Roxbury, for the maintenance of which "every inhabitant bound some house or land for a yearly allowance forever."³ The Indian children were to have free tuition, the expense to be defrayed by a yearly contribution, voluntary or by rate if any refused, and the order was confirmed by the general court.⁴ Besides the income from some of the islands, Thomas Bell, one of the early settlers of Roxbury, left by will, in 1671, lands and other property for the maintenance of a "free school." This property, under the able management of a board of trustees (who, by act of incorporation, were never to number more than 13 nor less than 9), became of great value. With the large income derived from it the best teachers were employed, so that this school early acquired a foremost position among the schools of New England. Cotton Mather says, "that Roxbury has afforded more scholars, first for the college and then for the public, than any town of its bigness, or, if I mistake not, of twice its bigness, in all New England."⁵

Of the appearance of the Roxbury schoolroom we are told that it was fitted up with "benches and formes for the scholars to rite" on, and that in 1652 "a desk to put the dictionary on" was provided.

The grammar school⁶ at Cambridge, in which young men were fitted for college by the famous Master Corlett "seems to have been nearly coeval with the town, and to have been an object of great care and attention."⁷ The precise date when

¹ J. G. Carter, *Letters on the Free Schools of New England*, p. 48.

² The first free school in America was founded in 1621, through subscriptions raised by Rev. Patrick Copeland, and located in Charles City, Va. In 1633 a school was opened in New York by Adam Roelandsen, the schoolmaster, and the school which he taught, it is claimed, is still in existence in connection with the Dutch Reformed Church.

³ Winthrop's *Journal*, under date of 1645. All who refused to bind themselves, as above stated, were not to "have any further benefit thereby than other strangers shall have who are not inhabitants."

⁴ Efforts were also made by the Apostle Eliot to plant schools among the converted Indians, and some of their brightest lads he sent to the English schools to learn not only English, but also Latin and Greek.

⁵ Mather's *Magnalia*, Vol. I., book 3, p. 498, ed. 1820.

⁶ "And by the side of the college a faire grammarschool * * * that still, as they are judged ripe, they may be received into the college; of this school Master Corlett is the Mr. who has been well approved himself for his abilities," etc. (*New England First Fruits*.)

The expression "grammar school" was common also in England. By it was "meant a school for the study of the Latin and Greek language and literature. It was so called because *grammatica* (the study of language and linguistic literature) formed the leading feature of the course of all liberal study." (*American Jour. of Educ.*, 1857, p. 581.)

⁷ Holmes' *History of Cambridge*, as quoted in Pierce's *History of Harvard University*, p. 6.

this school was established is not known, but it must have been some years previous to 1643, as Corlett had then acquired a wide reputation as a skillful and wise teacher. It was not made a free school until 1737,¹ and even after this date the scholars were not wholly exempted from the payment of tuition. One-fourth the income derived from the Edward Hopkins Fund² was given to the master of the grammar school at Cambridge, the condition in the will being that he should instruct five boys in the studies of the school, the boys to be nominated by the president and fellows of Harvard College and the minister at Cambridge. This was apparently the first beneficiary fund in America for the education of boys. Among other sources of income was the rent from Thompsons Island, which, as early as 1639, was appropriated for the benefit of this school. There has been preserved a contract, made in 1655 by President Dunster, of the college, and a certain Edward Goffe, with some builders of Cambridge, for a schoolhouse to be built at the expense, as it would seem, of the former two, or at least upon their assuming the responsibility.

The school in Charlestown must have been opened at about the same time, or, at least, not long subsequent to the school in Boston, for in June, 1636, a certain Mr. Witherell "was agreed with to keep a school for a twelvemonth, to begin the eighth of August, and to have £40 this year." This is evidence that a public school, and, judging from the agreement as to salary, a free school for at least a year, was thus early established, being based upon the principle of voluntary taxation, though the whole number of inhabitants who had wives and children was only seventy-two.³ This was eleven years before the enactment of the Massachusetts law compelling towns to maintain schools. Lovells Island, which had been granted to the town by the general court of 1636, "provided they employ it for fishing," etc., was rented, and after a short time the income therefrom was regularly applied to the support of the school. This school continued to be maintained, though there is no mention of a schoolhouse until 1648, when one was ordered to be built on "Windmill Hill" and paid for by a "general rate." Oldmixon in his history calls Charlestown the mother of Boston.

We have no account of any school in Salem until after the arrival of the Rev. John Fiske in 1637, who, distinguished alike for wealth and learning, continued to teach until January, 1640. Among the pupils he prepared for Harvard College was the afterwards famous Sir George Downing, who was in high favor both with Cromwell and Charles II. In March, 1641, a town meeting was called to see about establishing "a free school," and this, according to the historian of Salem,⁴ was "the first written intimation that we have of instruction without price⁵ among our

¹ Paige's History of Cambridge, p. 379.

² Edward Hopkins, who had been governor of the Connecticut colony, dying in 1657, bequeathed a large sum for the furtherance of education in the colonies of Massachusetts, Connecticut, and New Haven. (See again under "Education in Connecticut.")

³ Frothingham's History of Charlestown, p. 77. Dr. Mowry (in the address already referred to) takes the ground that the agreement with Mr. Witherell is not conclusive evidence that the school was opened in that year. He says that "so far as I know there is no evidence that the town supported the school by taxation till long after 1640."

⁴ Felt's Annals of Salem, Vol. I, p. 426.

⁵ In the History of Dorchester, published in 1859 by the Dorchester Antiquarian and Historical Society, it is claimed (p. 429) that the first public provision "for a free school in the world by a direct tax or assessment on the inhabitants" was made in that town on the 30th of May, 1639.

"On the 4th of March, 1635, the general court of the Massachusetts colony granted to the inhabitants of the town of Dorchester Thompson's Island 'to enjoy to them, their heirs and successors wch shall inhabite there forever,' on condition that they pay to the treasury 12d. yearly as rent. In May, 1639, at the date above named, the town voted to lay a tax on the proprietors of said island for 'the maintenance of a school in Dorchester.' The writer of the History of Dorchester has the following explanation of the word 'proprietors:' 'It is supposed that under the term 'proprietors,' in this connection, was included the principal part of the adult male inhabitants of the town.' This explanation is further confirmed by the wording of a subse-

settlers." For more than a hundred years from its establishment this school was presided over by graduates of Harvard College. In 1677 the income from Bakers Island, the two Misery Islands, and from the Beverly Ferry was applied toward the support of a grammar school in Salem, and in the years 1680 and 1682 we find it recorded that the master was allowed a salary of £15. In 1699 the children who attended the grammar school, then numbering only twenty, were required to pay each an annual tuition of 12 shillings. Soon after this a writing school was provided, and a few years later a master was employed to teach mathematics. During the first half of the eighteenth century many donations were made to the grammar and writing schools, and one of "£60 to a woman's school." Not the least among the innovations of the time was a bell which in 1723 was sent from England. In connection with the story of this bell we learn the length of the school day, for it is said that the bell rang at 7 in the morning and 5 in the afternoon from March to November, and at 8 and 4 from November to March, "the school to begin and end accordingly;" and the afternoon session was ordered to begin "at 1 o'clock all the year round." It is worthy of notice that the school committee was not chosen as a board separate from the selectmen until 1753. In the history of Salem we find an illustration of the difference of meaning in the expression "free school" as applied to the earlier and later schools. The earlier idea is expressed by an order of 1644, that such as have children to be kept at school, "bring in their names and what they will give for one whole year, and also that if any poor body hath children or a child to be put to school and not able to pay for their schooling that the town will pay it by a rate;" and the later one by the enactment of 1768,¹ that the teachers be "entirely paid by a town tax where no funds existed, and not as before, partly by a tax and partly by the pupils."

The town of Newbury, in 1639, granted 10 acres of land to Anthony Somerby "for his encouragement to keep school one year;" but the first notice of the town's intention to build a schoolhouse and support a teacher at their expense was in 1652. In 1653 it was ordered "that the town should pay £24 by the year to maintain a free school at the meetinghouse," against which vote seventeen persons "desired to have their dissents recorded."

Duxbury established a school in 1655.

In the records of Ipswich we find, under date of 1636, this item: "A grammar school is set up but does not succeed." Some years later the historian Hubbard, who was pastor of the church at Ipswich, founded and endowed the first public school, but its period of prosperity did not begin until 1650, when he introduced as its master the patriarch of New England teachers, Ezekiel Cheever. In 1651 a grant of land was made by the town to the school, and in the January following

quent vote concerning this rental: 'Whereas the inhabitants of Dorchester have formally ordered, Consented and agreed that a Rente of Twentie pounds prann. shall issue & be paid by the sayd Inhabitants & their heires from & out of a Certaine porcon of land in Dorchester called Thomson's Iland for & towards the maintenance of the schoole in Dorchester aforesayd,' etc. It appears certain from this wording that this tax upon Thompson's Island was in reality a town tax or a tax upon the town. The probability would seem to be that when the island was made over by the general court to the town of Dorchester the land was apportioned among the principal inhabitants, or 'freemen', of the town resident upon the mainland. At all events, this was a tax levied by the town as a direct provision for the school.' (Address by William A. Mowry, Ph. D., at the Dorchester celebration.)

But the newly created proprietors did not evidently relish the imposed tax, and they therefore soon after made a conveyance of the island to the town for the special support and establishment of a free school.

Francis Adams, in *The Free School System of the United States*, p. 46, says that Hartford, Conn., appears to be the first town which established a free school, but there can be little doubt that Massachusetts was the first State to make laws providing for a regular system of free schools.

¹ Previous to 1768 the laws of Massachusetts required that schools should be sustained by the inhabitants, but they were left free as to the manner in which tuition should be paid.

² Felt's *Annals of Salem*, Vol. I, p. 429.

a committee was chosen "to receive all such sums of money as have and shall be given toward the building and maintaining of a grammar school and schoolmaster, and to disburse and dispose such sums as are given to provide a school-house and schoolmaster's house," etc. They were also to receive such sums of money, parcels of land, rents, or annuities as are or shall be given toward the maintenance of a schoolmaster, and to regulate all matters pertaining to the master and the scholars. In the following years grants of land were made either by private citizens or by the town at a general town meeting, with the stipulation that the income from it should be devoted to the support of the school. The towns we have thus named were among the first in the Massachusetts colony to establish prosperous "free schools." Many others were also active in the establishment of schools, and are therefore deserving of equal recognition for their services in the cause of education during the seventeenth century.¹

NOTE.²

An important fact connected with the history of the school at Dorchester was the appointment of a special school committee, whose members were charged with the entire oversight of the school. This committee, consisting of three men, who were termed "wardens or overseers of the schoole," was established at the "March meeting" in 1645, and is believed to have been "the first school committee appointed by any municipality in this country." The article required that they should be residents of Dorchester and hold their office for life, though the town reserved the right to displace any one of them for "weighty reasons."

"Here was the beginning of the public management of schools by the municipality, and here is the essential beginning of the American public-school system," which "is unquestionably the most distinctively American institution which this country has produced." "Here the example was set, which is to-day followed by all America, of the local citizens, qualified by law to vote in local affairs, selecting men to have the control and ordering of all matters pertaining to the local public schools. We have now all over this country a system of public schools, established and controlled by law and under the management of school committees or directors of the local towns or cities, city school boards, or county school boards, or officers of equivalent power, whatever their local appellation may be." At the outset our system of schools had a gradual growth, and it is yet but a few years since this great system became absolutely free. To this we have added in Massachusetts "a compulsory law to oblige all the children to attend either these or other schools."

"Till the free text-book law went into effect, in 1885, there had always been something for the parent to pay. At first there was a 'rate bill;' then the teacher 'boarded round;' the wood was sometimes contributed by the parents sending the children, and in proportion to the number of children sent. Even after these customs were abolished, and all these things were paid for out of the public money, it still remained that the books were furnished only at the expense of the parent. Now, however, the schools of the Old Bay State are absolutely free, and she was the first of all the States to make them so."

At the time of creating the school "wardens" the inhabitants of Dorchester at their March meeting established "rules and orders concerning the school." These were for the guidance of the wardens, and among them may be found the following, which would not wholly meet with public favor to-day:

¹ In August, 1640, Newport, R. I., voted "that 100 acres should be laid forth and appropriated" for the establishment of a "public school." As appears from subsequent entries in the town records this was a "Latin school" or "grammar school," in the English sense of the term.

² The following facts and excerpts are taken from Dr. Mowry's address at the Dorchester celebration, June 22, 1889.

"2ly. That from the begining of the first moneth vntill the end of the 7th, hee [the master] shall eu'ry day beginn to teach at seaven of the Clock in the morning and dismissee his scholler^s at fyue in the afternoon^e. And fo' the other fyue months, that is, from the beginn^g of the 8th month vntill the end of the 12th month he shall eu'ry day beginn at 8 of the clock in the morning, & [end] at 4 in the afternoon.

"3ly. Eu'ry day in the yeere the vsuall tyme of dismissing at noone shalbe at 11, and to beginn agayne at one, except that

"4ly. Eu'ry second day in the weeke he shall call his scholler^s together betweene 12 & one of the Clock to examin them what they haue learned on the saboath day p'eding, at w^{ch} tyme also he shall take notice of any misdemeano^r or outrage that any of his Scholler^s shall haue Committed on the saboath, to the end that at some convenient tyme due Admonition and Correction may bee administe^{red} by him according as the nature and qualitie of the offence shall require, at w^{ch} sayd examination any of the Elde^rs or other Inhabitants that please may bee present, to behold his religious care herein, and to giue ther^e Countenance and approbation of the same."

The fifth article very emphatically hints at that democratic principle which tolerated no caste, or class, or social distinction which should abridge the legal and political rights of any. It provided that the schoolmaster should receive "equally and impartially such as shall be presented and committed to him for that end, whether theer parents bee poore or rich, not refusing any who have right or interest in the schoole."

The sixth is also an article of interest to us at this day:

"Such as shall be Committed to him he shall diligently instruct, as they shalbe able to learne, both in humane learning and good litterature, & likewise in poyn^t of good manne^rs and dutifull behauviou^r towards all, specially there supio^rs as they shall haue occasion to bee in ther^e presence, whither by meeting them in the streete or otherwyse."

Among the "rules and orders" then put in operation is one requiring the wardens "from tyme to tyme to see that the schoole house be kept in good and sufficient repaire," and if necessary to "repayre to the 7 men of the towne for the tyme being, who shall have power to tax the towne with such some or sommes as shall be requested for the repayering of the schoole house as aforesayed."

Another provision was "that every year at or before the end of the 9th month there bee brought to the schoole house 12 sufficient cart or wayne loads of wood for fewell * * * the cost and charge of which sayd wood to bee borne by the schollers for the tyme being who shalbe taxed for the purpose at the discretion of the sayd wardens."

The placing of the public school in the hands of three prominent citizens was certainly a wise provision, and proved in the years to come a most helpful aid to the developement of our free-school system. It had in mind simply the proper nurturing of their own children, but it resulted in laying the foundations "on which future ages should build a temple at once large and grand and beautiful, for here was established the principle of representation." Horace Mann says: "As an innovation upon all preexisting policy and usages, the establishment of free schools was the boldest ever promulgated since the commencement of the Christian era. As a theory it could have been refuted and silenced by a more formidable array of arguments and experience than was ever marshaled against any other opinion of human origin. But time has ratified its soundness. Two centuries now proclaim it to be as wise as it was courageous, as beneficent as it was disinterested. It was one of those grand mental and moral experiments whose effect can not be determined in a single generation. But now, according to the manner in which human life is computed, we are the sixth generation from its founders; and have we not reason to be grateful, both to God and man, for its numberless blessings?"

The sincerity of our gratitude must be tested by our efforts to perpetuate and improve what they established. The gratitude of lips only is an unholy offering."¹

The three following propositions described the broad and everenduring foundation on which the common-school system of Massachusetts reposes:

The successive generations of men, taken collectively, constitute one great Commonwealth.

The property of this Commonwealth is pledged for the education of all its youth up to such a point as will save them from poverty and vice, and prepare them for the adequate performance of their social and civil duties.

The successive holders of this property are trustees, bound to the faithful execution of their trust by the most sacred obligations; because embezzlement and pillage from children and descendants are as criminal as the same offenses when perpetrated against contemporaries.

Recognizing these eternal principles of national ethics, the constitution of Massachusetts—the fundamental law of the State—after declaring (among other things), in the preamble to the first section of the fifth chapter, that "the encouragement of arts and sciences and all good literature tends to the honor of God, the advantage of the Christian religion, and the great benefit of this and the other United States of America," proceeds in the second section of the same chapter to set forth the duties of all future legislatures and magistrates, in the following noble and impressive language:

"Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties, and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of legislators and magistrates, in all future periods of this Commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them, especially the University of Cambridge, public schools, and grammar schools in the towns; to encourage private societies and public institutions, rewards and immunities, for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings; sincerity, good humor, and all social affections and generous sentiments among the people."²

EDUCATION IN PLYMOUTH COLONY.

As the first settlers in New England, the people of Plymouth deserve special mention, though their struggles in reclaiming the wilderness, their sufferings from the Indians, their losses by disease and other causes prevented them for many years from making any public provision for the education of their children. In the records of Plymouth colony the first notice with reference to schools occurs under "court proceedings" of the year 1663, as follows: "It is proposed by the court unto the several townships in this jurisdiction, as a thing that they ought to take into their serious consideration, that some course may be taken, that in every town there may be a schoolmaster set up to train up children to reading and writing."³ It would be fair, then, to assume that previous to this date there were no public schools in the colony, though as many as twelve towns had already been incorporated. A generation and more had, therefore, grown up without the advantages of public schools, though instruction was evidently given at home, in private schools, and by the parish minister.⁴ In 1667 it was enacted that in every

¹ Tenth report of the secretary of the Massachusetts board of education.

² Horace Mann.

³ History of Free Schools in Plymouth Colony, in Mass. Hist. Soc. Coll., Vol XIV, p. 79.

⁴ Public opinion throughout New England "generally assigned to the ministry of religion" the duty of preparing young men for college.

town of fifty families £12 be raised by tax for the support of grammar schools. But this act, as well as that of 1663, seems to have been disregarded, for no definite action was taken to establish schools until public support was promised to them. Accordingly, in 1670, the "general court of his majesty, holden at New Plymouth, did freely give and grant" such profits as might annually accrue to the colony from fishing at Cape Cod, etc., "to be improved for and toward a free school in some town of this jurisdiction for the training up of youth in literature for the good and benefit of posterity."¹ In addition to this grant by the general court, the town of Plymouth, in 1672, voted to give the profits that might arise from the improvement of a certain tract of land toward the maintenance of a school. About this time a schoolhouse was built by subscription, several of the citizens of Plymouth, "out of their good affection," giving "of their own estate" for this purpose. In 1671, the building having been finished, the first public teacher of Plymouth, "Mr. John Morton," opened the school. His duties were stated to be: To teach the children and youth to read the Bible, to write, and to cast accounts. But it would seem that the school was not permanently maintained, for Mr. Josiah Cotton, who was born there in 1679 and began to teach the Plymouth school in 1698, says, "I do not recollect that I ever went to any town school."

The giving of public lands in perpetuity, the income of which should be devoted to the schools, was inaugurated at the very beginning of the free schools of Plymouth, and resulted most favorably for the cause of education. In 1705 sundry inhabitants bound themselves to pay £20 annually for seven years, with the understanding that all children that did not belong to the subscribers of the fund should pay a certain rate per week, and that the rate of those living more than a mile away should be only half that required of those living nearer. Thus it will be seen that in Plymouth colony, as in the Massachusetts, care was taken that the benefits of education should be enjoyed by all.² Barry, in his *History of Massachusetts*, says that "instances of neglect were exceedingly rare. Poverty prevented many from giving their children the highest advantages, but comparatively few could be found whose instruction had been wholly overlooked. * * * A preparation for the duties of practical life was sought by the most; the ambition of some soared higher."³

EDUCATION IN CONNECTICUT.⁴

The colonies of Connecticut and New Haven zealously emulated those of Massachusetts and Plymouth in their liberal policy in the establishment of free schools. So deep was the interest taken that, even before there was any legislative action, the ministers and magistrates were found pleading for an allowance out of the common treasury for the support of public schools, and entreating parents of all classes to send their children to them. Foremost among these early promoters of learning were the Rev. Mr. Davenport and Governor Eaton, both of the New Haven colony, whose plan contemplated: First, common town schools where all their sons might "learn to read and write and cast up accounts and make some entrance into the Latin tongue;" second, a common or colony school with a schoolmaster qualified to teach Latin, Greek, and Hebrew, "so far as shall be necessary" to prepare the youth for college; third, a town or county library; fourth, a college for the colony "for the education of the youth in good literature to fit them for public service in church and commonwealth."⁵ The effect of such an enlightened policy was most fortunate, laying, as it did thus early, the founda-

¹ *History of Free Schools in Plymouth Colony, Mass. Hist. Soc. Coll.*, Vol. XIV, p. 89-1.

² See *Mass. Rec.*, II, p. 203, and *Plymouth Col. Laws of 1671*, p. 39.

³ *Barry's History of Mass.*, p. 313.

⁴ See *American Journal of Education for 1857*, Vol. IV, pp. 657-709.

⁵ *Barnard in American Journal of Education for 1855*, p. 298.

tion for the great prosperity which has since followed. Besides adopting largely the school laws of Massachusetts, it was thought best "that grammar school-masters should be approved by the selectmen of the town and the minister of the same or a neighboring town."

The first school in the New Haven colony of which we have any record was opened in New Haven in 1639, and here Ezekiel Cheever, at the age of 25, began his long career as a teacher. It was not at first a free school, for the general court held at New Haven in the early part of 1641 "ordered that a free school be set up in this town." For its maintenance the pastor and magistrates were to consider "what yearly allowance is meet to be given to it out of the common stock of the town," and also what rules should be observed "in and about the same." The early records of New Haven are full of entries referring to moneys appropriated to teachers and to reports of committees on the subject of schools. These committees always included among their number the governor, minister, and magistrates or deputies. In 1642, seven years after the first house was built, a school was established in Hartford, in the Connecticut colony, and an appropriation of £30 was settled upon it. The master was to receive a salary of £16 a year, and those parents or guardians who were willing to send their children to school and could bear the expense should pay "20 shillings the year;" others should have their children instructed "at the town's charge."

In general in both colonies the mode of supporting the schools was made partly a charge on the general funds or property of the town and partly a rate bill or tuition, paid by the parents or guardians of the children attending school, "paying alike to the head." But this did not apply to the poor, who were sent free of charge. The tax for this purpose was levied in every town with the annual State tax and payable proportionately only to those towns which should establish schools according to law. Trumbull says¹ that for the permanent support of the schools "large tracts of land were given and appropriated by the legislature."²

The public school was one of the earliest subjects of municipal legislation, as much, for example, as the roads and bridges, the support of public worship, and protection against the Indians, these four being the principal objects of care and attention. The code of 1650, the first that was drawn up by the Connecticut colony, provided for the "family instruction of children and the maintenance of schools by towns," and was the same as that of Massachusetts. It remained on the statute books, with only slight modifications, for more than a century and a half. The school system embraced every family and town, all classes of children and youth, and all the then recognized grades of schools. In this way the State laid the basis "not only for universal education, but for a practical and social equality which has never been surpassed in the history of any other community."³

Governor Eaton in 1655 drew up a code of laws for the government of the New Haven colony, then numbering six plantations, in which he laid special stress upon the duty of parents and masters to educate their children and apprentices, and imposed fines in case of neglect. He also ordered, as in the Connecticut code of 1650, that as a last resort children and apprentices should be placed with others "who shall better educate and govern them," both for their own and the public good.

¹ Trumbull's History of Connecticut, Vol. I, p. 303.

² At a later date (in 1795, but not incorporated into the State constitution until 1818) the legislature of Connecticut established a permanent irreducible fund, the income of which shall be applied to the support of common or public schools. This fund was obtained by the sale of lands in New Connecticut, or the so-called Western Reserve in the northeastern part of Ohio, and the income from it, as stated in the North American Review for April, 1823, amounted in 1822 to more than \$60,000. This was apportioned among the school districts according to the number of pupils in each. See Letters on the Free Schools of New England, pp. 20, 21, by J. G. Carter.

³ National Department of Education, September and October, 1867, in Education in the United States.

Very early in the history of the Connecticut colonies an appeal came from Harvard College to all the people to contribute toward the maintenance of poor scholars at the college. In response to this the general court of the New Haven colony "ordered that two men shall be appointed in every town within this jurisdiction who shall demand what every family will give, and the same to be gathered and brought into some room in March; and this to continue yearly," as it shall be considered by the commissioners." It was determined that about a "peck of wheat," or the value of it, 12 pence, should be contributed by every family that was willing, and in 1644 one of the commissioners "reported that he had sent 40 bushels of wheat, the gift of New Haven to the college" at Cambridge. Soon after, that is, as early as 1647, they were seriously considering the expediency of having a college of their own, to "be set up as soon as their ability will reach thereunto." But at a general court, held at Guilford June 28, 1652, it was voted that "the matter about a college at New Haven was thought to be too great a charge for us of this jurisdiction to undergo alone."²

The earliest legislation in Connecticut respecting the education of the Indians is found in the code of 1650, wherein the court orders that the teaching elders shall go among the Indians and endeavor to give them religious instruction. Schools were also established among them, the most successful one being at Farmington. This was taught from 1648 to 1697 by the minister of the parish, and as late as 1736 notices of this school are found in the colonial records, which show that it was still in existence. Some very promising boys were educated at this school, and among them one Samson Occum, who afterwards became quite famous.

In 1665 the colony of New Haven formed the union with the Connecticut under the charter of Charles II. In 1671 county grammar schools were established and the former town grammar schools discontinued. These new schools were accordingly located at Hartford, New Haven, New London, and Fairfield, there being at the time but four counties in Connecticut. To aid in endowing these schools the general court appropriated 600 acres of land to each of the four county towns forever, the same to be improved in the best manner and the income applied for the benefit of the grammar schools. Of these schools two, namely, those of Hartford and New Haven, the court decreed should be of a higher grade and also free. They were to teach "reading (but pupils before entering must be able to read distinctly the psalter), writing, arithmetic, the Latin and English languages," and were to have "the more extensive and special enjoyment" of the income derived from the legacy left by Governor Hopkins.³ From that time they—mostly as free and always as public schools—have provided facilities for preparing young men for college. The one at New Haven, called the Hopkins Grammar School, has, however, kept the more nearly up to the high ideal of its early patrons. The Hartford school, having in time lost its character of a public grammar or Latin school, became "the main reliance of the town for the education of all its children," and so continued until 1798, when the general assembly restored it to a grammar school, in accordance with "the original intent of the donor." The

¹ This gift to the college at Cambridge continued to be annually made until 1671.

² Quoted in President Dwight's *Travels in New England*, p. 200.

³ The will of Mr. Hopkins was made in 1657, shortly before his death. In 1664 the two surviving trustees signed an instrument allotting £400 to Hartford for the support of a grammar school and appointing that the rest of the estate "be all of it equally divided between the towns of New Haven and Hadley, to be managed and improved for the erecting and maintaining a school in each of the said towns." President Dwight, in *Travels in New England*, p. 206, says, in regard to the distribution of this legacy, that about £2,000 intended by Hopkins for Yale College "fell through a series of accidents partly into the hands of her sister seminary [H. C.] and partly into the hands of trustees of three grammar schools—one at New Haven, one at Hartford, and one at Hadley, in Massachusetts."

grammar school established at Hadley by the allotment from the Hopkins fund was assisted by donations from individuals or the town, and has ever since been continued either under the name of grammar school or academy. Soon after the union of the colonies other public schools were "set up" and efficiently supported, as also a few private schools to fit young men for college or carry them forward in the higher branches of an English education.

From the testimony of men who were educated in the common schools prior to 1800, it appears that the course of instruction was limited to spelling, reading, writing, and the elements of arithmetic. These studies, however, were attended to by all the children, so that it was rare to find a native of Connecticut "who could not read the holy word of God and the good laws of the State."¹ The supervision of the schools was shared alike by the selectmen, who considered it a part of their town office, and by the clergy, who had come to look upon it "as a regular part of their parochial duty."

By such men and measures were common schools established in all the New England colonies, thus gradually forming a system of public education such as at that time had no "parallel in any part of the world."

EARLY LEGISLATION WITH REFERENCE TO SCHOOLS.

Lord Macaulay says² of the Puritans that they believed "the State should take upon itself the charge of the education of the people;" and another³ declares, "It has always been a characteristic of New England that she adopted and maintained the principle that it is the right and duty of government to provide for the support of free schools; that every man should be taxed therefor, whether he have children or not." The first legislative act with reference to schools was passed by the general court of the Massachusetts colony in 1642, and enjoined the universal education of children, but it neither made the schools free nor attached any penalty for neglecting to establish them. November 11, 1647, another act was passed making the support of the schools compulsory. In this act, then, we have the origin of the free schools of New England. It reads as follows: "It is therefore ordered that every township in this jurisdiction, after the Lord hath increased them to 50 householders, shall then forthwith appoint one within their town to teach all such children as shall resort to him to write and read, whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in general by way of supply, as the major part of those that order the prudentials of the town shall appoint, provided those that send their children be not oppressed by paying much more than they can have them taught for in other towns."² It was further ordered that, when any town increased to the number of a hundred families or householders, a grammar school should be established, and a master employed who could "instruct the youth so far as they may be fitted for the university;"² "if any town neglect the performance hereof above one year, that every such town shall pay £5 to the next school till they shall perform this order."⁴ In 1683 the court ordered "that whenever a town has 500 families it shall support two grammar schools and two writing schools." By the law of 1642 parents and masters were to look to the profitable employment of their children, and it was made a "barbarism" not to teach or have others teach their children or apprentices not only reading, but also a knowledge of the laws, and a penalty of 20 shillings was attached for the neglect to do so.⁵

¹ Mr. Barnard says (*American Journal of Education*, 1855, p. 302) that "Connecticut solved the problem of universal education, so that in 1800 neither a family nor an individual could be met with who was not sufficiently instructed to read the English tongue."

² Macaulay's *Speeches*, vol. ii., pp. 334, 335, ed. 1853.

³ C. K. Dillaway in the *Memorial History of Boston*, vol. iv., p. 236.

⁴ *Massachusetts Records*, vol. ii., p. 208.

⁵ See *Colony Laws*, chap. 22, sec. 1.

In the Connecticut code of 1650 the provision for the care and instruction of children was, as already stated, like that of Massachusetts. In this it was made the duty of selectmen to watch over the children and apprentices and see that they were taught to read and also well instructed in the capital laws of the colony. For every neglect therein a fine of 20 shillings was laid, and masters of families were required to "catechise their children and servants in the grounds and principles of religion," and also bring them up to "honest, lawful calling, labor, or employment." In case of failure to comply with the law in any of these particulars, the selectmen, with the help of the magistrates, were required to take such children away and place them with masters who should agree to instruct them in conformity with the law.

In 1677 it was ordered that "if any county town shall neglect to keep a Latin school according to order,¹ there shall be paid a fine of £10 by the said county towns to the next town in that county that will engage and keep a Latin school in it," and this fine was to be paid annually until they should comply with the law.²

In 1701, after a full revision of the school laws of Connecticut, we have the following legal provisions for the education of children:³

First. An obligation on the part of every parent and guardian to teach children to read, and, besides, "bring them up to some lawful calling or employment," under a penalty for each offense.

Second. A tax of 40 shillings on every £1,000 on the lists of estates, to be collected in every town with the annual State tax and payable proportionately only to those towns which should keep their schools according to law. If, however, this levy proved insufficient to maintain a suitable schoolmaster, the inhabitants were to pay half and the parents or masters of the children the other half, "unless any town agree otherwise."

Third. A common school in every town having over 70⁴ families to be kept for eleven months of the year, and in towns of less than 70 families to be kept for at least half the year.

Fourth. A grammar school in each of the four head county towns to fit youth for college, two of which grammar schools must be free.

Fifth. A collegiate school, toward which the general court shall make an annual appropriation of £120.

Sixth. "Provision for the religious instruction of the Indians."

We see, then, that in the early legislation, more especially of the New Haven, Connecticut, and Massachusetts colonies, provision was made for the "honorable employment" of children as well as for their intellectual training. This was a most wise provision, and had it continued in force, the criminal and pauper record of New England would have been radically different from what it is to-day. If we look closely into these laws, and especially into the provisions for the protection of children and apprentices from the cupidity of parents and masters, we shall doubtless see the first manifestation of that republican sentiment which afterwards spread through the land and proclaimed it free.

THE EARLY SCHOOLMASTERS.

We can scarcely place too high an estimate upon the service rendered to New England by her early teachers. Among these we must include many of her best educated clergymen who, in towns where there were no free or grammar schools, "fitted young men of piety and talent for college and for higher usefulness in

¹ This refers to the revised laws 1671, creating county grammar schools in place of grammar schools for every town having 100 families.

² American Journal of Education, 1857, vol. iv., p. 667.

³ Ibid., p. 695.

⁴ Originally 50 families, but in 1678 a law had been passed that every town of 30 families should maintain a school and teach the children to read and write.

church and state."¹ They were chiefly instrumental in keeping alive "the fires of classical learning brought here from the public schools and universities of England." Even with all their sympathy and help and the faithful labors of the pioneer teachers, the second, third, and fourth generations of the New England colonists, where schools were not specially encouraged, "seemed destined to fall into barbarism."²

Among the most noted of these early schoolmasters were Ezekiel Cheever and Elijah Corlett,³ of whom Cotton Mather wrote:

"'Tis Corlett's pains and Cheever's we must own.
That thou, New England, art not Scythia grown."

Master Corlett died February 25, 1686-7, at the age of 78, after having been for nearly half a century a notable figure in Cambridge. He was, to quote Dr. Mather again, "that memorable old schoolmaster in Cambridge from whose education our college and country have received so many of its worthy men that he is himself worthy to have his name celebrated * * * in our church history."⁴ Still, though he was able to teach both the English and Indian children, his school seems never to have been large—numbering in 1680 but nine pupils—nor were the fees he received for tuition at all adequate to his support. To enable him to gain a bare subsistence occasional special grants were made by the town and colony, and an annual appropriation of about £7 10s. from the Hopkins charity fund. For a century or more following his time, his successors at Cambridge fared, it is said, but little better.

Ezekiel Cheever gained a much wider and more enduring reputation. Born in England in 1614 and landing at Boston in 1637, he was for the long period of seventy years schoolmaster without an equal at New Haven, Ipswich, Charlestown, and Boston. He is described as "a scholar, learned, accurate, judicious, a severe and unsparing master, tall, dignified, and stern."⁵ Dr. Mather says of him, "we generally concur in acknowledging that New England has never known a better teacher. I am sure I have as much reason to appear for him as ever Crito for his master Socrates."⁶ The early excellence of the Latin school at Boston, over which he presided for thirty-eight years, was due to his care. He was evidently a master whom the pupils "delighted to honor," for he is spoken of by them with great affection, though one of them, the Rev. John Barnard,⁷ of Marblehead, tells us that he did not spare the rod, and cites his own experience, how, on one occasion, the old master said to him, "You, Barnard, I know that you can do well enough if you will; but you are so full of play that you hinder your classmates from getting their lessons, and, therefore, if any of them can not perform their duty I shall correct you for it." One of his classmates, he adds, taking advantage of this, continued for some days to fail in his recitations, until he, Barnard, concluded that there was no way to escape from his daily punishment except by flogging his tormentor.

Mr. Cheever was the author of the *Accidence*, "A short introduction to the Latin tongue," which passed through more than twenty editions, and continued for over a century and a half the text-book of most of the Latin scholars of New

¹ American Journal of Education, 1855, p. 296.

² Ibid., p. 296.

³ Also Richard Norris, of Salem, 1640 to 1670; and later Noah Clap, of Dorchester, who "taught the school at various times between 1735 and 1769, eighteen or twenty years in all."

⁴ Mather's *Magnalia*, vol. i., book 3, p. 318.

⁵ First Century of the Republic, p. 280.

⁶ Quoted from Dillaway's History of the Grammar School in Roxbury, p. 177.

⁷ In his autobiography Mr. Barnard throws some light upon the conduct of schools at that early day—one noteworthy fact being that in his sixth year the schoolmistress made him an usher or monitor, and appointed him to teach children both older and younger than himself. This was more than a hundred years before Bell or Lancaster introduced their newly discovered monitorial system.

England. Dr. Samuel Bentley, of Salem, an antiquarian and collector of school-books, says of this *Accidence*, that it was "the wonder of the age." Eminent teachers during the present century, and among them President Quincy, of Harvard College, have highly commended Cheever's *Accidence*, and expressed the hope that it might be restored to its former place in the schools. Besides several Latin dissertations and poems, he was also the author of a small treatise upon "*Scripture prophecies explained*," in three short essays. This patriarch of New England schoolmasters continued his work with almost youthful vigor up to the time of his death, which occurred in Boston in August, 1708.¹

From the very first, the founders of the young commonwealth thought it necessary to guard most jealously against the employment of unworthy teachers. In the records of the court, May 3, 1654, we find that it was made the special care of the officers of Harvard College and the selectmen of the several towns not to suffer any to instruct the youth or children who "have manifested themselves unsound in the faith or scandalous in their lives."

Much in every way was expected of the grammar-school teachers, and the candidate for this office must be a man of cultivation and refinement, which, as it was then supposed, could only be obtained by an acquaintance with the learned languages. The schoolmaster was an important personage in the eyes of the community, being treated with the respect that was accorded to the minister and magistrates. As an illustration of this, it is recorded that "his wife was to be accommodated with a pew next the wives of the magistrates."²

In the eighteenth century there seems to have been a lack of teachers who were capable of fitting young men for college, and thus the necessity arose of establishing what were afterwards called academies. Governor Dummer, who died in 1761, having founded a flourishing academy at Byfield, Mass., was the pioneer in this enterprise. His example stimulated the Phillipses—uncle and nephew—to found the two noble academies at Andover and Exeter, which still bear their names.

SCHOOLBOOKS.

In those early days there were no spelling books nor English grammars. The letters were learned from the Bible, and this book and the Testament and Psalter were the only reading books. The catechism, as in the parochial schools of the present time, which they resembled, received great attention. Besides this, reading, writing, and arithmetic were the chief, if not the only branches taught. For a century still there were no printed copy books and no slates in use, the ciphering and writing being done on paper. In 1691 there appears in the *Boston Almanac* an interesting notice of the *New England Primer*, the second edition being then in press. This new and enlarged edition had fuller directions for spelling, also the Prayer of Edward VI, and the verses said to have been written by the martyred John Rogers. This primer contained the catechism of John Cotton, printed in 1656, and also that of the Westminster Assembly. It probably resembled the primer of Great Britain which existed before the Puritans came to America. Locke, the philosopher, mentions a book of this name, and in 1759 one called the *Royal Primer* was common in New England. This, or one similar to it, continued in use until about the beginning of the present century.³

There was a little book called the "*Horn-book*" (named from the horn covers), which seems to have been of simpler plan than the *Primer*, and of which Shakespeare speaks as "the teacher of boys" in his day. It was so used also in Massachusetts at the first, and even up to a century ago, and out of its supposed indispensa-

¹ For further particulars of the life of Ezekiel Cheever, see *Journal of Education* for December, 1883, pp. 391, 405-6.

² Emerson, *Education in Massachusetts*, p. 22.

³ See Felt's *Annals of Salem*, p. 436.

bleness grew the expression, "He does not know his horn-book," which we have since changed to "He doesn't know his letters." Another important book was *The English Schoole Master*, the fifteenth edition of which was printed in London in 1624. "Its main object," as stated in the preface, "was to teach correct reading." *The New England Psalter*¹ was used in a similar way.

Among the earliest arithmetics was that of James Hodder, which in 1719 reached its twenty-eighth London edition. The most popular of the early geographies appear to have been Meriton's, which was printed in London in 1679, and Laurence Eachard's, of nearly the same date. Of the dictionaries used in New England, Coles's, published in London in 1692, and Bollocker's, the ninth edition of which was printed in 1695, were, at the close of the seventeenth century, the standards. In Latin, before the publication of Cheever's *Accidence*, Brinsley's, first issued in 1611-12, was in use; also another printed in London in 1639, called *Directions for Young Latinists*. A still later one was Hoole's *Accidence*, published in 1681. In Greek there was the *Westminster Grammar* of 1671, and in Hebrew the grammar of Schickard, issued in 1623, and Buxtorf's, which was printed before 1629.²

The books we have named give some idea of the studies pursued in the common, grammar, and private schools of New England during the seventeenth and early part of the eighteenth century, or during the first century of colonial life. The choice of books appears to have been made as "convenience and preference dictated." With the exception of those for reading, spelling,³ and ciphering, none of the earlier ones was retained as late as 1813.

During the eighteenth century schoolbooks of all kinds multiplied rapidly. These included works upon arithmetic, bookkeeping, navigation, geography, English and Latin grammars and dictionaries, Greek grammars and lexicons, books upon belles-lettres, and many others which are named in Felt's *Annals of Salem*, and in Barnard's *Catalogue of American Text-books*.

In reviewing the history of this early period one becomes more and more impressed with a sense of the obligation we are under to the Puritans and Pilgrim Fathers for the interest they took in education. Unfortunately their descendants of the third and fourth generations did not follow their example. So greatly did the interest in education decline that during a large part of the eighteenth century prior to the Revolutionary war it is said to have been true of men and women of respectability and influence that they could not so much as write their names, and that this state of things applied not only to New England, but to the whole country.

Previous to 1769 girls were taught only by schoolmistresses; and to learn to read and sew "was for the most part the height of their ambition." But near the close of the century public and private schools accumulated rapidly, and much attention was given to female instruction.⁴ Still it was some time after the beginning of the nineteenth century before arithmetic was studied to any extent by girls, though as early as 1789 it was ordered that both sexes should be taught writing and arithmetic, so as to include vulgar and decimal fractions. Not until 1784 were they permitted to attend a grammar school, and not before 1828, when they were placed on an equal footing with the boys, could they be admitted to any public schools for more than half the year, namely, from April to October. In short, as Mr. Waterston⁵ says, a hundred and fifty years elapsed from the opening of the first public school before any girls were admitted; a hundred and ninety-three years before they enjoyed equal privileges with the boys.

¹ This, in the edition of 1784, "has the Psalms of David, the Proverbs of Solomon, the Sermon of Christ on the Mount, and the Nicene Creed."

² See Felt's *Annals of Salem*, pp. 437, 438.

³ Of the spelling books, Dilworth's, which was in use in 1750, continued to be a favorite until after 1800. A rival in popular favor was Dyche's.

⁴ See Dr. Wm. Bentley, *A Descriptive History of Salem, Mass. Hist. Coll.*, vol. vi., pp. 239-241.

⁵ *Mass. Hist. Soc. Proceedings*, February, 1873, p. 387.

It may then be said that "with various modifications as to details, but with the same objects steadily in view, viz, the exclusion of barbarism from every family," the Puritans were able to carry to a successful issue their nobly-conceived idea of "maintaining an elementary school in every neighborhood where there were children enough to constitute a school, and of a Latin school in every large town, and a college for higher culture for the whole colony;" and, moreover, that this system which they established has continued to expand with the growth and development of the country until it has become the basis for school systems in nearly all the States of the Union, besides having had great influence upon education in other countries.

THE NEW ENGLAND ACADEMY.

By President S. C. BARTLETT, D. D., LL. D., of *Dartmouth College*.

The grammar school, somewhat modified, was brought by our fathers from England, established by law in Massachusetts in 1647, and maintained by taxation. It spread thence through the other New England States, and did good service for the cause of general education. But after a century or more there arose a desire for institutions of a higher and more specialized character, pointing more directly in the line of a liberal education. It gradually enlisted the most intelligent and enterprising men of the various communities and embodied aims and aspirations which were indicated by the name they chose for the institution. The name "academy" was an ambitious name. Not to speak of its early classic application, after the revival of learning it designated an association of learned men, authors, or artists for the promotion of science, literature, or art. Hundreds of these organizations, greater or smaller, were formed in Europe, each with its own specific field of study or culture. It showed the high ideal of our forefathers and the spirit that prompted them when they chose this name to designate their institution for the instruction of youth.

The New England academy was an incorporated institution, founded and maintained by private beneficence, and managed by a selected board of trustees. It was, with few exceptions, open to both sexes. The oldest of these institutions was the Dummer Academy, at Byfield, Mass. In 1761 Lieutenant-Governor Dummer bequeathed his mansion and his farm of 330 acres for this purpose; and in two years it was opened under the famous Master Moody, though not incorporated till 1782. The character and working of the system disclosed itself in this its earliest specimen. The roll of trustees of Dummer Academy has included four or five presidents of Harvard College, Judges Parsons and Wilde, Edward Everett, Jared Sparks, Professor Felton, Timothy Pickering, Elijah Parish, Leonard Withington, numerous Members of Congress, and a long list of other men of mark. Its privileges attracted and before the end of the century sent forth such men as Rufus King, Chief Justices Parsons and Samuel Sewall, Professors Webber and Tappan, of Harvard; Smith, of Dartmouth; Cleveland, of Bowdoin, a dozen Members of Congress, and more than 200 candidates for college. This institution was the germ of the whole movement.

Samuel Phillips had fitted for college at this academy, and apparently had boarded in the family of Master Moody. In 1780 he founded Phillips Andover Academy, endowing it at first with \$20,000, although at his death his property was inventoried at but \$15,000. In so doing he recorded the hope "that its usefulness might be made so manifest as to lead other establishments on the same principles." The hope began to be realized the next year, when his uncle, John Phillips, founded the Exeter Academy, first endowing it with \$50,000, and at his death with two-thirds of his estate. The impulse was soon communicated to nearly all

New England. It is not to be overlooked, however, that the unaided enterprise of individual teachers was already pushing in the same direction. Twelve years before the foundation of the Andover Academy one Simon Williams opened, and for twenty years maintained, a noted school in Windham, N. H., drawing pupils from Boston, Salem, and other large towns, and numbering among his pupils not a few who afterwards became distinguished.

The establishment of the two Phillips academies was soon followed by the incorporation of numerous others. Thus, in the year 1791, the Berwick Academy in Maine and five in New Hampshire were incorporated; and in the latter State alone during the earlier part of the present century some 50 academies are said to have been established before the system of high schools maintained by taxation created a competition and a check upon the movement. There were at least 10 in the single county of Merrimack. Most of these, being provided only with a building, and little, if any, productive funds, and sustained by very moderate tuition fees, at length yielded to the unequal competition with institutions supported by taxation, and faded away many years ago, but not until they had done an admirable work for the towns of their location, leaving a void which has never been filled. Places could be mentioned which, during the existence of the academy, furnished an unbroken succession of students for college, but which now scarcely send one in a decade, if at all.

But not a few of these institutions, better endowed, and receiving additional endowments in later years, still continue their noble and indispensable work. They are the recognized feeders of our colleges and the most powerful allies of the cause of higher education. Without attempting an enumeration, I may mention as specimens, in Massachusetts, the famous Phillips Academy at Andover, Williston at Easthampton, Monson Academy, Worcester Academy, Cushing Academy at Ashburnham, Lawrence at Groton; in Vermont, Barre, Peacham, and Saxtons River academies, and the well-known one at St. Johnsbury; in Maine, Berwick, Limington, and Fryeburg academies; in New Hampshire, the renowned Phillips at Exeter, Pinkerton at Derry, Appleton at New Ipswich, Kimball Union at Meriden, Pembroke, and others; all of which have made a splendid record. Many others, now extinct or decayed, have done equally faithful work toward the same end. It is the want of such institutions as these fitting schools which has been found, outside of New England and especially at the West, a great obstacle in the way of the best liberal education, and a chief reason why colleges in those regions can not easily compete in quality with the New England colleges.

They have not the proper feeders, and attention is beginning to be wisely directed to the establishment of academies on the New England model, for the New England academy has shown itself in several respects not unworthy its somewhat ambitious name. In each community it organized and concentrated the best minds in promoting the best culture. The founders and guardians of these widely scattered and once numerous institutions have invariably included the best element, lay and clerical, in the surrounding region—intelligent, sagacious, forceful. The splendid roll of trustees of Dummer Academy has been already mentioned. A similar showing, in kind, if not in extent, could be made of the trustees of the Phillips academies—Pinkerton, Kimball Union, Monson—and doubtless of many others. They have enlisted the men wakeful and watchful for the highest culture of the young. They have also selected and attracted the best teaching talent of the times. Commonly, if practicable, there has been a permanent principal, a man strong, well-balanced, and devoted to his work; such men as Moody, of Dummer; Adams and Taylor, of Andover; Abbott, of Exeter; Richards, of Kimball Union; Hammond, of Monson, and others of like quality, who made both their reputation and that of the school. Around these central figures have been gathered successively as assistants a great company of the ablest young graduates of our colleges, pausing on their way to their several professions, to throw for a

time their early force, enthusiasm, and culture into the minds of other young men. No one who has not pondered the subject can understand the magnificent ability that in its young strength has been educating the New England of the past as well as of the present. It would show a noble list of names afterwards prominent in professional and public life. You strike their track as well in the smaller as in the larger schools. Thus in the little town of Peacham, Vt., we find among the former teachers in the academy one of the ablest of the secretaries of the American Board, one of the ablest lawyers of New Hampshire, the president of a distinguished college, two college tutors, a brilliant medical professor, and other men of power and note.

Among the assistants at Pinkerton Academy are the names of Chief Justice Bell, Prof. E. D. Sanborn, the brilliant Leonard Swain, cut down in his earliest prime, and the equally brilliant Jarvis Gregg, still earlier called away. Thaddeus Stevens and Daniel Webster were academy teachers. So was the late Roswell D. Hitchcock, in a little town of 1,200 inhabitants. So, it may be added, was Dr. R. S. Storrs, at Monson. Many a witness yet living can testify what stirring influences were these models and vitalizing spirits. They were a revelation and an inspiration. Seeds of learning and of thought have thus been scattered over the hills and valleys, in the towns and villages of New England by its future jurists, statesmen, divines, and educators, destined in due time to bring forth a harvest after their kind and to fill the country with their fruitage.

For these institutions have not only organized, but they have diffused the best culture. They first concentrated and then radiated. Widely diffused as they once were, they brought home the thought and often the purpose of the higher education to every fireside. In this respect they have fulfilled a function not accomplished by the later high school. For, though open to all, they were designed rather for special privilege than for universal range, and classical training was more a primary aim than an incidental and subordinate and scarcely tolerated use. They first suggested to a multitude of young men the purpose of a liberal education, and enabled them to accomplish it. They drew, as a magnet, the true steel. In many towns where the once flourishing academy has gone down for want of funds the contrast between the former constant supply and the later dearth of college candidates is a sad one. The registers of the two Phillips academies are dazzlingly bright with names of men foremost in all the walks of life, many of whom would doubtless have found their way elsewhere and many of whom would not.

But it is not alone, nor perhaps chiefly, the public and professional men to whom these influences have been most valuable, but the far larger body of clear-headed business men and active workers, sound thinkers and pillars of society in every station of life. Here they pursued the studies they elected, often inclusive of the classics. Here they perceived the impetus of the same earnest teachers and imbibed the whole tone, spirit, and power of the institution. They came invigorated by the morning walk, often of the longest, and perhaps by their home "chores" before and after school. They came, young men and maidens, with their tidy apparel, their morning greetings, their sympathetic glances and recognitions, sometimes, it may be, a stolen word or note, and joining in the homeward walk, all and always under the guidance of native chivalry on the one side and native modesty on the other, and the benign influence of home life and surroundings. And when they went thence on their several ways of life, many and bright were the memories that clustered round that luminous spot. At South Berwick on the 1st of July it was a pleasant and impressive thing to see the thousand men and women of standing and character, most of them former pupils, who came to celebrate the centennial of Berwick Academy.

One other function of the academy is not to be forgotten, and that by no means

the least important. It gave a thoroughly Christian education. These institutions were quite as often the offspring of religious zeal as of literary enthusiasm. For the most part they were founded and conducted in the interest of pure religion and high morality. It was part of the system and often of the written code to require the reading of the Scriptures and the morning or evening prayer, as well as attendance at church, and to prohibit Sabbath breaking and irreverence and every form of vice and immorality. Not seldom have these institutions been the scenes of deep religious interest and revival. The infidel, the demagogue, and the sectarian banish these influences from the high school, the grammar school, and the primary school; but from the academy they can not dislodge them. That institution remains and may remain the stronghold of a Christian education. For this function, as well as the others, we may thank God and warmly cherish the New England academy.

CHAPTER XXV.

THE LEARNED PROFESSIONS AND SOCIAL CONTROL.¹

The qualifications demanded by the States of the Union for admission to the practice of medicine or of law—The preparations of the French professor for his vocation as a member of a faculty of medicine or law—The institutions in which medical and other scientific instruction is given in Germany, together with their staff and pay of instructors—The interest of society in and its interference with the admission to practice medicine or law.

The existence in a community of a group of individuals devoted to the office of protection and culture may be regarded as an evidence of an advanced stage of civilization. The profession of the law is devoted to the protection of property; the profession of medicine to the protection of the body; the profession of divinity exclusively to the culture of the people. Some of the phases of social life have their analogues in the life of animals, but no animals so far as known have any special groups of individuals corresponding to those that fill the professions in human society. Such professions in fact, as we find them in civilized nations, prove the inheritance of their civilization from the Greeks, who were the intellectual ancestors that first investigated the laws of mind, and from the Romans, who formulated the laws that govern advanced social organizations. This ancestry has been appealed to for intelligent direction after the terrible epoch of the year 1,000 in the name of bodily safety, during the period called the Renaissance in the name of intellectual freedom, and at the outbreak of the English Revolution of 1688, and of the French Revolution of 1789, in the name of personal equality before the law. Each of these social revolutions has been marked—possibly a mere coincidence—by a predilection for a certain line of study. During the Middle Ages theology held sway, during the Renaissance law, and later its offspring, culture, was the favorite study, and during the period of which the present forms a part the study of medicine predominates.

The close of the Middle Ages is usually placed at 1453, the year of the taking of Constantinople by the Turks. In 1400, at the celebrated University of Cologne, in the domains of the ecclesiastical monarch called the Archbishop of Cologne, the study of jurisprudence, probably in the form of church or "canon law," was already gaining decidedly on the study of theology proper. Not quite 71 per cent of the students of the three faculties of the university were studying law, 27 per cent were studying theology, and but 2 per cent were studying medicine. Sixty-five years later the law students had increased to 86 per cent, the theological students had fallen to 12 per cent, and the medical students were still 2 per cent of the whole body of students of law, theology, and medicine of the University of Cologne.

But a new business had in the meantime arisen—the business of studying for the sake of enlightenment; and it is fair to say that, though this effort was the result of the study of Greek literature, the way for the comprehension of that literature had been paved by the study of jurisprudence. The study of law, says Burke, is one of the first of human sciences, worth, in my opinion, all the others put together for quickening and invigorating the intellect, but is not so well adapted for opening and enlarging it. In 1400 there were 126 students in the University of Cologne, just

¹By Mr. Wellford Addis, specialist in the Bureau.

half of whom were in the faculty of liberal arts, such as it was then. In 1476 there were 607 students in the same university, 81 per cent or more of whom were in the faculty of liberal arts, such as it had become. In the same interval theology had fallen from 11 per cent of the whole attendance at the university to 1.8 per cent, law from 28 to 12.5 per cent, and medicine was nowhere.

In 1476, however, the University of Cologne had lived nearly a century; it perhaps had become antiquated and had "traditions;" but the University of Halle, founded in 1693, represented new ideas in Germany even after the crushing and blinding effect of the religious wars and excitement of that and the preceding century. This is shown by statistics of 1693-1700 in the following table:

Students at the University of Halle.

Period.	Theology.	Jurisprudence.	Medicine.	Philosophy.
	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
1693-1700.....	27	57	4.7	11.4
1741-1750.....	57.6	30	8.1	4.3
1771-1780.....	60.3	35.3	4.5	-----
1891-1893.....	40.9	11.6	17.2	30.8

It is evident, therefore, that, while in England and France what is represented by the German faculty of philosophy was drawing the brightest minds away from theology in Germany during the eighteenth century, the faculty of theology seems to have obliterated the faculties of philosophy and medicine and dwarfed that of jurisprudence. It must be remembered that church and state were very intimately connected in Prussia (as has been remarked by Professor Paulsen in his *Die Deutsche Universitäten*) until the present century, the first decade of which saw the liberation of the serfs and the right of others than noblemen to hold public office.

Passing now to the eighth decade of the present century, the importance which the study of medicine is assuming is at once noticed by glancing at the following diagrams (pp. 1189 and 1190); and medicine is the embodiment of science, as jurisprudence is of ethics and theology of metaphysics or the immaterial part of the world.¹

It is hoped that the intimate relation between the learned professions and the susceptibility of an age to favor a certain class of practitioners has been shown. In the sequel an attempt is made to show what is being done at home and abroad to prepare physicians for their responsibilities in the age of medical science.

I.—THE PREPARATION FOR THE STUDY OF THE LEARNED PROFESSIONS.

As the student of the history of medical instruction in the United States runs over the discussions of that question since 1850, the date at which an interest in the subject began to be awakened, he is impressed by the value which medical practitioners place upon a "college training," and their distrust of mere mother wit and the practical instinct of the Anglo-Saxon. As early as 1847 Drs. Ware, Bigelow, and Holmes, all teachers of medicine, declare that the only means known to them of elevating the profession of medicine is either to require that the applicant for admission to a medical school be a graduate of a college or that the course of study in the medical school be made to cover a longer period. Though it is evident that the second alternative presented by the committee of Harvard professors in the report above quoted was adopted when a change was made, about the beginning of this decade, yet it is to be borne in mind that in the catalogue of Harvard University for 1897-98 the following announcement is made:

Beginning with the year 1901, candidates for admission to regular standing must present a college, scientific, or medical degree, or must satisfy the faculty of their having equivalent qualifications for membership in the school.

¹ Considering a true science of anthropology to be something apart and above zoölogy and yet not invention, the characteristic of an "age of machinery."

In 1878 so important had this question of the collegiate education of the intending medical student become that an association of medical practitioners was formed for the purpose of carrying on the propaganda. Those who thus advocated the necessity of a college course do not appear to have desired the student to study the sciences such as is taught in the schools the Germans call "real," when using that term

THE LEARNED PROFESSIONS IN GERMANY AND FRANCE.

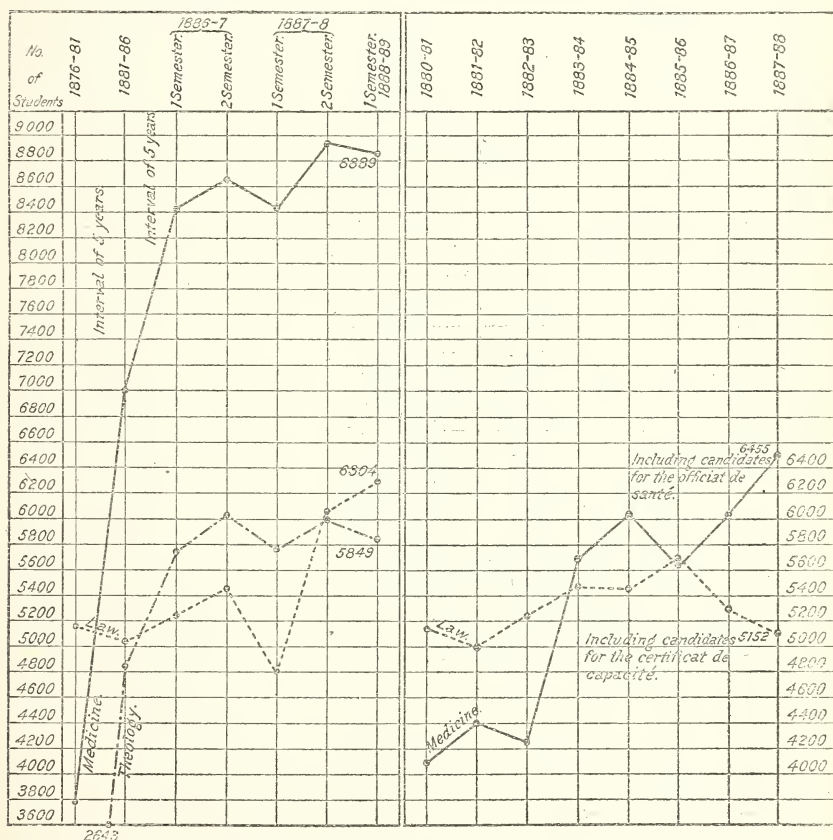
Population of German Empire (1888) 49,421,064
Population of French Republic (1888) 37,930,759

DIAGRAM 1.—Showing movement of the enrollment in the faculties of law, medicine, and theology, in twenty-two German universities during thirteen years.

[Compiled by writer for Report of 1888-89, vol. 2, pp. 837-913.]

DIAGRAM 2.—Showing movement of the enrollment in the state faculties of law, medicine, and theology in France during eight years.

[Compiled by same hand from the Report of French Department of Higher Education 1883, issued once in ten years.]



in the compound word "real-schulen," for the classical or literary training seems to be preferred to the merely scientific. But the point to be remarked is that these practitioners draw a sharp distinction between the general development of the understanding and the training for a special pursuit. Nevertheless, the alternative of a longer term of study, indicated by Drs. Ware, Bigelow, and Holmes, as a substitute for a course in the humanities seems to be the direction along which the American professional schools are moving.

The intellectual equipment possessed by the majority of the attendance at professional schools of the United States about the year 1880 was succinctly characterized as "fresh from the high school, academy, the farm, or the backwoods."¹

Dr. Pepper, in making this statement, had in mind the attendance at the medical schools, but an evidence of the supreme reliance in America on mother wit in the

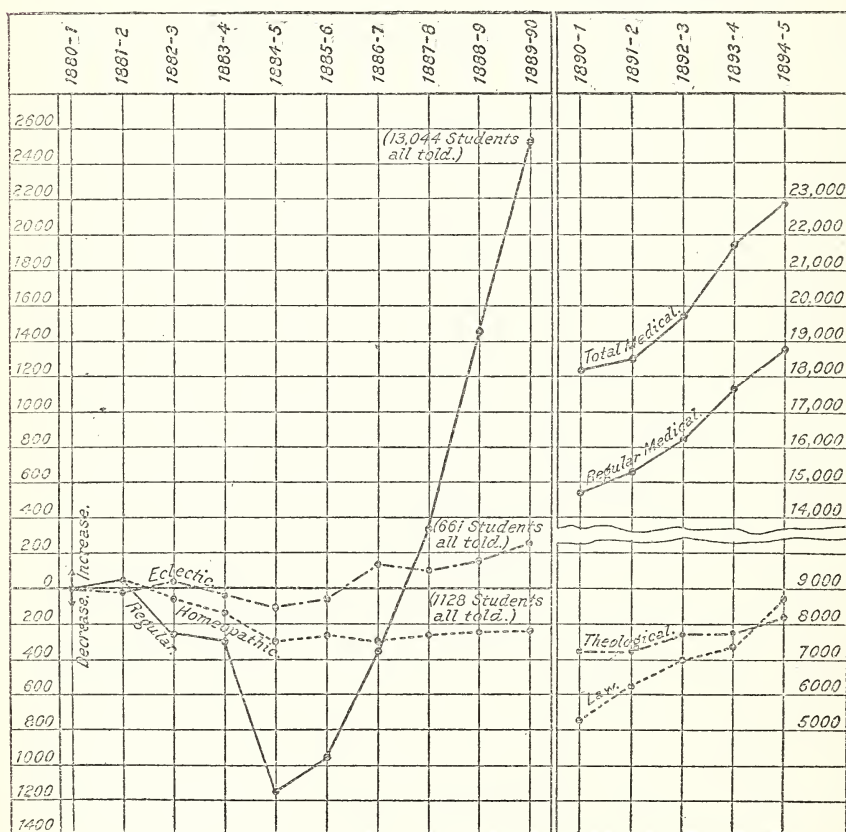
THE PROFESSION OF MEDICINE IN THE UNITED STATES.

DIAGRAM 3.—Showing fluctuation of attendance at the schools of each of the three medical sects in the United States during the period of 1880-90.

DIAGRAM 4.—Showing increase of medical and law students during last five years.

[Compiled by writer for 1889-90 Report, using the complete statistics of Illinois State Board of Health.]

[Compiled by A. E. Miller, M. D., specialist in professional education in the Bureau for Report 1894-95, pp. 1223, et seq.]



learned profession of law is given in the constitution of Indiana. By that instrument "every voter is entitled to practice law in the courts of the State."² On the other hand, we find Harvard University refusing to admit into its celebrated law department those who are not graduates of a college, and State after State is now

¹Higher Medical Education the True Interest of the Public and of the Profession, by William Pepper, A. M., M. D., professor of clinical medicine in the University of Pennsylvania, p. 12.

²Constitution.

requiring an apprenticeship in an office or graduation from a law school, very little consideration being given to the potentialities of mother wit unrefined.¹

The repeated and explicit denunciation by the great national medical and law associations of the short cuts into the practice of medicine and law leave no room for referring to the matter in veiled language. Foreign Governments are taking cognizance of the facts and are inclined to regard American licenses and diplomas as of uncertain value. The profession of medicine has pushed up the standard of the schools of that profession from "two years" to four years; but the profession of law has not succeeded nearly so well. This appears to be natural when it is considered that the advance made by the medical profession is due to the creation and use of a new police power or body by the several States, generally called a State board of health or examiners. Nothing of this kind has been done to any great extent in the case of law. Frequently, indeed, it is the supreme court of a State that makes the arrangements for admitting members, its own officers, "to the bar;" but in other instances—the case of Pennsylvania, for example—it is the local court that has complete jurisdiction. But wise precautions are being made against this unevenness of tests even within the same State. West Virginia, during 1897, determined to send all applicants for admission to the bar to the faculty of the law department of her State University, though leaving full power in the hands of the supreme court, while New York, Connecticut, New Jersey, Michigan, Minnesota, Massachusetts, and Wisconsin have a "State board of examiners" or a permanent "standing committee." It is believed that the Supreme Court of the United States has taken no steps to fix the qualifications of those who are to be admitted to practice in the Federal courts, which are, it is believed, subject to the Federal Government in matters of organization.²

To show the scope of the inquiry, and to testify to the uniform courtesy which the interrogations of the Bureau received at the hands of the attorneys-general and the presidents of the State boards of health or of examiners, the reply from Massachusetts is given as a fit introduction to the tabulation which follows. Others equally

¹ In Chapter VI of second volume of Commissioner's Report for 1889-90 there is a compilation of the opinions given both at Harvard and other universities, and also a statement of the action taken at Columbia in regard to shortening the college curriculum for intending medical students.

² The duty of ascertaining the fitness of applicants for admission to practice at the bar of this Territory, says Mr. John W. Shartel, to whom the attorney-general of Oklahoma courteously referred the Commissioner's inquiry, rests with the district courts. There is no specific requirement as to the mode of discharge of this duty. The qualifications of the applicants depend largely upon the individual judgment of each court, and I believe it is the uniform practice of the courts of the Territory at the present time, when a motion is made for admission of a person to the bar, to appoint a committee of members of the bar, who conduct the examination of the applicant in open court and ply him with questions, and the committee then makes its recommendation; and in view of such recommendation, and in view of the court's observations of the answers of the applicant, the court then determines for itself whether the applicant shall be admitted. There being no restriction on the power of the court in respect to the admission of attorneys to practice law, the way is open for a very low standard of professional qualifications, though from my own personal observation for the last four or five years I believe the courts have generally required at least a fair exhibition of merit on the part of the applicant before admitting him. (Extract from letter to Commissioner of Education by reference from Hon. C. A. Calbreath, attorney-general for Oklahoma, in response to the following letter:)

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,

Washington, D. C., August 20, 1897.

Hon. ———,

Attorney-General (or President Board of Health).

DEAR SIR: Permit me to ask your attention to the inquiries made herewith. I am in receipt of many letters from abroad which ask for the conditions under which graduates of foreign faculties of law are admitted to practice in the United States. As each State has its own regulations respecting such matters, I find it necessary to ask for certain information from you regarding the rules now governing the admission to the bar [to practice medicine] in your State. Such other information as your convenience may allow you to favor this Bureau with will promote, I am sure, the object the inquiries have in view.

A franked envelope is inclosed, which will carry your reply free of postage.

interesting are at hand, and the difficulty is to make a selection; but it will be noticed that Mr. Fox speaks from intimate experience.

BOSTON, MASS., *August 23, 1897.*

DEAR SIR: The attorney-general has referred to me, probably because of my experience as bar examiner, your letter of August 12, making certain inquiries concerning admission to the bar in this State, and I take pleasure in answering your questions in their order.

1. Application for admission to the bar is made by petition to the supreme judicial court or to the superior court. The applicant embodies in his petition the statutory requirements, i. e., that he is a citizen of this Commonwealth, or an alien who has made primary declaration of his intention to become a citizen of the United States, and that he is of the age of 21 years, and prays that he may be admitted to practice as an attorney if found to be qualified. By rule of court the petition for admission must be accompanied by the recommendation of a member of the bar, and the clerk with whom the petition is filed gives public notice of the petition by advertisement in the papers. The petition is then referred to the bar examiners, who hold, as a rule, two examinations in each county in each year.

2. As to the effect of a diploma: All candidates, whether graduates of a law-school or not, are required to pass an examination. As a matter of practice the examiners are accustomed to ask the preliminary question whether the applicant is a graduate of any law school, and that fact is treated by them as of some weight. That it is not of controlling weight is shown by the fact that quite a number of law-school graduates are rejected at every examination.

3. I can not say that knowledge of the civil law would be regarded as of any weight with the examiners. I am quite sure that no questions of civil law, except as incorporated in the common law, are ever put.

4. A member of the bar of another State files his petition for admission to this bar like any other applicant, stating, however, the fact that he has been admitted to practice in some other State, and his petition is referred to the bar examiners; but he is not subjected to a new examination unless his admission to the bar has been so recent as to excite suspicion. The statute upon this question is this:

Public Statutes, chapter 159, section 38: "A person admitted as an attorney or counsellor of the highest judicial court of any other State of which he was an inhabitant, and who afterwards becomes an inhabitant of this State, may be admitted to practice here upon satisfactory evidence of his good moral character and his professional qualifications."

5. The applicant must be an inhabitant of the State and a citizen, or an alien who has made the primary declaration, and he must be a person of good moral character. The recommendation of a member of the bar is accepted as evidence of this last qualification unless objection is made.

6. I do not think it is the practice of the examiners to inquire as to the general education of the applicant as distinguished from his professional education. Undoubtedly the applicant's command of English, as shown by his examination paper, is of weight.

7. There is no positive requirement as to the term of professional study, and no preference is shown as between law school and office. The result depends for the most part upon the examination, which is intended to be thorough. The bar examiners have generally felt that a legal education could hardly be acquired in less than three years, the length of the course in each of our law schools; and we have intended to make it pretty hard for an applicant to pass a satisfactory examination who showed less than three years' study.

8. Until the present year the bar examiners have been appointed by the supreme judicial and superior courts for each county in the State; but by the act of 1897, chapter 508, the justices of the supreme judicial court are to appoint hereafter five bar examiners, who are to examine all applicants for admission to the bar throughout the State. Upon their favorable report the applicant is admitted "unless the court shall otherwise determine."

9. The supreme judicial court and the superior court are alone authorized to grant petitions for admission to the bar.

Very truly, yours,

JABEZ FOX.

The COMMISSIONER of EDUCATION,
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ANSWERS TO INQUIRIES AS TO CITIZENSHIP, EDUCATION, AND PROFESSIONAL
ATTAINMENTS REQUIRED BY THE SEVERAL STATES FROM THOSE
WHO ARE LICENSED TO PRACTICE MEDICINE OR LAW.

MEDICINE.

What qualifications as to citizenship, personal character, and liberal education are required from the applicant?	What qualifications are required in the way of a professional study of medicine, specifying, in addition to the branches of medicine and surgery, and practice thereof required, the duration of such study, and whether it must be supplemented by "study with a physician?"
ALABAMA	
ARKANSAS	
ARIZONA	
CALIFORNIA: None	No qualifications are specified except that the individual must be a graduate of a "recognized" college; that is, one recognized by the Association of American Medical Colleges.
COLORADO: None	Diploma of recognized reputable school, or ten years' practice of medicine as a business. Anatomy, chemistry, physiology, pathology, surgery, practice of medicine, and obstetrics and diseases of women.
CONNECTICUT: None. He may be a common drunkard, a notorious libertine, or a criminal abortionist as far as the letter of the law disqualifies him.	Anatomy, physiology, medical chemistry, obstetrics, surgery, pathology, diagnosis, and therapeutics, including practice and materia medica. No attention paid to college diplomas.
DELAWARE: Must furnish proof of good moral character and good common school education.	Must have studied medicine at least four years, including three regular courses of lectures in different years in some legally incorporated college or colleges, prior to his having received a diploma.
FLORIDA: None	Diploma of a college recognized (by the American Medical Association); but any holder of a diploma of a medical college may demand an examination, which all must pass.
GEORGIA: None	Three courses in a regular medical college and successful passage of examination before board.

LAW.

<p>What qualifications as to citizenship, personal character, and liberal education are required from the applicant?</p>	<p>What qualifications are required in the way of a professional study of law, and must such study be done in a law office or be supplemented by study in such an office?</p>
<p>Actual, bona fide citizenship. High moral character as testified to by a member of the profession. Education judged from examination.</p>	<p>If the study period is passed in a law office, then the judges of the supreme court must make written examination, except those graduating from Alabama University.</p>
<p>Must be a citizen of the State and of good moral character. The liberal-education feature is left to court which examines.</p>	<p>The circuit and supreme courts are the only bodies authorized to grant license to practice law. Applicant must stand satisfactory examination in open court by the supreme court, and by a committee of three lawyers appointed by circuit court when applicant is examined by that court.</p>
<p>A declaration of citizenship and proof of good moral character are required, but there is no distinction between liberal and professional education.</p>	<p>The only thing necessary to become admitted to the practice here, if not armed either with a diploma or license from another jurisdiction, is to stand the examination in open court, and by that show such familiarity with the law as will satisfy the court that the applicant is qualified to take care of a practice.</p>
<p>A declaration of citizenship and certificate from two attorneys of court to which applicant has applied for admission that applicant possesses the character and attainments that entitle him to admission.</p>	<p>Examination in open court after filing certificate from two attorneys.</p>
<p>Must declare intention to become a citizen three months before applying; must have certificate of good moral character, but no special attention paid to liberal-education feature.</p>	<p>If not a member of the bar of another State must pass an examination before supreme court or a committee appointed by it in each judicial district.</p>
<p>Must be a citizen of the United States, 21 years old, and be of good moral character, and must have graduated from a college or secondary school or had been admitted to a college or preparatory school, or passed an examination before committee, for which last he must pay a fee of \$5.</p>	<p>Must have studied law after arriving at the age of 13 for two years, if a college or law-school graduate; otherwise, for three years in a law school or under competent professional instruction in the office of a practising attorney or with a judge of the superior court or both, of which period one year, at least, must be spent in this State. Applicants shall be required to pass a satisfactory examination, before a standing committee of fifteen, upon the law of pleading, practice and evidence, constitutional law, the law of real and personal property, contracts, torts, equity, criminal law, wills, and administration, corporations, partnership, negotiable paper, agency, bailments, domestic relations, and such additional subjects as committee shall deem advisable.</p>
<p>Must be a resident of the State and of "fair" character, and must have a general knowledge of English and American history, mathematics, English grammar, and Latin.</p>	<p>A legal course in a law office is not necessary. All applicants for admission except practising lawyers of other States are required to study three years under direction of lawyer or judge of the State. Examination is made by a committee of the bar.</p>
<p>Must satisfy judge that he is 21 years of age, and of good moral character.</p>	<p>Shall be examined by the judge to whom applicant applies or a committee of two appointed by judge.</p>
<p>Must be a citizen of the circuit wherein he makes application and of good moral character, as shown by a certificate of two attorneys known to court.</p>	<p>Must undergo examination before committee appointed by court on common law, pleading and evidence, equity and equity pleading and practice, Code of Georgia, United States and State Constitutions, and the rules of court. Diplomas of certain law schools in Georgia will obviate necessity of examining candidate.</p>

MEDICINE—Continued.

What qualifications as to citizenship, personal character, and liberal education are required from the applicant?

IDAHO: Citizen of United States or has declared intention of becoming such, and evidence of good moral character. But said board may also refuse a license for unprofessional conduct, etc. The words "unprofessional conduct, etc.," is declared to mean—

First. The procuring or aiding or abetting in procuring a criminal abortion. Second. The employment of what are popularly known as "cappers" or "steerers" in procuring practice. Third. The obtaining a fee on the assurance that a manifestly incurable disease can be permanently cured. Fourth. The willful betrayal of a professional secret to the detriment of a patient. Fifth. All advertisements of medical business in which untruthful and improbable statements are made. Sixth. All advertisements of any medicine or means whereby the monthly periods of women can be regulated or the menses can be reestablished if repressed. Seventh. Conviction of any offense involving moral turpitude. Eighth. Habitual intemperance in the use of ardent spirits, narcotics, or stimulants.

ILLINOIS: Good moral character. A diploma or certification of graduation from a high school or evidence of having passed the matriculation examination to a recognized literary or scientific college, or a certificate of successful examination by the faculty of any reputable university or college, or by the State superintendent of public instruction in the following branches: English grammar, arithmetic, elementary physics, United States history, geography, Latin (equivalent to one year in a high school). One year is allowed in which to cure defects in Latin, but the student must be provided with a certificate of proficiency in this branch of learning from the designated authorities before he can be accepted as a second-course student.—(Medical practice act.)

INDIANA: Must reside within the State and possess a good moral character, attested by two freeholders under oath. After July 1, 1899, no medical college will be recognized as in good standing which does not require the entrance qualifications prescribed by the Association of American Medical Colleges as a prerequisite for matriculation. (Same as Illinois.)

IOWA: Certificate refused to one who is incompetent, convicted of felony, grossly immoral, or is a habitual drunkard. Good character must be certified to by two physicians of the State. Literary qualifications same as those of Illinois.

KANSAS: Good moral character is required.

What qualifications are required in the way of a professional study of medicine, specifying, in addition to the branches of medicine and surgery, and practice thereof required, the duration of such study, and whether it must be supplemented by "study with a physician?"

Diploma of a reputable medical college and an examination.

Diplomas of colleges recognized by the State board of health as being in "good standing." Diplomas from conditioned colleges are recognized, but must be supplemented by an examination in medicine, surgery, gynecology, and obstetrics, a percentage of 80 being required. Graduates of colleges in the United States that are not recognized by the board are required to pass an examination in all the branches of medicine. Graduates of Canadian colleges and foreign colleges and universities are required to supplement their diplomas with an examination in practice, surgery, gynecology, and obstetrics, unless they present evidence of their right to practice medicine and surgery in the province and country in which the college is located from which they received their diplomas.

After 1899, July 1, no diploma will be recognized if given by a college possessing an inadequate equipment for teaching medicine, which has not clinical and hospital facilities, and which does not have an active and competent faculty, embracing the departments of anatomy, physiology, chemistry, materia medica, therapeutics, medicine, surgery, obstetrics, histology, pathology, bacteriology, ophthalmology, otology, gynecology, laryngology, dermatology, hygiene, and State medicine, and which does not enjoin attendance upon 80 per cent of four regular courses of instruction of not less than twenty-six weeks each in four different years, and which does not exact an average grade of 75 per cent on an examination as a condition of graduation.

Diploma of recognized medical college teaching in a four or more years' course anatomy, physiology and hygiene, chemistry, materia medica and therapeutics, theory and practice of medicine, pathology and pathological anatomy, surgery, obstetrics and gynecology, bacteriology and microscopy, and medical jurisprudence. Each course shall continue for twenty-six weeks.

A diploma of a recognized law school.

LAW—Continued.

<p>What qualifications as to citizenship, personal character, and liberal education are required from the applicant?</p>	<p>What qualifications are required in the way of a professional study of law, and must such study be done in a law office or be supplemented by study in such an office?</p>
<p>Must be a citizen of the United States; nothing required in the way of liberal education.</p>	<p>He must have a knowledge of the law; it is immaterial how he gets it. A committee appointed by court ascertains fitness.</p>
<p>Must make affidavit that he is of age, a citizen of the State, and a certified transcript from a court of record in this State showing that he is a man of good moral character. Nothing as to liberal education.</p>	<p>Every applicant to practice law, except those who apply for admission upon a license granted in another State, or upon a diploma issued by a law school in the State, shall present to one of the appellate courts proof that he has studied law two years the same studies prescribed by the regularly established law schools in the State, or a course equivalent thereto, naming the books studied, under the direction and supervision of one or more licensed lawyers or firms of lawyers, and that the applicant has submitted to satisfactory examinations by such lawyer or lawyers at convenient intervals during such period of study, covering progressively the entire course studied, such proof to consist of the affidavit of the applicant and also of the certificate or certificates of the lawyer. Examination is held in open court.</p>
<p>Every person of good moral character, being a voter, shall be entitled to admission to practice law in all courts of justice. (Constitution Art. VII, sec. 21.)</p> <p>Must be a citizen [of the State] and of good moral character. There is no provision regarding a liberal education, but the want of it is considered in determining the applicant's qualifications.</p>	<p>From the letter of the attorney-general, Hon. William A. Ketchum: The words, "being a voter" has been held by the courts to have no limitation in excluding those who are not voters, and women are admitted to practice. The only substantial requirement is that the applicant shall be of good moral character, and at times this may not be very rigidly insisted upon. It seems to be the theory that it is not very important who is admitted to practice law, as after he has been admitted to practice, if he does not know enough to justify his admission, he will not get any practice anyhow."</p> <p>Must pursue a regular course in the study of law for at least two years in the office of a practicing attorney of this State, or a course of two years of thirty-six weeks each in some reputable law school in the United States. Examination is conducted by three members of the bar, one of whom must be the attorney-general. The written questions are prepared by the supreme court; the oral examination is conducted in open court.</p>

MEDICINE—Continued.

What qualifications as to citizenship, personal character, and liberal education are required from the applicant?	What qualifications are required in the way of a professional study of medicine, specifying, in addition to the branches of medicine and surgery, and practice thereof required, the duration of such study, and whether it must be supplemented by "study with a physician?"
LOUISIANA: Good moral character, average education, as shown by technical examination before board.	Must have diploma from medical college in good repute, having three courses of six months each in different years. An examination before the board on all the branches of medicine.
MAINE: Certificate of good moral character, only so far as the board may take it upon itself to decide.	All must pass an examination on anatomy, physiology, pathology, materia medica, therapeutics, surgery, the principles and practice of medicine, obstetrics, or such branches thereof as the board may deem necessary that the applicant should possess.
MARYLAND: Testimonials to moral character. The candidate should at least possess a high-school education.	Must be a graduate of some reputable medical school having a three years' course, but an effort is being made to extend the course to four years. Nongraduates of a college of medicine are examined in practice, surgery, anatomy, materia medica, therapeutics, physiology, chemistry, jurisprudence, obstetrics, gynecology, hygiene, and pathology.
MASSACHUSETTS: Good moral character and 21 years old.	All applicants are required to pass a satisfactory examination in surgery, physiology, pathology, obstetrics, and practice of medicine. College diplomas not a factor in testing an applicant's qualifications for practice.
MICHIGAN: None	Every graduate of any legally authorized medical college in the State, or in any one of the United States, or in any other country, shall be deemed qualified to practice medicine and surgery in all its departments after having registered.
MINNESOTA: Good moral character. Evidence of ignorance in ordinary spelling and writing count against a candidate, at option of examiner.	The applicant for license must present evidence of having attended upon three separate courses of medical study at a college having not less than six months duration each. Study with physician not necessary. [Other] applicants are required to pass an examination on anatomy, physiology, histology, pathology, chemistry, medical jurisprudence, preventive medicine, obstetrics, practice, surgery, diseases of women and children, materia medica, eye and ear diseases, toxicology.

LAW—Continued.

<p>What qualifications as to citizenship, personal character, and liberal education are required from the applicant?</p>	<p>What qualifications are required in the way of a professional study of law, and must such study be done in a law office or be supplemented by study in such an office?</p>
<p>Must be citizen of State; present certificate of good moral character.</p>	<p>Must present certificate that two years have been spent in study of law. The court will not be satisfied with the qualifications of a candidate in point of legal learning unless it shall appear that he is well read in the following course of studies at least: Constitution (Story), Law of Nations (Vattel or Wheaton), History of the civil law in Louisiana, Louisiana Civil Code, Code of Practice, General Statutes, Institutes of Justinian, Domats's Civil Law, Pothier on Obligations, Blackstone's Commentaries (fourth book), Kent's Commentaries, Mercantile Law (Smith), Insurance (Wood), Negotiable Paper (Story, or Parsons and Daniel), Evidence (Greenleaf, Starkie or Phillips), Crimes (Russell), Criminal Procedure (Bishop), and the Jurisprudence of Louisiana.</p>
<p>Nothing in the way of citizenship or liberal education, but character must be satisfactory to justice presiding at time of examination.</p>	<p>Must have studied law two years in a lawyer's office or law school, and must be vouched for by the member of bar with whom the student has read. The examining committee is composed of three members of the bar in each county.</p>
<p>Must have been a citizen two years (of State) and be of good moral character. No liberal education required by law.</p>	<p>Must have been a student of law for the two years immediately preceding his application, and must be examined by court if not a graduate of a law school in State. The court selects the examining committee.</p>
<p>Must be a citizen of the State, or declared his intention to become such, and must be of good moral character. Undoubtedly, applicant's command of English, as shown in examination papers, is of weight.</p>	<p>Must pass a thorough examination. See letter of Mr. Fox (p. 1192), answer to seventh question.</p>
<p>Must be a resident in the State, a citizen of the United States, and of good moral character (affidavit of at least two members of the bar of the State in good standing and on prescribed forms). The board of examiners will regard applicants who have received bachelors' degrees from any reputable college or university as having prima facie the requisite general educational qualifications for admission to the bar. So also as to graduates of Michigan normal or high schools, or other reputable institutions of similar character. Recent first-grade teachers' certificate will also be accepted. Otherwise applicant must pass examination, especially arithmetic, grammar, elementary algebra, general American and English history, civil government composition and rhetoric, and English literature. If the professional examination papers of a college or other graduate show deficiencies in education the writer will be subject to examination.</p>	<p>Graduates from law department of Michigan University or Detroit College of Law, both having a three years' course, are admitted to bar on their diploma. Others must have studied law for three years previous to applying for admission, which shall be conditioned on the applicant's answering correct 70 per cent of the questions asked him in a written and oral examination on the administration of estates, agency, bailment and carriers, bills and notes, common law, contracts, constitutional law, public and private corporations, criminal law and procedure, damages, domestic relations, equity jurisprudence and procedure, evidence, insurance, mortgages, partnership, pleading and practice (common and Michigan law), personal and real property, torts, legal ethics, State statute law, international law, suretyship, frauds, United States courts. There is a State board of law examiners.</p>
<p>Must present his affidavit that he is of age and is a citizen of the United States, or has declared his intention to become such. Also affidavits from two practicing attorneys that he is a person of good moral character. Board shall examine applicants in such branches of general education as it may deem expedient.</p>	<p>Must be examined by State board of examiners in law of real property, conveyances and trusts, equity jurisprudence, pleading and practice, common law, statute law, code pleading and practice, constitutional law, international law, criminal law, contracts, sales, bailments and negotiable instruments, landlord and tenant, insurance, partnership, agency, suretyship, frauds, damages and liens, torts, domestic relations, executors, administrators, and wills. Attorneys of five years' standing from any other State or territory of the United States or District of Columbia may, in the discretion of the board, be admitted without examination.</p>

MEDICINE—Continued.

<p>What qualifications as to citizenship, personal character and liberal education are required from the applicant?</p>	<p>What qualifications are required in the way of a professional study of medicine, specifying, in addition to the branches of medicine and surgery, and practice thereof required, the duration of such study, and whether it must be supplemented by "study with a physician?"</p>
<p>MISSOURI: The law prescribes no qualifications; but in regard to personal character and citizenship the board has made a rule, which has not been questioned, according to which an applicant must present two letters of recommendation from physicians as to his moral and professional character, and he must be a resident of the State unless he makes affidavit that he resides in a county of another State, which county lies upon the border of Missouri.</p> <p>MONTANA: None; but board may refuse to grant license on moral grounds.</p> <p>NEBRASKA:</p>	<p>Under a recent decision of the supreme court it is necessary only to be the possessor of a diploma from a legally chartered medical school in good standing to be admitted to registration. The good standing of the school to be determined, like the reputation of an individual, by testimony. The court decided that the law did not authorize the board to set up a standard.</p> <p>Applicants must possess a diploma from a reputable school of medicine whose professors and teachers are graduates of a school of that kind, and which after July 1, 1898, requires attendance upon four courses of lectures of at least six months each, no two terms in one year. No credit for practice or study with a physician is given.</p>
<p>NEVADA: None</p> <p>NEW HAMPSHIRE: Good moral character and 21 years of age. Must have graduated from a registered college or satisfactorily completed a full course in a registered academy or high school, or had a preliminary education considered and accepted by the regent (State superintendent of education) as fully equivalent.</p>	<p>A medical education and a diploma from some regularly chartered medical school, said school to have a bona fide existence at the time when said diploma was granted.</p> <p>Our State pays now (1897) no attention to medical college diplomas except from Dartmouth. After 1893 Dartmouth graduates will have to stand examination. Applicant must have studied medicine not less than four full school years of at least nine months each, including four satisfactory courses of at least six months each, in four different calendar years, in a medical college registered as maintaining at the time a satisfactory standard. The regent shall accept as the equivalent for any part of these requirements or those concerning a literary education, evidence of five or more years of reputable practice provided that such substitution be specified in the license, or has either received the degree of bachelor or doctor of medicine from some registered medical school, or a diploma or license conferring full right to practice medicine in some foreign country. (Recent law.)</p>
<p>NEW JERSEY: Nothing as to citizenship, but at least two physicians, one of New Jersey, must vouch for personal character. Candidates must be graduates from an accredited literary or scientific college, or have completed satisfactorily not less than a three years' course in an accredited high school or academy, or have received a preparatory education covering the following branches, viz. orthography, arithmetic, English grammar and composition, geography, history of the United States, algebra, and physics, or what this board of examiners may consider their equivalent.</p>	<p>Candidates must have received a diploma conferring the degree of doctor of medicine from some legally incorporated medical college (which in the opinion of the board was in good standing at the time of issuing said diploma) in the United States or a diploma or license conferring the full right to practice all the branches of medicine and surgery in some foreign country, and have also studied medicine four years, including three courses of lectures in different years in some legally incorporated American or foreign medical college or colleges prior to the granting of said diploma or foreign license; provided, however, that two courses of medical lectures, both of which shall be either begun or completed within the same calendar year, shall not be considered as satisfying the above requirements. All examinations shall be written in the English language and the questions shall be, except in materia medica and therapeutics, such as can be answered in common by all schools of practice.</p>
<p>NEW MEXICO: Two certificates well accredited as to personal character and professional standing. Our board disapproves of medical schools doing their own examination of candidates for matriculation. It requires that each candidate for admission to a medical school shall furnish as a minimum a high school certificate—preferably a college degree.</p>	<p>No study with a physician required. As to professional study our board has not specified at length its requirements except as to time (four years) and terms of lectures [courses] (four) and conditions for matriculation. [A diploma of a legally chartered medical institution in good standing will admit to practice—law.]</p>

LAW—Continued.

<p>What qualifications as to citizenship, personal character, and liberal education are required from the applicant?</p>	<p>What qualifications are required in the way of a professional study of law, and must such study be done in a law office or be supplemented by study in such an office?</p>
<p>Must be an actual resident and of good character. No particular qualification as to liberal education.</p>	<p>Graduates of the St. Louis, Kansas City, and Columbia law schools are exempted from examination. Others are required to pass an examination in open court.</p>
<p>Must be a resident of the United States or who has made a bona fide declaration of his intention to become a citizen and that he is of age, must have testimonials of good moral character, and must have studied law for two years, as certified to by two reputable counselors at law.</p> <p>Must be a resident, of age, of good repute, and have studied law for two years. Must at least have a good common-school education, which is judged from his composition and spelling at examination.</p> <p>Resident of the State and of good moral character. A general education only required.</p>	<p>The examination is conducted in open court.</p> <p>Graduates of the College of Law of the University of Nebraska shall be admitted, as far as professional learning is concerned, without examination. Others are examined by court.</p> <p>Familiarity with the various branches and general practice of the law required, and to this end study in law office is desirable, although not required. The examination is by court or committee.</p>
<p>Must take the oath of allegiance, be of age, of good moral character. Must have served a clerkship of four years with some practicing attorney of the State unless he is a graduate from some college or university in the United States, when his clerkship may be acquitted in three years. During the clerkship he must not have been engaged in any other business incompatible with the full and fair bona fide service of his clerkship.</p>	<p>No person shall be recommended for license as a counselor at law in this State unless he first submit himself to examination and give satisfactory evidence of his knowledge of the principles and doctrines of the law and of his abilities as a pleader, nor shall any be admitted to such examination until he shall have practiced as an attorney for three years at least. The examination for attorneys and counselors shall be both written and oral. The examining committee is composed of six counselors, two going out each year.</p>
<p>Must be a citizen of the United States or declared intention to become such, of good moral character, and bona fide resident of New Mexico.</p>	<p>Must undergo an examination in open court.</p>

MEDICINE—Continued.

<p>What qualifications as to citizenship, personal character, and liberal education are required from the applicant?</p>	<p>What qualifications are required in the way of a professional study of medicine, specifying, in addition to the branches of medicine and surgery, and practice thereof required, the duration of such study, and whether it must be supplemented by "study with a physician?"</p>
<p>NEW YORK: Certificate of good moral character from not fewer than two physicians in good standing; also evidence that applicant has the general education required preliminary to receiving the degree of bachelor or doctor of medicine in this State (medical student certificate), or graduation from a registered college, or satisfactory completion of a full course in a registered academy or high school, or had a preliminary education considered and accepted by the regents of the University of the State of New York as equivalent to such high-school course.</p> <p>NORTH CAROLINA: Certificate of good moral character from someone known to the board. Education decided by character of papers handed in on examination.</p> <p>NORTH DAKOTA:</p>	<p>Evidence that applicant has studied medicine not less than four full years of at least nine months each, including satisfactory courses of at least six months each, in four different calendar years in a medical school registered as maintaining at the time a satisfactory standard. The applicant for license to practice medicine in New York State [not a graduate?] must pass examinations in anatomy, physiology, hygiene, chemistry, surgery, obstetrics, pathology and diagnosis, therapeutics, practice, and materia medica. (See also p. 1234.)</p> <p>No attention paid to diplomas. Satisfactory examination in all branches of medicine. No study with physician required. Examinations are comprehensive but are liberal; 80 per cent is necessary to pass, however.</p>
<p>OHIO: Good moral character from two registered physicians of the State.</p> <p>for teaching and a faculty embracing the chairs of anatomy, physiology, chemistry, materia medica, therapeutics, medicine, surgery, and obstetrics shall be recognized as in good standing, and diplomas issued by the same and properly verified shall entitle the holders thereof to register as graduates in medicine. For the ten years ending in February, 1896, all medical colleges exacting the foregoing requirements and possessing facilities and a faculty as specified above shall, by virtue of such facts, be recognized as in good standing to and including the year 1892, but that no medical college shall be recognized as in good standing which has not since 1892 possessed the foregoing facilities and faculty, and in addition has not exacted an entrance qualification and attendance upon three regular courses of lectures as a condition of graduation. On and after July 1, 1899, no medical college will be recognized as in good standing which does not require the entrance qualification prescribed by the Association of American Medical Colleges as a prerequisite for matriculation, which does not possess an adequate equipment for teaching medicine, which has not clinical and hospital facilities based upon a minimum municipal population of 50,000, and which does not have an active faculty embracing the departments of anatomy, physiology, chemistry, materia medica and therapeutics, medicine, surgery, obstetrics, histology, pathology, bacteriology, ophthalmology and otology, gynecology, laryngology, hygiene, and State medicine, and which does not enjoin attendance upon 80 per cent of four regular courses of instruction of not less than twenty-six weeks each, in four different years, and which does not exact an average grade of 75 per cent on an examination as a condition of graduation, providing that the rule relative to population as a basis for clinical and hospital facilities shall not apply to institutions under State control and which by virtue of such control receives gratuitously patients from all parts of the State in which such colleges are located.</p>	<p>All medical colleges of the United States requiring a minimum of three years of study of medicine and two courses of lectures for graduation prior to 1886, and possessing proper facilities</p>
<p>OKLAHOMA: Certificate of good moral character and that holder is not an habitual drunkard.</p>	<p>None, if a graduate from a medical college in good standing; if not a graduate, applicant must have been a practicing physician for five years and pass an examination before the board on the several branches of medicine.</p>
<p>OREGON: Good moral character required</p>	<p>No attention paid to college diplomas. All must stand an examination before State medical board on anatomy, physiology, etc.</p>
<p>PENNSYLVANIA: Applicant must be 21 years of age, of good moral character, and have a competent common-school education.</p>	<p>Four years study of medicine, including three years in some legally incorporated medical college of the United States, or a diploma or license conferring the full right to practice all the branches of medicine and surgery in some foreign country. Others must stand an examination before board.</p>
<p>RHODE ISLAND: Citizenship is a new question and has never occurred to us before but will now receive attention. Personal character has not been required. It is difficult to establish [true] character of applicant, but we do not issue certificate until applicant has been in practice for three months in this State and if he turn out an advertising, charlatan person we refuse to grant certificate. A high-school or academic education is required of all colleges in "good standing."</p>	<p>Examination on eleven branches of medicine required. Applicant [for examination] must have obtained diploma from a school having a four-years' course in medicine during the year of graduation. One year at a veterinary or dental school will not pass for a year of study in medicine. School must have a course of twenty-six weeks, teach all main and supplementary branches. Study with physician not required nor is it accepted as a part of the four years. Diplomas of schools located in cities of fewer than 50,000 people not accepted.</p>

LAW—Continued.

What qualifications as to citizenship, personal character, and liberal education are required from the applicant?	What qualifications are required in the way of a professional study of law, and must such study be done in a law office or be supplemented by study in such an office?
Must be a citizen and present certificate of good moral character. Liberal education is required.	For college graduates two years' study of law is required (for others, three years) either in law school or in office. There is a State board of law examiners.
One year residence in the State required, as also a certificate of good moral character, signed by two members of the bar.	All must undergo an examination and must have read law in a law office or in a law school for twelve months at least. Supreme court conducts examination.
Must be a resident, of good moral character	All are examined, but applicants must have read law in an office or studied in some reputable law school for two years (thirty-six weeks of session being taken as a year). Supreme court examines applicants.
Must be a citizen of the United States or have declared intention, have resided one year in State, and be a person of good moral character. Nothing in the way of a liberal education.	All must pass an examination, to which those only are admitted who have studied law three years either in an office or in a law school. Supreme Court appoints a committee of nine members to examine applicants.
Must possess a good moral character	Must have acquired the requisite learning. This fact is ascertained by examination by the court. Applicant is examined in open court by committee.
He must be a citizen of the United States and of a good moral character as certified to by two persons. He must have a good English education and a knowledge of the elements of Latin as evidenced by examination.	In most counties the rules of court require a two or three years' course of study (prior to final examination by a committee) in the office of a member of the local bar and require at least one year's actual work in an office, even for students of regular law schools.

MEDICINE—Continued.

What qualifications as to citizenship, personal character, and liberal education are required from the applicant?	What qualifications are required in the way of a professional study of medicine, specifying, in addition to the branches of medicine and surgery, and practice thereof required, the duration of such study, and whether it must be supplemented by "study with a physician?"
SOUTH CAROLINA: None.....	None but graduates of a medical school entitled to an examination; and the State board examines on all the branches of medicine.
SOUTH DAKOTA: Good moral character, and must not be an habitual drunkard.	Anyone who is a graduate of a lawful medical college, who has attended three full courses of medical lectures of six months each. No two full courses to be taken within the same year.
TENNESSEE: Must be a bona fide resident of the State and located at some designated place. We have no law allowing us to examine into personal character. Applicant must have a fair education, of which the board may be the judge.	Law pays no attention to diplomas, but requires all applicants to stand an examination on anatomy, physiology, etc.
TEXAS: Must have an education equal to that given in a high school.	A diploma, no matter from what college or university it may come, is held by the higher courts as equal to a certificate from one of the district examining boards.
UTAH: None.....	No special requirements other than a diploma from a reputable medical college; and pass an examination in all the branches of medicine and surgery usually required.
VERMONT: None.....	Diploma from a reputable and recognized school [appears to be sufficient].
VIRGINIA	
WASHINGTON: Board has large powers of discretion as to estimating moral character.	The State medical examining board does not regard a diploma [of a school] of any State as sufficient to entitle holder of same to practice in this State, but will consider such diploma in connection with the examination of the holder of the same for a license. All applicants are examined in nervous diseases, obstetric diseases of women and children, anatomy, practice, histology, surgery, physiology, medical jurisprudence, materia medica, chemistry, diseases of the eye and ear, preventive medicine.
WEST VIRGINIA: Good moral character and English education.	Diplomas are not recognized. All must pass examination by State board.
WISCONSIN: Must not have been convicted of crime in course of professional business.	All are examined save those who possess a diploma from a medical college having three or more courses of lectures of six months each, and after the year 1904 at least four courses of not less than six months each, no two courses to be taken during the same year.
WYOMING: None	No person shall be allowed to practice medicine, surgery, or obstetrics who has not received a medical education and a diploma from some regularly chartered medical school, said school to have a bona fide existence at the time when said diploma was granted.

LAW—Continued.

What qualifications as to citizenship, personal character, and liberal education are required from the applicant?	What qualifications are required in the way of a professional study of law, and must such study be done in a law office, or be supplemented by study in such office?
Citizenship required. Must be of age and of a good moral character.	Graduates at the law school of the State University are admitted without examination; others must undergo the examination upon the course of study prescribed by supreme court. All are required to pass an examination in open court.
Must be a resident of the State, of age, and of good moral character.	
Must be of age, and of good moral character. No other requirement.	The professional attainments of the applicant are ascertained by any two judges.
Six months' residence in the State required. Applicant must be of age, and have a good reputation.	Graduates from the University of Texas are admitted without examination. Others are examined by a committee on Blackstone's Commentaries, Kent's Commentaries, Stephens on Pleading, Story's Equity Pleading, first volume of Greenleaf, Story on Notes, Story on Partnership, Story's Equity Jurisprudence, or books of like character. He is expected to have some knowledge of the constitution and statutes of Texas and the practice of her courts.
Citizen of United States or one having declared intention to become a citizen. Must be of age, and good moral character.	All applicants are strictly examined in open court.
Must have resided in Vermont six months, be of age, and of good moral character.	All are examined in open court by a committee of the bar; but applicant must have studied three years in the office of a practicing attorney, though not more than two of these years may be spent in attendance at a law school chartered by any State of the United States.
Must have resided in State six months, be of age, and a person of honest demeanor.	It appears that all are subject to examination by the supreme court of appeals on common law, equity, commercial law and practice, and the code of Virginia, but the diploma of a law school duly incorporated by one of the United States "is considered."
Must be a citizen of the United States, have resided in State one year, have a good moral character [and 21 years of age].	The supreme court by two of its judges satisfies itself that the applicant has sufficient general learning [but an attorney of the State must certify that applicant has studied law for two years previous to his application and that he believes him to be a person of sufficient legal knowledge and ability to discharge the duties of an attorney and counselor at law, laws 1897].
Must be a citizen, one year a resident of the county, have a good moral character.	All applicants are now (1897) examined by the law faculty of the University of West Virginia for the supreme court.
Must be a resident of the State and be of good moral character.	Graduates of the law department of the University of Wisconsin are admitted on their diplomas; others are examined by State board of examiners, if they have studied law at least two years prior to the examination.
Must be a citizen, of age, of good moral character, and learned in the law, all of which must be passed upon by the standing committee on admission of each court. An examination is made into the private character and unprofessional literary attainments of applicant.	(See preceding column.)

II.—THE PREPARATION OF THE PROFESSOR.

Those who teach in schools of medicine and law may be divided into two classes. One class, experts in the thing, sell their knowledge and endeavor to impart their skill; another class, expert in imparting the knowledge of the thing and in placing the students in the way of acquiring skill, sell their own expertness in approaching the untutored mind and devote themselves to teaching and practical study. Possibly the latter class is not very large in America, nor in Great Britain, nor in Paris. But the universities of Edinburg and the faculty of medicine of Paris have long since lost their supremacy as centers of medical education, and the Inns of Court at London and the Sorbonne at Paris are not now regarded as the great central influence for the common law of England or the civil law of Rome. The legal lights of Bentham, Austin, Pollock, Anson, Holland, of Oxford or Cambridge, and of Holmes of Massachusetts have supplanted those of Coke, Blackstone, and the Yearbooks, and those of Savigny, Ihring, and Puchta, those of Pothier. Thus medicine and law are not now generally regarded as necessarily mere trades, and "sharp lawyers" are no more liked by the legal profession than long bills are liked by the physician's patient. With insuperable perseverance the national associations of law and medicine have been laboring to shake their respective professions free of disreputable or undesirable elements which would not be found therein were Justinian's legal precepts more carefully observed: *Honeste vivere, alterum non laedere, suum cuique tribuere*.

While the great professional bodies in America are slowly making the learned professions learned by arousing public interest in the matter and overcoming popular prejudice against the formation of a class of highly respectable if not highly skilled physicians and judges drawn from among the people themselves, the democracy of France, through its organ, the Government of that Republic, has been very solicitous to introduce the best methods of professional instruction in its higher education, and it is from the German university that the cue has been taken.

One of the most valuable and distinctive features of the German university is the "privat-docent," whose function in a university is to recommend himself by teaching some special branch that is too new and untested to be regularly introduced into official university instruction, but may be too important to be ignored by the conservatism of the regular official body of instructors. Thus as the common law is supposed to be a body of never-changing dicta, though in practice it is ever changing by the interpretation of the judges whose ideas are colored by those of the times, so the management of the German universities has premeditatedly introduced an agency that, by insidiously supplanting the contents of the encyclopedia of the truth taught at any given time, never allows the university to grow antiquated. As the privat docent is assured of nothing but what the value of his instruction and his energy can secure, he is less conservative than the fellow of the English university, who is at least assured of his fellowship and the emoluments therefrom arising.

By the act of November 5, 1877, this "privat docentism" was introduced into France under the name of "maitre de conférences," with this difference, however, the master of conferences is an official appointee, paid by the Government, while the privat docent is not; the maitre is a part of the university hierarchy, while the docent is a free lance, tolerated, even patronized and subsidized, but still on sufferance.¹ The ideas of those who made this great change in higher education in France are recounted in the circular letter of advice of the French minister of public instruction, March 18, 1878, a part of which is here translated:

MR. RECTOR:² Article 1 of the 5th of November, 1877, established two distinct groups of maitres de conférences. You are aware, Mr. Rector, each of our faculties—in spite of the late great increase in

¹ L' education nouvelle, p. 31 et seq., Monsieur Breal, in his *Excursions Pédagogiques*, does not think that the State ought to pay the large number of maitres de conférences that are required in order to leave no lacune in the university programme. He would nationalize for France the real docent as found in Germany, merely changing his name into French, "docteur libre;" that is, in English, "independent professor or teacher," doctor in its old university sense meaning "a teacher."

² France is a university divided into seventeen academies. Over each academy is a rector who has charge of educational interests within that academy. It must be understood that "Université de France" covers all French territory, and that academies are educational counties in this educational State or the Université de France.

the personnel—has chairs whose duties are too large to be performed by one professor, however great his diligence and his talent. Moreover, it happens sometimes that a professor has preferences for particular parts of his subject and is inclined to dwell on certain topics of his course to the detriment of the others, thus leaving the student on some occasions without other assistance than his books. It is to overcome this inconvenience that *maîtres de conférences* have been attached to chairs. They are to develop the matters that the professor has merely touched upon (*n'aura fait qu'indiquer*) or to repeat difficult parts, using the best texts when the matter is literary (*dans les lettres*), or in conducting experiments calculated to show results and their causes when the matter is in the domain of science.

The second group of *maître de conférences* has quite another character. The personnel of the faculties of sciences and letters was created in 1808, it seems, especially in view of the necessities of examinations, and not long ago there were faculties with only four professors. Even now many are represented by five members, a ridiculously inadequate number, especially if one considers the variety of routes that new methods of criticism and experimentation have opened up during the last fifty years. Without pretending to afford the profusion of courses that are offered in other countries, the Government desires to enlarge the too narrow field of work to which our faculties have been confined and to permit the student to move more freely in the way his individual aptitudes propel him—indeed, to fortify those aptitudes by offering means of more extended research and comparisons. Viewing the question from this standpoint, the Chamber of Deputies and the Senate have placed at my disposal the necessary sum to provide for 70 *maîtres de conférences*, which are to be placed by the side of the regular chairs, being, as it were, probationary chairs (*chaires en expérience*). . . . They are not dependent upon a professor; their teaching belongs to themselves; but they are connected with the other chairs by an obligation upon which I insist, which is to adapt their lessons to the special work of the faculty and to the advancement of the student.

The *maîtres*, whose functions are thus described, are appointed for the faculties of letters and sciences. In the faculties of law, medicine, and pharmacy those who perform the duties of the *maîtres* are called “*agrégés*” and are appointed on the result of a competitive examination,¹ and hold the place for nine years if not previously permanently appointed as a professor. The old system of “*suppléants*” to the chairs has been suppressed, the place of the supplementary professor being filled by the *agrégé* [as a *chargé de cours*], who may be transferred from one faculty to another at the will of the minister of public instruction. The supplement was appointed for life and was a permanent fixture in the faculty to which he was attached. But all this is laid down in full detail in the laws which follow; in Note A several differences between the American and French university in executive matters are discussed.

THE POSITION OF THE PROFESSOR.

Before entering upon the regulations governing the appointment of the *agrégés* and the examination of candidates for degrees in each faculty, it is convenient to give title 5 of the decree of December 28, 1885, relative to the organization of the faculties of the schools of superior instruction. This title refers entirely to the professors who occupy chairs—“*professeurs titulaires*”:

ART. 32. Instruction is given in the faculties and in the higher schools of pharmacy by titular professors, assistant professors (adjoint), *chargés de cours*, and *maîtres de conférences* [the titular professors being permanently located, the others not].

ART. 33. The titular professors are appointed according to the form prescribed by the decrees of March 9, 1852, August 22, 1854, and February 27, 1880. [They are appointed by the minister.] The request for a transfer from one chair to another in the same faculty is submitted to the consideration of the council of the faculty and to the permanent section of the higher council of public instruction. Thus, also, is the request for transference from one faculty to another submitted to the councils of the faculties interested and to the permanent section of the higher council of public instruction. The appointment to new chairs is made directly by the minister.

ART. 34. No titular professor shall be displaced from office for an equivalent position unless consented to by the permanent section of the higher council of public instruction after he has been heard.

ART. 35. The titular professors may obtain leave of absence, renewable for five consecutive years at the most, on account of sickness or a temporary public mission foreign to public instruction. They receive, in the first case, half of their pay, and in the second case, when the service in which they are employed does not lead to a pension, 100 francs, the pay for inactivity [*traitement d'inactivité*]. The titular professors may, with the consent of the council of the faculty or school, be excused from the duty of examination, losing, however, a fourth of their pay. This privilege may only be granted when the work of the faculty will not suffer, but may it not be granted to a number that are more than one-sixth of the titular professors.

¹ *Statistiques de l'enseignement supérieur, 1878-83, p. 95*

ART. 36. The suppléances are suppressed. When the leave granted to the titular professors requires it a course or conference is provided, renewable each year, to fill the lacuna. [Formerly the "suppléant" took the chair of the absentee.]

ART. 37. Whenever a chair becomes vacant by death, expulsion, retirement on a pension, or by revocation, until the appointment of a new titular professor the lacuna in the instruction is filled by means of a course or conference renewable each year.

ART. 38. The claims of the applicants for chargé de cours and of maître de conférences are submitted to the consideration of the consulting committee of public instruction [ministry of public instruction at Paris, first section]. In the faculties of law and medicine the courses and conferences are confided to the agrégés.

ART. 39. The titular professors are not required to retire on a pension until they are 70 years of age, except they ask it or are unable to perform their duties. They may remain in service beyond their seventieth year detached (hors cadre) with the consent of the permanent section of the higher council of public instruction. . . .

SALARY OF THE PROFESSOR.

Previous to 1876 the professors were paid a regular salary of from \$800 to \$1,200, which was increased by their fees as examiners. By the decree of January 14, 1876, these examination fees to the profit of the professor were abolished and a fixed salary paid instead—\$1,200 to \$2,200 for the professors in the faculties of law and letters, of \$1,200 to \$2,000 in the faculties of medicine and sciences. The professors were clas-ed as professors at Paris, and professors-outside-of-Paris. The practical working of the new order of things was unsatisfactory, for it only "sowed division among colleagues who had passed the same examinations, lowered the dignity of the professors, and introduced into the faculties habits of solicitation deeply to be regretted." In 1881 a new classification was made, the professors of the several faculties of the country outside of Paris were placed in one of four classes, called first, second, third, and fourth class respectively, and the professors of the Paris faculties placed in one of two classes, called first and second class respectively. The following table will show the change in salary made by the law of 1881 and the variation in the number of titular professors. It will also bring out the difference, so far as the absolute amount received is concerned, of being a professor at Paris and a Government professor in another part of France:

Faculties of—	1876.		1881.								1889.	
	Paris.	Depart-ment.	Paris classes.		Department classes.				Paris.	Depart-ment.	Chairs (no change in salary).	
			First.	Second.	First.	Second.	Third.	Fourth.				
Medicine:												
Salary	\$2,600	\$1,200-\$2,000	\$3,600	\$2,400	\$2,500	\$2,000	\$1,600	\$1,200			25 (1st)	5 (1st)
Chairs	29	35	25	6	3	4	18	11			7 (2d)	6 (2d)
Law:												
Salary	\$3,000	\$1,200-\$2,200	\$3,000	\$2,400	\$2,500	\$2,000	\$1,600	\$1,200			19 (1st)	11 (1st)
Chairs	19	91	17	4	8	10	50	30			4 (2d)	11 (2d)
Catholic theol-ogy:												
Salary	\$1,100-\$1,300	\$700-\$1,100	\$1,300	\$1,100	\$1,100	\$900	\$700	.....			.....	.....
Chairs	7	22	5	2	4	10	8	0			0	0
Protestant theol-ogy:												
Salary .....	.....	\$900-\$1,300	\$1,600	\$1,300	\$1,300	\$1,100	\$900	.....			5 (1st)	2 (1st)
Chairs	0	13	5	1	2	3	2	0			1 (2d)	3 (2d)
Sciences:												
Salary	\$2,600	\$1,200-\$2,000	\$3,000	\$2,400	\$2,500	\$2,000	\$1,600	\$1,200			15 (1st)	11 (1st)
Chairs	19	85	15	4	10	11	50	30			5 (2d)	11 (2d)
Letters:												
Salary	\$3,000	\$1,200-\$2,200	\$3,000	\$2,400	\$2,500	\$2,000	\$1,600	\$1,200			15 (1st)	9 (1st)
Chairs	12	73	13	3	8	9	43	27			5 (2d)	11 (2d)
Pharmacy: ^a												
Salary	\$1,600-\$2,000	\$1,200-\$1,600	\$2,200	\$1,800	\$1,700	\$1,500	\$1,300	.....			.....	2 (1st)
Chairs	9	10	7	2	2	5	3	.....			7 (1st)	5 (2d)
											4 (2d)	3 (3d)

^a These salaries are for the "Superior schools of pharmacy."

APPOINTMENT OF JUNIOR MEDICAL PROFESSORS ("AGRÉGÉS").

In repealing the third section of the statute of November 16, 1874, governing the character of the examination of the junior medical professors, the following reasons were given for the change, in the report presented to the higher council of public instruction by the commission of the council, to whom the question had been referred'. It was found that the old law governing the examination was better calculated to ascertain the erudition of the candidate than his personal scientific ability. Medicine has changed, says the commission, since 1842, when the original law was drawn. Physiology and pathological histology have extended their domain and experimental pathology and microbiology have been born. In our day the greatest problems of medicine present themselves and are solved in the laboratory. Yet such is the present organization of the examination of assistant professors that a "young worker," bright and provided with a good memory, is able to pass without having put foot within a laboratory, without having made an effort to testify concerning his own personality. Success is for the candidate who has retained the most and who has been exercised the most in the art of speaking well on any subject whatsoever. When this supreme end is attained and the candidate is appointed agrégé he is 35 or 36 years of age, and it is too late then to turn to the laboratory. He has forgotten the technique that he learned when a student and is ignorant of what has been done since his pupillage.

Now, in the faculties of medicine, the agrégé has a very important rôle to fill in the direction of the course. He takes part in the assembly of the faculty² and in the examinations; he fills the chairs of professors; he takes part, under the title of "chargé de conférences" or of "cours complémentaires," in the instruction given by the school. It is necessary that the influence which he exercises over the students should be conformable to the scientific tendencies of the day; it is necessary that he should know how to utilize the laboratories for the benefit of the student.

Guided by these general ideas, the commission endeavored to frame a substitute to the third title of the 1874 law, which would not only bring out the erudition of the candidate, but also his "professional aptitudes, his scientific aptitudes, and the amount of practical instruction he had received." This substitute was issued as an "arrêté" July 30, 1887, and reads as follows:

ART. 37. In the faculties of medicine and in the mixed faculties of medicine and pharmacy the agrégés hold their position for nine years; one-third being reappointed every three years. [They have become titular professors in the meantime, if capable.]

ART. 38. There are four sections of agrégés:

The first, for anatomical and physiological sciences, comprehends anatomy, physiology, and natural history.

The second, for physical sciences, comprehends physics, chemistry, pharmacy, and toxicology.

The third for medicine, properly so called, and medical jurisprudence.

The fourth for surgery and accouchements.

ART. 39. The preparatory examination consists of—

(1) An oral lesson of forty-five minutes, had after three hours of preparation in a guarded room upon a question concerning the subject on which the candidate is being examined. The surveillance shall be provided for by the jury of examination. The candidate shall have the aid of such books as the jury may allow.

(2) A public exhibition by the candidate of his personal work. ["During thirty minutes the candidate shall say what progress, great or small, he has made in science, what problems he has attacked, what obstacles he has encountered, what solution he has found. If some candidate gives way to the temptation to exaggerate the value of his work, he will thus give to a competent jury the measure of his tact.³"]

(3) For candidates for the subjects of physics, chemistry, and natural history a

¹ Recueil des lois et règlements sur l'enseignement supérieur, tome 4, p. 347 et seq.

² Each faculty has two deliberative bodies or "council of the faculty," made up wholly of titular professors, and an "assembly of the faculty," of which the agrégés form a part.

³ Rapport par M. Brouardel pour la commission.

composition on anatomy and physiology. Five hours are given for this composition, which is to take place in a closed room, under the supervision of a member of the jury. The composers are not allowed the aid of any printed or manuscript work.

ART. 40. The final examination consists—

- (1) Of an oral lesson of an hour after forty-eight hours of independent preparation.
- (2) A series of practical evidences:
 - (a) For medicine: A clinic lesson upon one or two patients chosen by the jury, examined with all the resources of the laboratory; exercises in pathological anatomy.
 - (b) For surgery and accouchements: Same practical proofs as for medicine, and, in addition, an operation upon the cadaver for surgery.
 - (c) For anatomy: A lesson upon a subject of descriptive anatomy; practical exercises in histology.
 - (d) For physiology: A lesson upon a subject of histology; practical exercises in experimental physiology.
 - (e) For physics: A lesson upon an experiment in physics; practical exercises in physics.
 - (f) For chemistry: A lesson upon a chemical experiment; practical exercise in chemistry.
 - (g) For natural history: A lesson upon a subject of natural history; practical exercises in natural history.
 - (h) For pharmacy: A lesson upon pharmaceutical operation; practical exercises in pharmacy.

ART. 41. The subjects and the duration of the practical exercises are determined by the jury.

By the decree of July 30, 1886, the agrégés are made members of the faculty or school to which they are attached. They take rank after the titular professors. They are members of the assembly of the faculty or school, having a vote if they are conducting a course of instruction that is provided for by the budget or are conducting a course of practical work, the other agrégés have only the privilege of giving an opinion (voix consultative). They participate in the examination; fill the place of professors temporarily absent, and conduct courses with the view of rounding out the instruction given by the titular professors. In the faculties of medicine the number of agrégés having courses shall not be fewer than one-third nor more than one-half of the chairs of the faculty.

The pay of the agrégés for medicine (including pharmacy) and law was fixed in 1876 as follows:

	Medicine.	Law.
Agrégés at Paris.....	\$800	\$1,400
Agrégés in the departments.....	\$600-700	\$600-700

By the decree of July 30, 1876, the agrégés filling the place in the course of instruction of an occupant of a chair received in addition \$600 at Paris and \$400 in the other parts of France.

APPOINTMENT OF JUNIOR LAW PROFESSORS (AGRÉGÉS).

By the statute of 1874 the French law of 1857 governing the appointment of associate professors of law was modified in that which regards the tests given at the competitive examination to the following extent:

The preparatory or eliminating tests were to be (1) a composition upon a question of French law; (2) two [trial] lessons, one given after four hours of independent preparation upon a subject of French civil law, the other after twenty-four hours of preparation upon a subject of Roman law.

The definite tests were to be (1) a composition in Latin upon a question of Roman law; (2) two lessons, each given after twenty-four hours of independent preparation, the first upon a question of French civil law and the second upon a question selected by the judges from another branch of French law; (3) two arguments, one upon a title of Justinian's Digest, the other upon a question from the French civil law. This examination was found to require too much time and to be an unnecessary multiplication of tests, and it was changed in 1880.

By the regulation of December 27, 1880, the composition in Latin on the Roman law was taken out of the definite or second examination and put in the first or eliminating examination, "for it is necessary," says the committee of the superior council of public instruction, to which the matter had been referred, "that the candidate should have a certain habitude of using the Latin language;" but one exhibition of teaching power was dropped from the eliminating examination. The committee found themselves, however, unable to drop either of the two lessons required in the definite examination, as they were both calculated to show the ability of the candidates in different subjects of the law, and hence the completeness of his knowledge. They deemed it equally out of the question to drop the argument upon a title of Justinian's Digest, also required in the second examination, as it is "a very probing test, which assumed that those who passed through it successfully had extended knowledge and two indispensable qualities for teaching—that is to say, promptness of mind and command of language;" but the argument on a question of French law was thrown out as an unnecessary test.

But this remaniement—this rehandling of the competitive examination of the aspirant for a junior professorship—was not entirely satisfactory. Candidates showed that they were, in spite of the requirements, less and less familiar with the Latin language, and to cause them to use a medium of expression with which they were not familiar paralyzed or altered their ideas. Again, what was the value of the argumentation in point of spontaneity if the contesting parties compared notes before the mere exhibition came off? But these reforms, says the commission of 1890, are of secondary importance. We wish to go very much farther in this matter,¹ for it appears to us that the competitive examination (*concours*) as organized by the statute of December 27, 1880, is very justly criticised in several particulars which we enumerate:

(1) The duration of the examination is too long. This causes a rather considerable outlay of money by those candidates who are not living with their family, but for all it is a long drawn out cause of feverish excitation injurious to health. (2) The preliminary proofs are too chanceful. A lesson prepared in the short space of four hours and two compositions, both upon a special question! are these satisfactory criteria upon which to judge of the merits of a candidate? Can an examiner flatter himself that he knows anything about the admissibility or inadmissibility on such contrivances? Men 30 to 35 well instructed and of brains may have the luck to be pitted against subjects with which they are unfamiliar or which to them are distasteful, are trivial, or far fetched, and thus they are thrown out, eliminated, to the advantage of the other candidates who have not been superior but more lucky than they. (3) The tests do not correspond to the curriculum in the faculty. These tests are exclusively confined to Roman and the French law and do not permit certainty in diagnosing the special aptitudes of each candidate, nor do they interrogate those who are to treat the history of law, public law, and political economy.

The committee having thus reported, the minister immediately (1890) notified the fourteen faculties of law that the tests were no more in relation with the curriculum of the faculties and asked their assistance in framing a new scheme of examination. It is rather interesting to compare the position of the important faculty of law of Paris at the date of 1890 and 1895, when a new curriculum had been promulgated on each occasion.

¹ *Concours d'agrégation dans les facultés de droit. Enquêtes et documents relatifs à l'enseignement supérieur*, Paris 1890, p. 2.

Recommendations of the faculty of law of Paris in—

1890.

Preparatory tests.

1. The previous work of the candidate.
 2. Two compositions, both in French—
 - (a) On French civil law.
 - (b) On Roman law.
 3. Two lessons of forty-five minutes each—
 - (a) On French civil law.
 - (b) On Roman law.
- Given after a preparation of twenty-four hours.

Definite test.

Three lessons—the first, one hour, upon the French civil law; the second, forty-five minutes, upon administrative constitutional law; the third, forty-five minutes, either upon the history of law or upon political economy or upon criminal law, at option of candidate. Made after a preparation of twenty-four hours.

1895.

FIRST SECTION: PRIVATE AND CRIMINAL LAW.

1. A composition upon a subject of civil law, chosen from among the matters indicated by the examining board (jury) of the preceding examination.
2. A lesson on civil law.
3. A lesson on commercial and maritime law.
4. A lesson on criminal law.
5. A lesson on private international law or on civil procedure, according to the designation made by lot.

SECOND SECTION: PUBLIC LAW.

1. A composition upon a subject of constitutional or public international law selected from among the matters indicated by the preceding "jury."
2. A lesson on constitutional law.
3. A lesson on administrative law.
4. A lesson on financial legislation.
5. A lesson on public international law.

THIRD SECTION: HISTORY OF LAW.

1. A written composition on French law, etc.
2. A lesson on Roman law.
3. A lesson on the history of French private law.
4. A lesson on the history of public law.
5. An explanation of a Latin text (thirty minutes).

FOURTH SECTION: ECONOMIC SCIENCES.

1. A composition upon a subject of political economy.
2. A lesson on general political economy.
3. A lesson on the history of economical doctrines.
4. A lesson on financial science.
5. A lesson on industrial economy and legislation, or rural economy and legislation, or colonial, as determined by lot.

The plan of 1895, say the Parisian faculty of law, is, from a scientific standpoint, good, but from a practical standpoint it has disadvantages. The candidates will devote themselves to the study of one of the sections and will become narrow specialists, so as not to be of use when they become professors and are called upon to take a university view of affairs. To obviate this the candidate must take two doctors' degrees—one the degree juridique, the other politique—so as to assure the indispensable all around legal culture.

III.—THE HOUSING OF THE INSTRUCTION.

Before passing to the relation of the professions of medicine and law to the State it is necessary to speak of the laboratory, the hospital, and the library. The hospital may be sufficient to make the practitioner, but the laboratory and the library are indispensable to make the savant. It has been remarked before that the American and English schools are in charge of practitioners, while those of Germany—and now of France—are directed by a pedagogical class of professors. Of nothing connected with their higher instruction in 1870 were the French more ashamed than their laboratories. Two reports upon improvements to be made in that respect were presented by Professor Wurtz, and they are both used freely here to illustrate the necessary accessories to medical instruction.

In the physical and natural sciences, says M. Wurtz in his report to the minister of public instruction in France, the demonstration of the facts is the basis of all solid progress. Observe how science is cultivated in a modern laboratory. It is no more an isolated effort—it is work in common. When knowledge was a mystery and the art of experimentation a secret, an operator might be seen bending over his furnaces attended by one or two adepts. But now that the importance of the sciences is increasing as they are being called in to aid civilization, it has become necessary to diffuse scientific truths. In fact, it is a company of workers who group themselves about a master. Each profits by his maker's teaching and example, and by the work of his colleagues. In such an environment the noblest emulation exists—that is to say, energy and inspiration are born as the inclination develops, and are perpetuated in the great centers where flourish the arts. Thus a laboratory is not only a refuge for science, it is a center of propaganda; it is a school.

This panegyric on the value of the laboratory is conclusive evidence of its indispensableness, coming from so high an authority as M. Wurtz, who rises to the dignity of his mission which is to remodel the methods of teaching the physical and natural sciences in the faculties of sciences and of medicine in France. But there is another side to the question, which has been expressed by Dr. Le Fort in these terms: "The place to study medicine is in the hospital, and only in the hospital. Some medical savants devote themselves to laboratory study. Nothing can be better. But for the physician, who should above all things learn to care for and, if he can, cure his patients, the only school is the hospital. There may be courses in hygiene and medical jurisprudence, but there can be no theoretical course in medicine, none in surgery; there is only a course of clinics, and the professor at the same moment teaches the students the theory (of which they have obtained the principal notions from the books) and the practice."

Let us now inquire what M. Wurtz found in Germany in the way of "Practical high studies." He found four kinds of institutions: Chemical laboratories, physiological laboratories, anatomical laboratories, and laboratories of pathological research in anatomy and "experimental medicine."

THE LABORATORIES OF CHEMISTRY.

The chemical laboratory, according to M. Wurtz, is the result of the work of Liebig (under whom M. Wurtz studied at Giessen). Liebig's example was not lost. During the next twenty years many laboratories were constructed, and brought together a

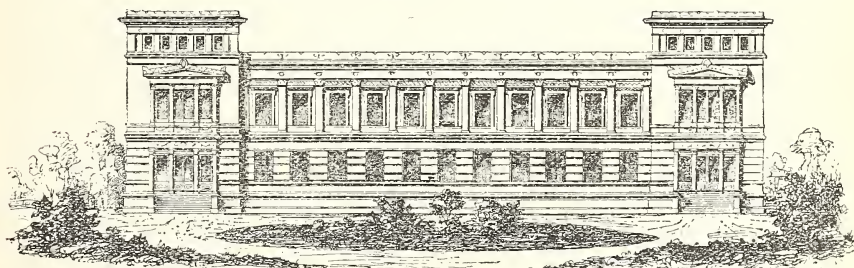


FIG. 1.—Front view of Chemical Laboratory of the University of Bonn.

great number of practical students. It will suffice to mention the names of only the more important: Carlsruhe, Heidelberg, Göttingen, Greifswald, Munich, and Zurich, which in some sort mark the transition from the old establishments of this nature to the pretentious structures which subsequently appeared at Bonn, Berlin, and

Leipzig. It will be observed that these laboratories are special colleges attached to the university, not outhouses or pretty little architectural studies by talented artists. It must also be observed that the establishments about to be described were built twenty-five years ago. It is nothing that still smells of varnish that is being here pictured, but the installation of science, which has caused so many Americans to study in Germany.

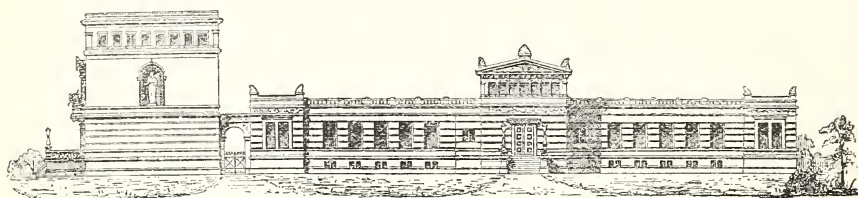


FIG. 2.—Side façade of Chemical Laboratory of University of Bonn.

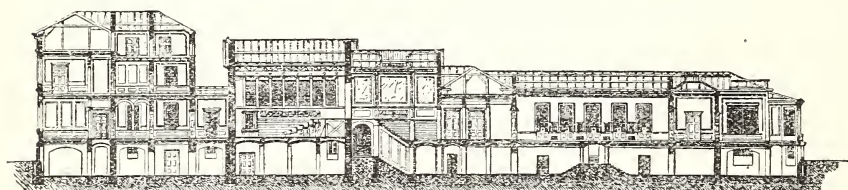


FIG. 3.—Longitudinal section of Chemical Laboratory of University of Bonn.

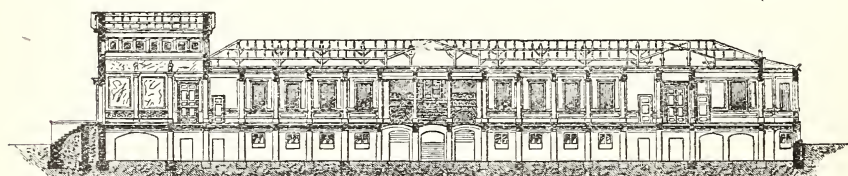


FIG. 4.—Longitudinal section of Chemical Laboratory of University of Bonn.

Explanation to figure 5, page 1215.

Explanation: A, entrance; E, F, and G, rooms for operations upon a large scale; H H, colonnade for work in open air; I, auditorium; K, room for making preparations; L, waiting room; M, storeroom for apparatus; N, museum; O O, rooms for the First Preparator; P P, same for Second Preparator; Q, same for Third Preparator; R, S, T, U, V, W, X, Y, and Z, private rooms of the Director. Upon the second floor above *a* is the preparation room for the first and second laboratories, which are above the spaces marked E and F and D and C. Above the rooms, one of which is marked N, is the large laboratory for research, and to the left a room for organic analysis. Above P and Q is the laboratory for the analysis of gas, and above O and O are the private laboratory of the Director and a private room for organic analysis for his use, and across the corridor is a chamber for measurements, also for the private use of the Director. Above X, Y, and Z are the Director's "cabinet" and his library. Above L is the private open-air room for experiments by the Director, and above M is a similar room for one of the laboratories on the second floor. Above R, S, T, U, V, and W are the private apartments of the professor. In the basement are the apartments of the janitor and storerooms for chemicals and apparatus, a laboratory for conducting research connected with medical jurisprudence, another for physiological chemistry, a hospital for animals under experiment, a room for large operations, etc.

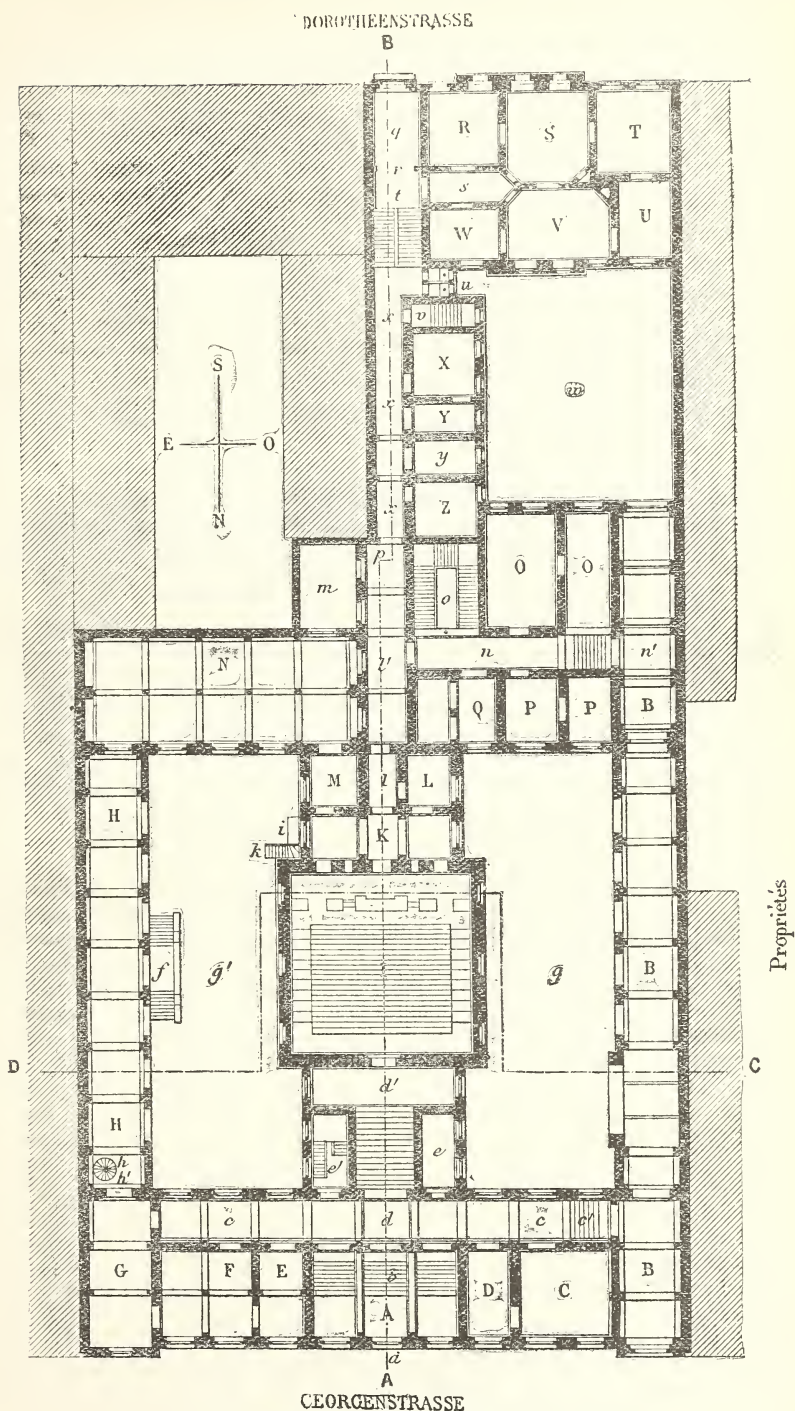


FIG. 5.—Ground plan of the Chemical Laboratory of Berlin.

LABORATORIES OF PHYSIOLOGY.

Physiology is the daughter of anatomy, says M. Wurtz, and there was a time when the knowledge of the organs of the human body and the ideas which dissections gave were the points of departure and the only methods for research, or rather inductions in physiology. We forced ourselves to divine a function by studying its look and form and its place in the system, and we tried to catch in some way its living action by experiments on living animals. This method has led to great discoveries. By it Harvey discovered the circulation of the blood, and Haller during the eighteenth century gave such an impetus to physiology. But it was only good because it was fruitful, not because it was sufficient, for it went little beyond external appearances of the facts, and for the most part left the investigator in ignorance of the true nature of the connection of the facts. Thus, what uncertainty as to the facts! How many hypotheses in interpreting them! What an uncertain basis for medicine is a physiology full of conjectures! A new era opened at the end of the eighteenth century. Respiration is a slow combustion, and as such is the

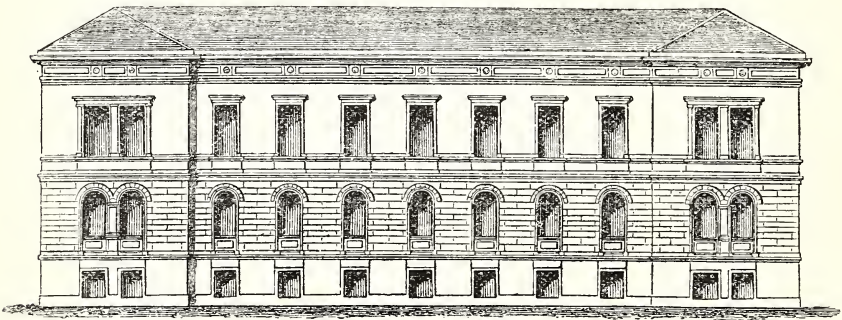


FIG. 6.—Front of the Physiological Laboratory of the University of Leipzig.

source of animal heat. The part played by physics in the progress of physiology is not less great since the discovery of the source of animal heat. Galvani's discovery gave birth to the thought that the nervous agency of the body had been found. Undoubtedly the hope was premature, but if the nervous agency is unknown, we can measure its rate of propagation along the nerves. But questions of this kind are only to be attacked by the aid of the most advanced methods and the most delicate instruments of modern physics. To these methods and instruments experimental physiology appeals. Formerly the scalpel and the bistoury were the principal instruments employed in experimental physiology; to-day it claims all the resources of a combined laboratory of chemistry and physics. But this is not all. The very science itself is pushing ahead with immense strides. It not only describes the exterior form and the relations of the human organs, but it also penetrates into the intimate structure. The anatomy of the tissues inaugurated by our Bichat, enlarged and transformed by microscopical research, has become, under the name of histology, an important branch of human knowledge. The microscope has made known the framework of the tissues, the morphological constitution of the humors, and the structure and evolution of the organs. But is this all, merely to give minute description of the form and structure of anatomic destructions in aid of classification? By no means. The conquests of histology have acquired great repute in furnishing light to normal and pathological physiology. Ought not the study of the secretions of the glands be based upon the previous study of their texture? It is evident that a

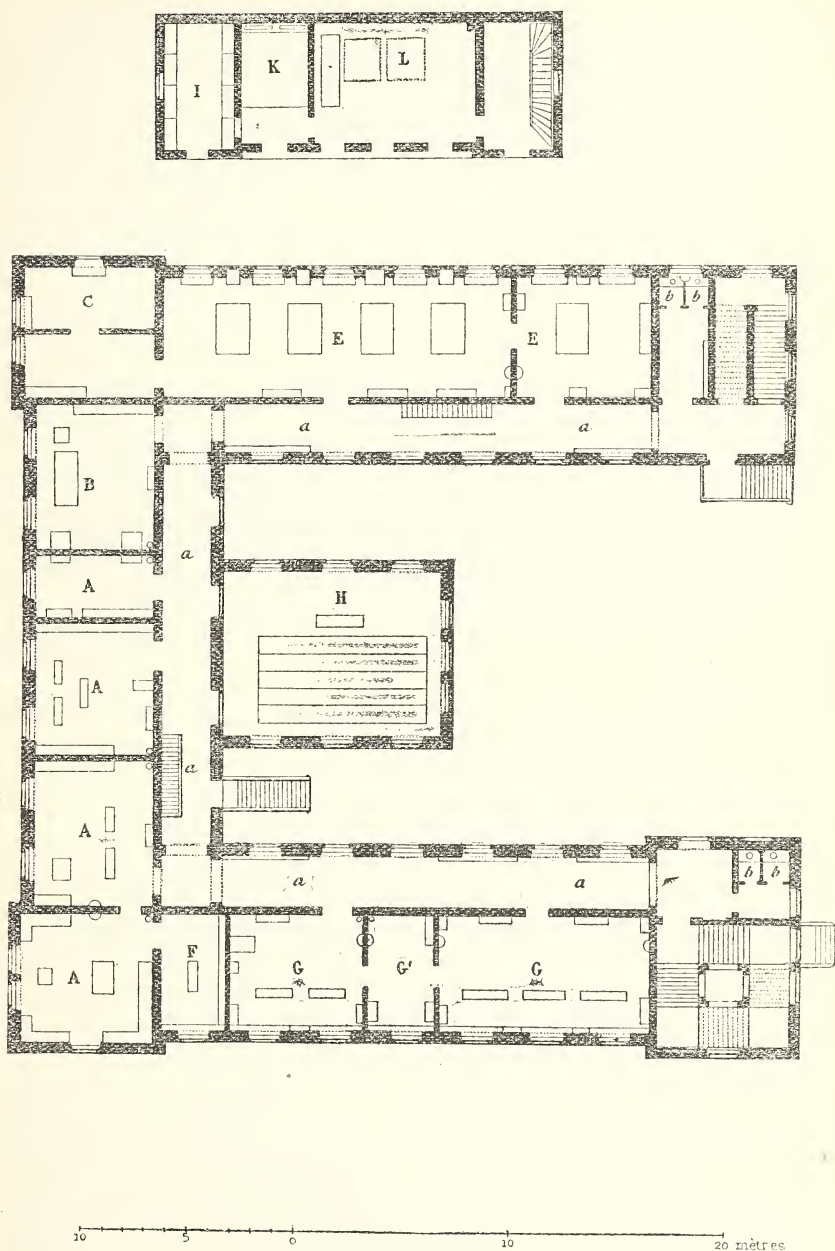


FIG. 7.—Ground plan of the Laboratory of Physiology of the University of Leipzig.

Explanation: A A A are laboratories for vivisection and experiments in physical and biological chemistry; B, room for experiments requiring the use of mercury; C, spectroscopie room; E E, large laboratory for physiological chemistry; F, library; G G, microscope laboratories; G¹, room of the professor of microscopy; H, auditorium; I, place for keeping rabbits; K, stable; L, room for operating upon horses. The aviary and the aquarium are upon the right and left of the stables I K L.

laboratory of physiology, if fitted up for the purpose of instruction, must offer the most varied resources in instruments, apparatus, reagents, and specimens (products), as well as places for experimentation upon animals, micrographic research, and the operations of biologic physics and chemistry. At St. Petersburg, Utrecht, Florence, and at Amsterdam such establishments exist, also at Heidelberg, Berlin, Vienna, Leipzig, Tübingen, Munich, and Göttingen.

LABORATORIES OF ANATOMY.

What was, and perhaps in many cases still is, the dissecting room of the American college is shown on a somewhat extended scale in the following sketch and plan.

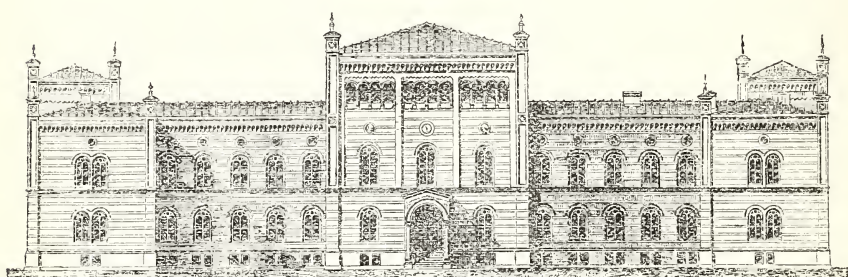


FIG. 8.—Front on the Anatomical Institute at Berlin.

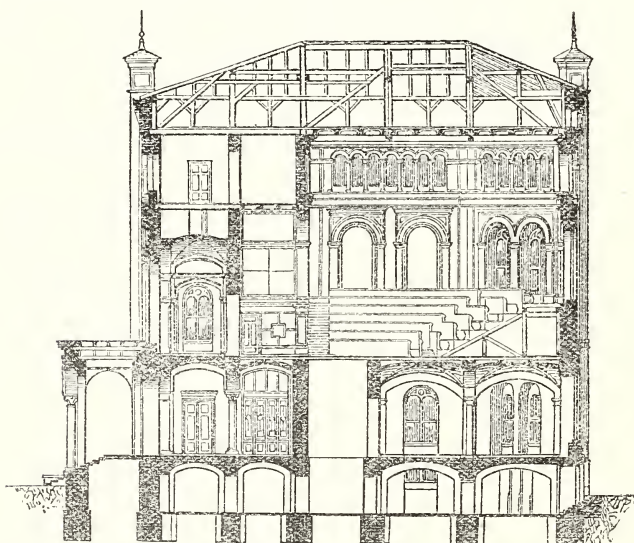


FIG. 9.—Transverse view of Anatomical Institute of the University of Berlin

On the fiftieth anniversary of the founding of the University of Berlin (1860) this building was resolved on, and was completed in a short time.

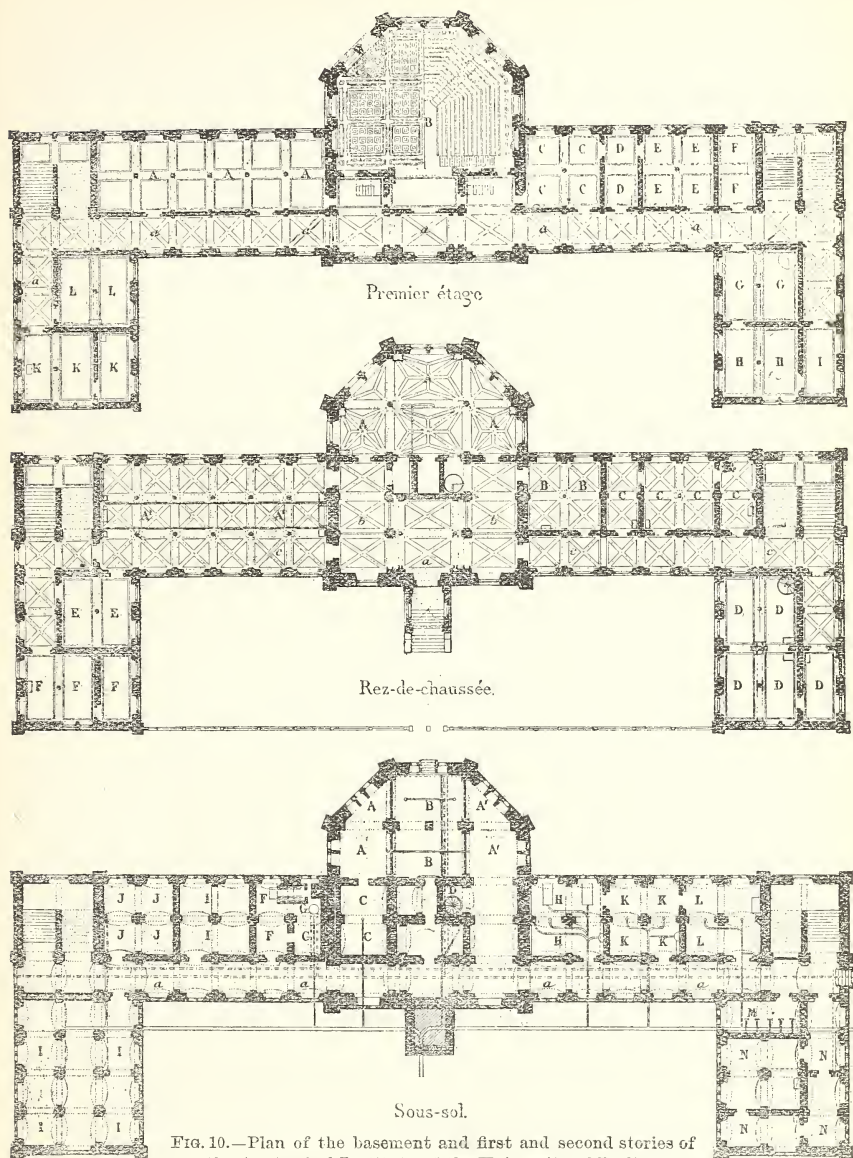


FIG. 10.—Plan of the basement and first and second stories of the Anatomical Institute of the University of Berlin.

Explanation: The lowest plan represents the basement (*sous-sol*), the middle plan the first floor, and the uppermost the second story. The basement: A A, B B, rooms for receiving and preserving the cadavers, and A' A' rooms for cleansing them; C C, ice vaults (*glacière*); D, elevator; F, apparatus for heating water; H H, room for injections and large anatomical preparations; K K K K, dissecting rooms; N N N N, apartments of janitor. First story: A A A A', A, dissecting rooms; B B, hall for anatomical work; C C C C, halls for examination; D D D D D, microscopic laboratories; E E, hall for demonstrations in operative medicine; F F F, hall for the use of the students of the Academy of Beaux-arts. Second story: A, A, A, museum for dried specimens; B, auditorium; C C C C, laboratories of chemistry; D D, room for physical operations (*cabinet de physique*); E E E E, hall so arranged that a low temperature may be maintained in order to preserve work not capable of immediate completion; F F, room of the director; G G, laboratory, and H H, room of the professor of anatomy; I, library; K K K, apartments of the first prosector, and L L of second prosector.

LABORATORIES OF PATHOLOGICAL ANATOMY.

The pathological anatomy that Laënnec, Cruveilhier, Rokitanski, and others had elevated to the rank of a science, has taken a considerable development since the microscope has been applied to the study of organic alterations. This new way has been opened and entered upon with great *éclat* by the celebrated author of Cellular Pathology, Professor Virchow, and by many other eminent workers. Their discoveries bring to medicine unceasingly a rich harvest of useful material. The microscopic examination of the organs is indispensable as a complement to chemical study. In the French hospitals it is the physician who has attended the defunct patient that performs the autopsy. The autopsy is differently made in Germany. It is neither the professor of the clinic nor his assistants that makes the autopsy; it is made by the professor of pathological anatomy, and he performs his duty in the presence of the students with the confidence and the authority of an expert and of one filling a high position. The organs affected by disease are placed aside for examination by the students, who note their exterior appearance. Subsequently, in another place, microscopic examinations are made. But it is necessary not to confound these demonstrations with the methodic course of pathological anatomy, which is independent and during which the professor exhibits matters furnished by the daily autopsies. The Pathological Institute of Vienna will serve to illustrate the fourth form of the institute of the German University, which had no like in America until long after the idea had become commonplace in Europe. Perhaps in America even to-day such an institute would be called a college, if not a "university."

But Professor Virchow himself has spoken upon the topic of pathological anatomy for the World's Fair exhibit of the German universities at Chicago. The history of pathological anatomy, he says, was until a very recent date, closely connected with that of anatomy. Indeed the pathological anatomy of the domestic animals served as a model upon which to build that of man. But it was long before the retarding grip of tradition could be loosened so the worth of the autopsy might be recognized. "I had the especial good fortune," he says, "to be the first to teach officially this science. In 1849 I occupied the first professorial chair in pathological anatomy in Germany. From Würzburg I was called to Berlin, and there it happened that pathological anatomy was first separated from the chair of anatomy proper and became an independent branch of investigation, and then throughout Germany. But let us briefly examine," he continues, "the character and extent of the practical principles that must guide us in this science."

1. The autopsy must become a regular part of the law of the land (*Krankendienst*). The law of every country must not permit, as far as possible, the body of a person dying in a hospital to be taken away from science. To make a beginning in this line will be very difficult, but with patience and perseverance it will be eventually recognized by the people that the autopsy is necessary to enable the physician to conquer disease. It must become a prejudice (*Sitte*) that a corpse shall be dissected like the Egyptians had the custom of disemboweling their dead and draining the brain out through the nose to preserve it as a mummy. When again it shall become customary, as of old, to cremate the body, then the custom (*sitte*) to have the body dissected will easily become general.

2. The pathological dissection must be done according to exact rules. It is self-evident that the dissection must make clear its peculiarities as far as they are recognizable, and that it should be adopted to show the purpose (*Gang*) of the section and the relations to other parts of the body, as more particularly set forth in *The Technique of the Section as Conducted in the Morgue of the Charity Hospital*, Virchow, 1893, fourth edition.

3. Just as the technique of pathological anatomy is different from the technique of the "anatomical theater," so are different instruments required, especially to the end of quicker completion of the section. For instance, larger knives are required.

4. The next consideration is the making of good accounts (*Protokolle*) of the trans-

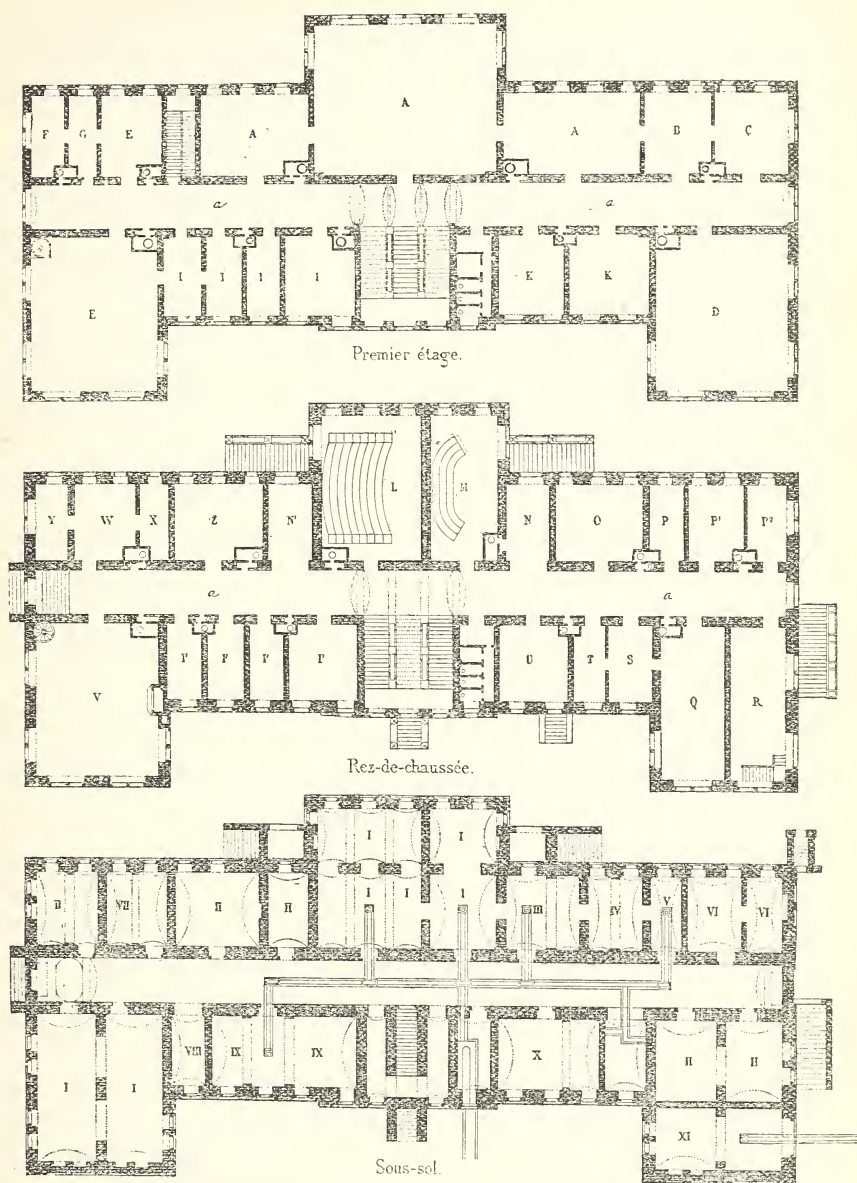


FIG. 11.—Plans of the basement and first and second stories of the Laboratory of Pathological Anatomy of the University of Vienna.

Explanation: Basement (sous-sol): III, room for the cadavers; IV, ice vaults; VI-VI, vaults for anatomy; VII, vaults for animals under experiments; IX-IX, laboratories for the secondary physicians; X, laboratory for the assistants; XI, hearse room. First story: L, hall of autopsies for chemical instruction; M, for medical-jurisprudential autopsies; O, reception room for cadavers; P, morgue for coroner cases; P¹, cabinet of the coroner; P² hall for the witnesses; Q, hall for exhibiting the bodies, and R, for cleaning them for the autopsy; T, hall for exhibiting bodies to be viewed juridically; U, hall for the primary physicians; I/I¹ I/I¹, laboratories for the use of the clinical professors; V, hall for the course of pathological chemistry; W, laboratories for large chemical operations; X, room of the professor of chemistry; Z, laboratory for work in pathological anatomy.

actions and their collection in a library provided for them in the building. A good protocol is a circumstantial and time-consuming work, and it happens in consequence, even in well-conducted institutions that they are not made. Nevertheless the existence of these archives is the basis for a sure utilization of the results of the autopsy in medical science.

5. To this library of records should be joined a museum of pathological specimens. No institution should be without this. It has the double end to provide the required material for objective study in a logical order and at the same time to preserve an evidence of important facts. But this matter is not capable of being expressed in a general way.

THE NEW "EXPERIMENTAL PSYCHOLOGY" AND ITS INSTALLATION.

Professor Wurtz's work has mainly been used in the foregoing descriptions. He saw what he describes, and studied calmly what he saw. His account, though not "up to date," as the saying is, is accurate, and therefore contains all the essentials for some time to come. But in the meantime the physiological investigations concerning the "nervous agency," which he mentions, have given rise to a new form of institute or laboratory, called the Laboratory of Psychology. In 1878 Professor Wundt opened the first laboratory of this kind at Leipzig. As we shall follow Professor Binet in noticing this new creation, it will be a French institution—the one of which M. Binet himself is associate director—that will be introduced.

There exist two kinds of psychology—that called experimental and that called morbid. The last studies hypnotism, hysteria, mental diseases, and the various troubles of the sensory and motor nerves. The latter kind does not enter into the work of the Paris laboratory of experimental psychology, which deals with healthy individuals. The laboratory in Paris was created in 1889, and attached to the *École Pratique des Hautes Etudes*, or rather to the section of the natural sciences of that university, and a director and four other professors were appointed. It is now installed at the new Sorbonne, occupying four rooms: (1) a large room for demonstrations in common; (2) an office for the director, where are stored the apparatus, etc., of a delicate character; the room also serves for special research; (3) a room which contains the library, a glass case for the glassware, etc.; the room is used for macroscopic and microscopic research on the nervous system; (4) the fourth room is exclusively reserved for the use of the master of conferences; but a small room opening into this room is used for a dark chamber in experiments upon vision. There are also two other small rooms for chemical work, etc. "In America laboratories of this kind are extremely numerous," says M. Binet, "but we lack details concerning their organization. Those of which we positively know the existence are situated in New York, Philadelphia, Worcester, New Haven, Providence, Ithaca, Medissina (?), Chompen (?), Harvard (Cambridge), Chicago, Toronto. In Europe the following cities possess laboratories: Leipzig, Göttingen, Bonn, Berlin, Copenhagen, Groningen (Holland), Geneva, Liege, Brussels, Stockholm, Oxford, and Cambridge." As there are so many of these institutions in America, more than half of the whole number, it may be of interest to state just what M. Binet thinks the "psychologic method" is as compared with physiological psychology. It will be observed that M. Binet is a keen logician, and is rather incredulous as to the recording of ideas about a mind without a mind. As the following matter is taken from his "*Introduction à la psychologie expérimentale*," there can be no impropriety in introducing the Baconian aphorism that the mind requires instruments and aids in investigating nature, since M. Binet points out that the instruments and aids are not mind.

There has been some disagreement as to the lines of demarcation between psychology and its neighbor—between, in fact, psychology, properly so-called, and the physiology of the nervous system. But our studies have a characteristic which, if understood, will prevent confusion. Everybody knows what the word introspection means. Its synonyms are self-consciousness, consciousness (*sens intime*, *sens interne*,

conscience, etc.). It is the act by which we perceive directly that which is going on within us—our thoughts, memories, and emotions. This introspection, it is possible to say, is the base of psychology, and it characterizes psychology so precisely that every study which is made by introspection must be called psychological, and every study which is made by any other method belongs to another science. We (M.M. Binet, Philippe, Courtier, and Henri, the professors of the Paris Laboratory) beg to insist upon this point, for the late studies in physiological psychology have sometimes lost sight of the fact.

It is proper to explain, continues M. Binet and his colleagues, that we are taking the word introspection in the largest sense. Frequently it is used in the sense of withdrawing within one's self for the purpose of reflecting and analyzing the contents of the mind or, as Berkeley puts it in plain English, of the thing I call myself. But this is only one of many cases, and not the best, where introspection may be used. When many persons are asked to observe an indicated object; when many persons are interrogated upon the impressions made upon their consciousness, and these answers are collated; when these persons are submitted to regulated tests, and then relate the impressions they received; finally, when, without letting them know of the fact, their gestures, play of facial expression, their words, judgments, and conduct are observed, and the emotions and passions which are ruling them are inferred from these outward signs—in all these cases, and many others which we could add to the list, we arrive either directly or indirectly, with certainty or with chances of error, to read the mental state of a person and to represent them to ourselves as if we had ourselves experienced them. Yet, to study phenomena in this way is to use introspection and consequently psychology.

M. Charles Richet, director of the *Revue Scientifique*, has put forth a statement which may be of interest in this connection. Under the rather vague name of "*fonction cérébrale*," he speaks of the mind as having a "*caractère psychologique*." He says the other organic apparatuses, such as the liver, the heart, ovaries, and muscles, have functions which are material and reducible to exterior-like phenomena, whether chemical, dynamic, or morphological; but the brain apparatus (*le cerveau*) has a function which certainly does not exist in the tissues, for it is the seat of consciousness and intelligence (*il a la conscience et l'intelligence*). This conscience and this intelligence widely separates (*créent un fosse profond*) the psychology of the brain and that of the other organs. So wide is this separation that the knowledge (*la connaissance*) of the soul, of the me, is the object of a science—the science of psychology—that it is frequently attempted to separate from physiology properly so called. But, notwithstanding every effort of the psychologists, psychology is mixed up with the physiology of the brain apparatus (*cerveau*), although the methods of psychology differ in many respects from the methods of physiology. But, although the brain (*cerveau*) is the seat of the consciousness, it possesses also other apparatuses which have simple physiological functions through which, like the other organs, it produces chemical and dynamical phenomena.

INSTITUTES FOR THE STUDY OF MICROBES CALLED BACTERIA.

When Leenwenhoek saw that the growth called tartar contained a "great number of little animalcules which acted in a remarkable manner," he contented himself with naming their different forms A, B, C, etc.¹ Since then many efforts have been made to classify these "little animals," but the syllogism in natural science is a very uncertain friend in classification unless fortified by a thorough knowledge of properties rather than a collection of names. "By their works shall ye know them" is particularly appropriate to the microbe.

¹ Stated on the authority of Dr. H. Dubief, *Etudes microbiologiques*. In this section the compilations of Drs. Trouessart, Arloing, and Dubief have been mostly used, also the works of M. Duclaux, chief of the Pasteur Institute at Paris.

Opinion seems unanimous in deeming the microbe called bacterium (*βακτήριον*, a stick) a vegetable, but the greatest bewilderment reigns as to its place in the botanical kingdom. The general tendency is to approximate it to the algæ and the mushrooms; that is to say, to plants having chlorophyll and plants not having chlorophyll. Thus they may be provisionally located in Sach's "subkingdom," or embranchment, as the French call it, of *Thallophytes*, in which the class algæ and the class mushrooms regard each other, so to speak, from two botanically opposite poles of nutrition.

Some of these bacteria are dangerous, some are harmless. The one known as the bacillus of tuberculosis (consumption) is undoubtedly dangerous, but Professor Koch announces that in some minutes, or, if the "culture" is thick, in some hours, an exposure to the sunlight will kill it dead. "Entirely different (tout autre) is the action of light upon the lower mushrooms," says Dr. Arloing. But then the "composition of the atmosphere" of the culture and the pressure to which that atmosphere is submitted "profoundly modify the vegetation of microbes," and we have certain of this genus that will flourish only in a vacuum or in an atmosphere of carbonic acid, while others only work well in an oxygenated atmosphere like that we breathe. The bacillus anthracis, originally named *bactéridie*, is usually taken as a type of the bacterium that works well in the air. On trial, it will kill a steer in an hour and a half. In man, the autopsy shows black blood, intestinal hemorrhages, and the gall bladder gorged with blood. The bacillus anthracis is therefore an aerobe. The bacillus septicus, more popularly known as "gangrene," is usually taken as a type of the microbe that does not work well in the air, though always lying in wait in hospitals for an amputation not performed under cover of a spray of disinfectant, as practiced by the English physician Lister during the sixties. This septicemia-producing microbe is a human infliction, and picks out the enfeebled—women giving birth to children, men losing arms or legs by the surgeon's knife. The autopsy shows that the muscles have been most violently inflamed, the body bloated; in short, the living being has died putrefying. It is now not the blood that is robbed of its oxygen, but the impure atmosphere surrounding dead flesh or dried blood calls the aerobe into life, and having once started in the way of fermentation, it pulls apart the tissues of the body, propagating in the atmosphere it thus produces.¹ There is a bacterium, says M. Trouessart, which is excessively common, which is called bacterium termo, or microbe of impure water. It is perfectly harmless, and is found in the human mouth.

These three kinds of microbes have been spoken of as though they were large, but they have a very small appearance under the highest powers of the microscope, and only the initiated can separate them. Hence the necessity of an institute or place where the investigations of the professor are assisted by the presence and the cooperation of those who are themselves about to profess the study of medicine. "If we are spared that customary portion of this lecture," says Professor De Bary, "which shows the importance of a subject, because the educated public knows that a large part of all health and disease in the world is dependent on bacteria, it becomes the more necessary to give prominence to the reverse side of the question and to call attention to the fact that the problem can only be solved by quiet scientific examination from every possible point of view of those objects."

If there are plants which can attack the weakened living body and come out victorious in the struggle against the natural recuperatory energies of the human system, appropriating its elements as a mushroom does those of a fermenting dung heap, and if there are others which are essential to the digestive processes of the human body, it would appear that physiology takes on a new face and becomes a

¹Dr. Arloing thinks that it is absolutely necessary for every microbe to have oxygen in order to live and grow.

²Lectures on Bacteria, p. 1, by A. De Bary, second edition, Clarendon Press, translation of Garnsey and Balfour.

question as to what microscopic plants live in beneficial communion or "symbiosis" with the living human organism, and what plants, "symbiotically," are destructive to it.

In 1888 the Pasteur Institute was opened. The orator of the day, the professor of protection against hydrophobia, called it an antirabies institute (*l'institut antirabique*). M. Pasteur, however, in his remarks on that occasion, characterized it somewhat differently. "For myself," he said, "if I have had the happiness, gentlemen, during the course of my investigations to ascertain some principles that time has confirmed and rendered fruitful it is because nothing has been refused to me by my country or my friends in my efforts to reduce the effects of microbic poisons upon men not only in applying the prophylactic method against hydrophobia, but also the study of virulent and contagious diseases. The professor of the prevention of hydrophobia will be M. Granché (the orator of the day), assisted by three physicians, while the minister of public instruction has authorized my oldest pupil and coworker to give here the instruction in biologic chemistry with which he is now charged in the faculty of sciences at the Sorbonne. M. Chamberland will be charged with the relations of microbes and hygienic precautions, and Dr. Roux¹ will teach the relations of microbes and the practice of medicine. Two learned Russian physicians, Metchnikoff and Gamaléia, have volunteered their assistance, and are charged with the form of the inferior organisms and comparative microbiology."

AGRICULTURAL INSTITUTES.

While the animal branch of biology is thus giving light to medicine by being organized into schools where study is research under direction, the other branch, the branch of vegetable biology, is being organized in the same way. Some attention has been given in another part of this report to the researches of Messrs. Lawes and Gilbert, of Sanssüre, Boussingault, and Liebig, of Pasteur, Wilfarth, and Hellriegel, Schloesing and Müntz, and of Darwin. But the laboratory of Sachs, at Würzburg University, is probably the earliest typical institute for the purpose of investigating the nature of vegetable life.² In America each State has a station known as experimental, for which Congress annually appropriates \$15,000, a large sum as compared with the amounts given to the institutes of Germany, though it must be remembered that a dollar in Europe will purchase much more than in the eastern United States, and very much more than on the Pacific coast. These American experiment stations are not seemingly "institutes," but are a hybrid between the

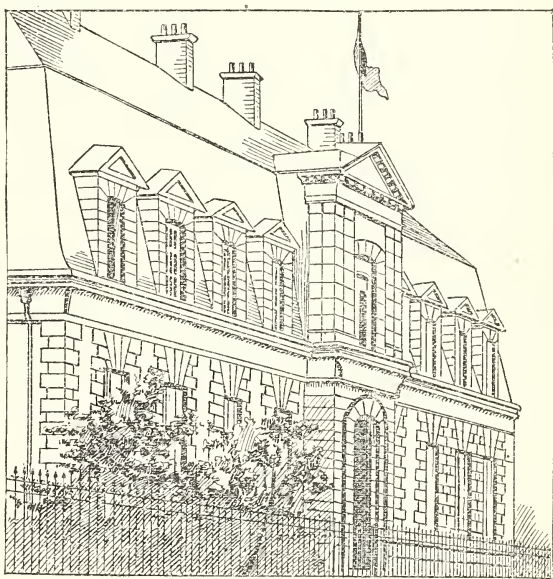


FIG. 12.—Pasteur Institute, Paris.

¹ Several years ago mentioned in connection with the discovery of the microbe of diphtheria.

² In embryology or fecundation of flowers and the growth of the embryo the names of Strassburger, of the University of Bonn, and of Guignaud, of the laboratory of the Museum of Natural History, are preeminent.

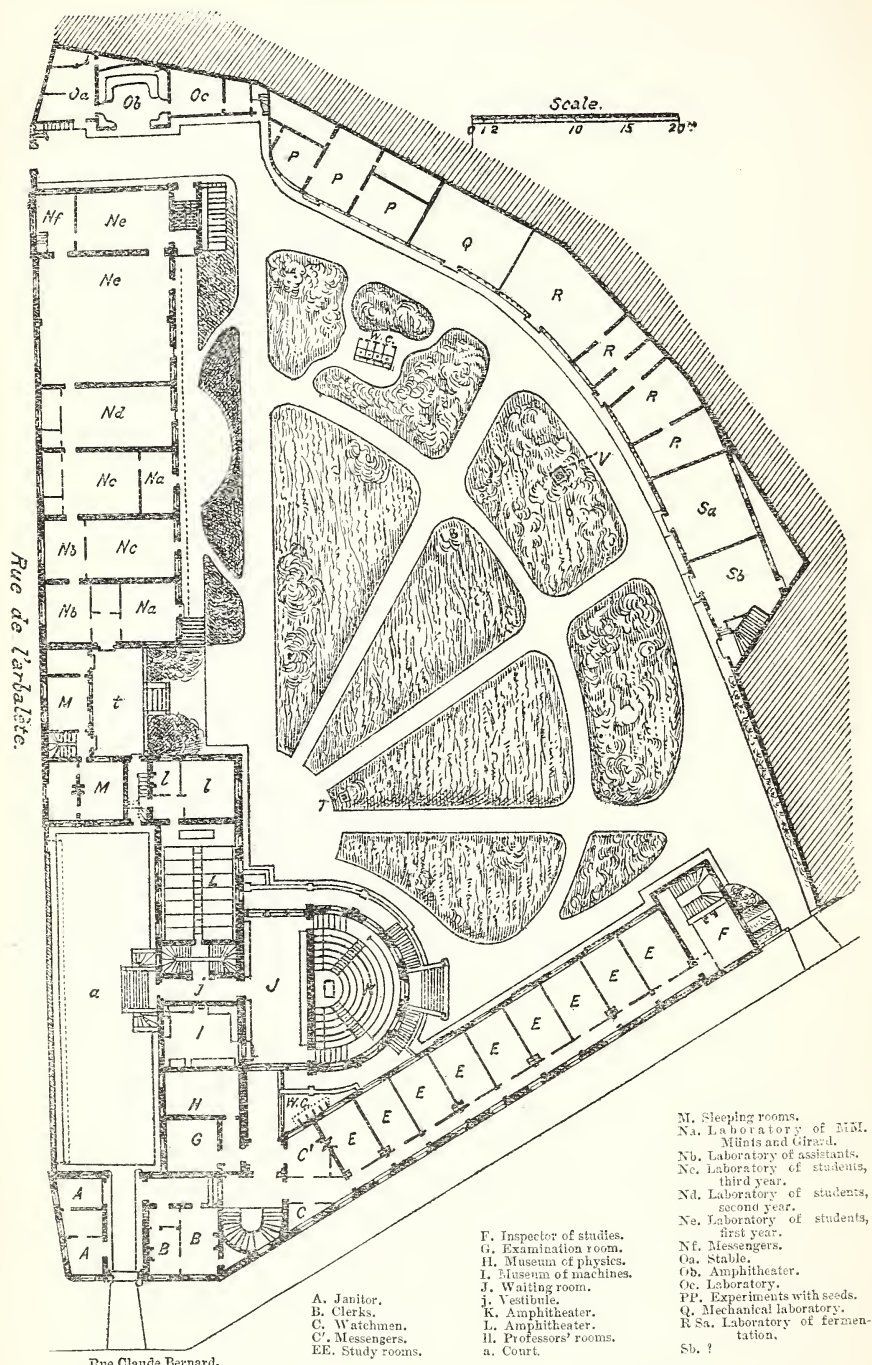


FIG. 13.—General plan of the Institut National Agronomique. On the second floor, above G H I L, are the museums of agriculture, geology, and zoology; above the chambers E are the rooms for the first-year students; on the third floor, above A and A and B and B, is the library; above the chambers E are the botanical laboratories; above j is the laboratory of comparative agriculture.

Rothamsted Experimental Station and the establishment known as the Institut National Agronomique at Paris, France. The work of the Rothamsted Station is given on page 955. Here we are concerned with the National Agricultural Institute at Paris.¹

The outburst in 1848 for popular government and the dissemination of intelligence which created the second French Republic, established at the magnificent suburban resort of the French kings called Versailles an institution named an agricultural institute. The coup d'état that founded the second Napoleonic empire in the course of two or three years ousted this school from the outbuildings and the park of this palace, and the school was no more heard of. The third French Republic of 1875, however, established an institute agronomique whose function was declared to be "to study and to teach the sciences in their relations with agriculture." The school was joined to the School of Arts and Trades (Conservatoire des Arts et Métiers) at Paris. There was a question as to the advisability of locating an agricultural institute in a city. This fact decided that question, "The great city of Paris alone possessed the savants who are the keystone of the vault of higher education, and the libraries, museums, and all the auxiliary riches of the same nature which are indispensable to thorough scientific studies (aux fortes études scientifiques)."² M. Boussingault was put in general charge of the laboratories, M. Schloesing was appointed professor of chemistry applied to agriculture, and his colleague in the discovery of the microbous ferment in the soil, M. Müntz, had charge of the practical course in chemical manipulations. But in the course of twenty years the instruction has been very greatly changed, though the general plan is the same. In the first place, in 1882 the school was removed from the Conservatoire des Arts et Métiers and installed at the corner of Claude Bernard and Arbalète streets, quite near to the Sorbonne, and "two steps from the Jardin des Plantes."

Each "salle d'études" is capable of holding ten students. They are in rows occupying the front along Claude Bernard street. The library contains 16,000 volumes, and is particularly rich in the literature of agriculture, both French and foreign. The micrographic or botanical dissecting hall will hold forty students, and is fitted up with light tables. The laboratories are numerous and large. In one eighty students may work at the same time. The professor director has a laboratory, so has the professor of chemical analysis and demonstrations, the demonstrators, preparators, etc. There is also a "laboratory of fermentations," of mechanical and hydraulic agriculture, of zootechny. Then there are the museums on the third floor. In all making a very imposing display and offering every inducement to the inhabitants to do something worthy of their opportunities.

THE TRADE INSTITUTE OR MUSEUM.

The conservatism of the French Conservatoire des Arts et Métiers has been pictured by the late Viollet le Duc in his *How to Make a Draftsman*, a book which should be constantly in the hands of those who are ambitious to direct "industrial education" in America. M. Viollet takes his young draftsman hither and thither in the world, but the Germans, like the English in their South Kensington Museum, collect the productions or imitation thereof of foreign nations past or present in a *gewerbe*, that is to say a trade, institute, which is not an exchange or place for selling things, but a place for showing how other people make better things than the Germans do, and therefore conquer them in competition. In the next report of this Bureau it is hoped to lay this movement before those interested in the development of industry and competition in the world's markets. It will suffice on the occasion to show the outside appearance of the most recently erected of these institutions.

¹ Following G. Wery in *Journal d'Agriculture Pratique*, Nos. 43 and 44, 1897.

² Prussia has done the same, founding an agricultural institute in Berlin.

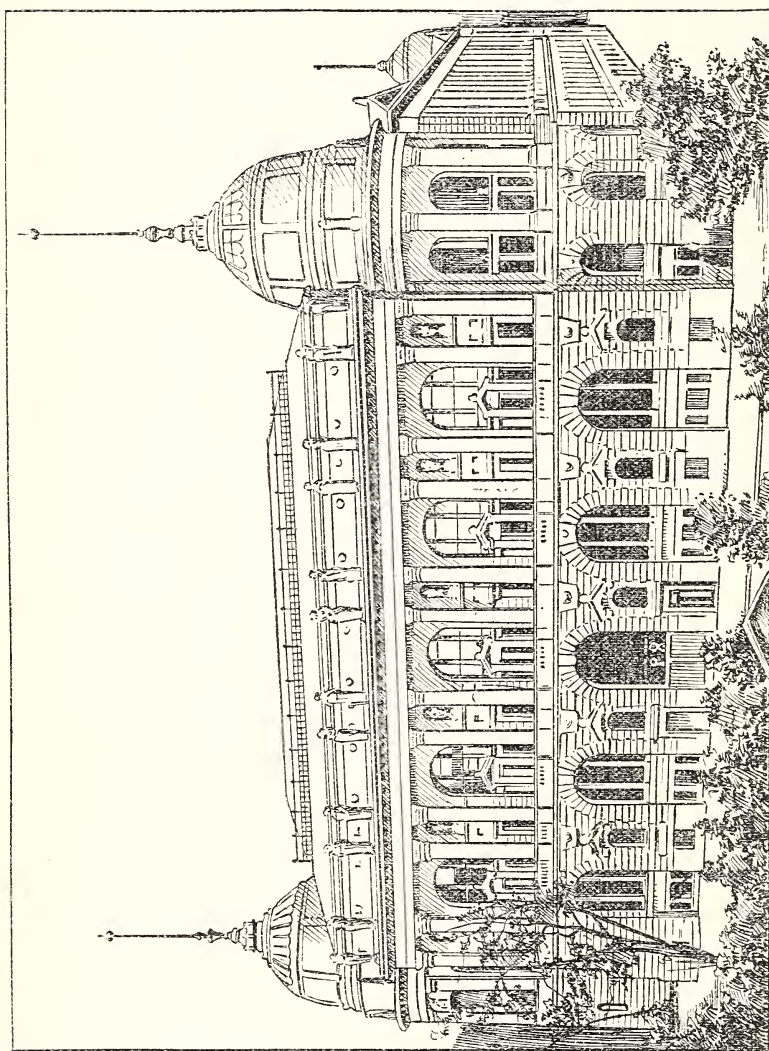


FIG. 14.—THE NEW NATIONAL TRADE MUSEUM (K. Landesgewerbemuseum), STUTTGART (FRONT VIEW).

Institutes of the medical faculties of the German universities and the attendance of the faculties.

Universities.	Physiological institutes.				Anatomical institute.				Pathological anatomical institute.	University teaching corps medicine.	University students, medicine, etc., summer semester.		
	Date. (* Indicates that building was specially built for physiological work.)	Scientific staff.	Servants, etc.	Annual cost (1893 ?)	Scientific staff.	Servants, mechanicians, etc.	Annual cost (1893 ?)	Annual cost (1893 ?)	Professors.	Docents.	Medicine.	Dentistry.	Pharmacy.
Berlin I.....	1877*	7	5	\$11,599	7	2	\$10,135	\$6,113	50	67	1,385	157	116
Berlin II.....	1878*	3	2	3,013	3	2	4,078	2,540	22	11	325	3	34
Bonn.....	1854	3	2	2,765	3	2	4,090	3,328	26	16	288	25	84
Breslau.....	1877	1	2	2,103	2	1	1,708	1,628	14	1	332	33	59
Erlangen.....	1890*	1	2	500	2	2	1,506	900	20	12	443	2	38
Freiburg.....	1891	1	1	1,026	1	1	1,714	1,968	15	3	130	5	11
Giessen.....	1861	1	1	1,714	2	1	3,545	2,020	19	4	207	0	12
Göttingen.....	1889*	1	2	1,542	2	1	3,393	1,769	18	3	394	0	15
Greifswald.....	1881*	1	1	1,361	3	2	3,390	1,981	22	9	285	7	18
Halle.....	1875*	2	7	1,500	2	1	1,675	900	20	9	278	0	10
Heidelberg.....	1891*	1	1	1,225	2	1	2,850	900	20	4	212	1	23
Jena.....	1879*	1	1	1,713	2	1	2,525	1,875	15	9	364	13	21
Kiel.....	1877*	1	1	1,445	3	2	4,043	2,030	18	12	258	4	36
Königsberg.....	1869*	4	3	2,503	4	4	4,050	1,808	26	23	793	36	144
Leipzig.....	1889*	3	4	3,247	3	1	3,339	2,423	16	6	264	15	79
Marburg.....	1874*	2	2	1,742	4	3	5,382	3,920	24	20	1,192	3	251
München.....	1878*	0	2	863	1	1	1,600	1,465	11	2	138	4	25
Rostock.....	1884*	2	2	1,894	4	3	4,647	3,022	24	10	321	12	30
Strassburg.....	1868*	1	1	1,134	2	1	5,568	2,333	14	3	236	(?)	(?)
Tübingen.....	1888*	2	1	2,721	3	3	5,290	2,847	16	12	680	8	55
Würzburg.....													

* Not including the salary of the six mechanicians to be added in 1894 but included in preceding column.

IV.—THE INTEREST OF THE STATE.

The active reform in medical education began about 1880. In the early part of that year the American minister to Germany, Hon. Andrew D. White, addressed a letter to the honorable the Secretary of State, Mr. Evarts, by whom the letter was forwarded to this Department. Mr. White had been requested by the German authorities to give information respecting the diploma presented by a man named Volland, which had been granted him by the "American University of Philadelphia." Mr. White's letter is as follows:

After looking through the correspondence on record in this legation and seeking in vain for the name of the institution in the list of colleges and universities published by the Bureau of Education in the Department of the Interior at Washington, my answer was unfavorable to Volland's claim . . . That such cases as these have brought disgrace upon the American system of advanced education and upon the American name in general is certain. This has been recently revealed to me incidentally in a curious way. In a very successful play now running at the Royal Theater in this city (Berlin), a play written, strangely enough, by a judge of one of the highest tribunals in the Empire, one of the characters, in casting a reflection upon another, who is dignified with the title of doctor, declares a belief that the latter had simply bought his degree in America; and in a recent novel by a popular author here, the scoundrel of the book, having escaped justice in Germany, goes to America, and is, at last advised, very comfortably settled and practicing medicine with a sham diploma which he has bought for money.

Immediately the police powers of the States were invoked to remedy this evil, and since that date we have seen State after State create boards of medical examiners or

empowering boards of health to act as such. Law, too, has felt the swing of the movement in medicine. But both in the case of medicine and law there are difficulties to be encountered in practice that theory perhaps is too disinclined to see. The principal of these are (1) the control of the States, making forty-five jurisdictions to be taken into consideration, and (2) the fear of creating a close corporation or monopoly. Perhaps by an arrangement among the medical and judicial authorities of the States uniformity might be introduced all over the Republic, while the State, retaining the administrative power in its own hands, might prevent there being a professional monopoly by legislating in such a way as to prevent the accomplishment of the purposes for which monopolies of a dangerous kind are formed. Great Britain, after whose early practice our own is formed, presents us with an example both for what is good and for what appears undesirable in legislating upon this subject.

The earliest effort of a State to regulate, or rather to coordinate institutions maintained and managed by private persons or corporations, is New York. That State, in 1784, created a board of regents of the University of New York, which is a State body, composed of the governor, the lieutenant-governor, the secretary of state, the state superintendent of public instruction, and nineteen members chosen by the State legislature. The duties of this board are to approve the incorporation of colleges and secondary schools, to visit and inspect such institutions, to examine into their condition and methods, and to grant honorary degrees above the degree of magister artium, and to establish examinations for the bestowal of a degree of any grade. From time to time since 1866 the board has also been called upon to examine candidates for the degree of doctor of medicine and of dentistry and to confer those degrees, to establish a standard of graduation from the secondary schools (which is also the entrance requirement to any college in the State), and, finally, to examine candidates for matriculation in a law or medical school or other place for the study of law or medicine, as to the literary qualifications of such candidates.

By a law passed June 26, 1895, the State of Pennsylvania instituted an official body, which has control of the incorporation and the course of study of all institutions empowered to confer degrees established after the date of the act. This official body is styled the College and University Council of the State of Pennsylvania, and its members are the governor of the State, the attorney-general, the superintendent of public instruction, and nine persons appointed by the governor, three of whom are presidents of undenominational colleges or universities of the State of Pennsylvania, three others are presidents of denominational colleges, and the remaining three members have some relationship to the common schools of the State. No new institution may be chartered by the College and University Council unless it has property amounting to \$500,000 to be exclusively used in education, has a faculty of six or more regular professors who are to devote their entire time to instruction, and requires four years of study for a degree, the requisites for entrance upon each course of study leading to a degree being fixed by the College and University Council. But a university or a college empowered before the passage of the act creating the College and University Council to confer degrees may continue to do so provided, in the case of the university, it have \$500,000 in property or capital, and in the case of the college, \$100,000. The recent action of the State of Pennsylvania is the most decisive step taken in the United States for the regulation of granting degrees, which is the object of the law, for it states explicitly within itself that its provisions shall not apply to institutions possessing capital stock and established for purposes of private profit or gain. This law is too recently enacted to speak of its results.

In the United States the admission to the bar of persons who desire to practice in the Federal courts has been left by Congress in the hands of the Supreme Court of the United States. In the States, though invariably it is a court of law which licenses the applicant, much diversity exists in the manner of ascertaining his qualifi-

cations. In some States the local courts decide upon this question; in others it is the supreme court of the state that establishes the rules by which the applicant's knowledge is tested. It is very generally the case, however, that the examination is made by a committee of the court. A notable innovation on this time-honored method is that of the State of West Virginia, which sends all applicants who desire to be admitted to the State bar to the faculty of law of the University of West Virginia. This body examines the applicants and certifies the result of its examination to the supreme court of the State, by which final action is taken.¹

The licensing of persons who desire to practice medicine is entirely in the hands of the legislatures of the several States. These bodies have delegated their powers to certain boards of medicine, sometimes called a State Board of Health, sometimes a State Board of Examiners. The discretionary power of the majority of these boards is very large. There are now eighteen States having the rule to admit no one unless he has been examined by the board of that State. These States are thus treating not only each other, but all other sister States of the Union as though they were foreign countries. A very interesting question, indeed, is raised in this matter by a correspondent of the Bureau, in answer to a recent inquiry, who replies that "The law of his State does not permit reciprocity, which in his opinion is an error and unconstitutional."

In the tabulations which follow are given the answers concerning citizenship, the treatment of a diploma from a school in a sister State or in a foreign country, and admission of practitioners of a sister State or foreign country.

SUMMARY OF TABLE.

Medicine.

Showing the number of States (*a*) which will not accept a diploma from any school as an evidence of fitness to practice medicine; (*b*) those that do not make any distinction between a diploma from schools in their own State or those of another State of the Union and the diploma of a foreign school; and (*c*) those that will not accept a State certificate from the medical authority of a foreign government or of a sister State as *prima facie* evidence of fitness to practice medicine.

Class *a*: States that refuse to accept the diploma of any school—Connecticut, Maine, Massachusetts, New Hampshire, New Mexico (from foreign countries), North Carolina, Oregon, Pennsylvania, Rhode Island, Tennessee, Washington (?), and West Virginia.

Class *b*: States that make no distinction between home and foreign diplomas—California, Colorado, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Louisiana, Maryland, Montana, New Jersey, Nevada, New York, Ohio, Oklahoma, South Carolina, South Dakota, Texas, Utah, Vermont, Washington (?), Wisconsin, and Wyoming. Among these twenty-eight States are eight which require both a diploma and an examination. States thus admitting no one to examination unless he has a diploma are Florida, Georgia, Idaho, Louisiana, Minnesota, Montana, New Jersey, and South Carolina.

Class *c*: States that will not accept a State certificate from the medical authority of a foreign government or of a sister State—Connecticut, Delaware, Florida, Georgia, Idaho, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Montana, New Hampshire, New Jersey (except in the case of certificates from the State board of New York or of Pennsylvania), North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania (certificates from New Jersey State board are accepted), Rhode Island, Tennessee, Utah, Washington, and West Virginia.

¹ See page 1191.

Law.

Showing the number of States (*a*) which "consider" a diploma as an evidence of fitness for admission to the bar and (*b*) those States whose authority will probably be strongly influenced in favor of a candidate who has a diploma from a foreign (state controlled) university if testifying that the holder is proficient in the civil law and the law of his own country.

Class *a*: States considering a diploma of a law school of the State or of a sister State as an evidence of fitness for admission to bar—Alabama, Arizona, Colorado, Delaware, Connecticut, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, New York, North Carolina, North Dakota, Pennsylvania, South Carolina, Tennessee, Texas, Vermont, Virginia, West Virginia, and Wisconsin. But thirteen of these States will only recognize the diplomas of State institutions or those incorporated under its laws.

Class *b*: States which will give considerable weight to a proficiency in the civil law and the law of applicant's own country—Arizona, Colorado, Georgia, Indiana, Iowa, Louisiana, and North Carolina. Attention is also asked for replies of Maryland, Missouri, Nevada, Ohio, and Oklahoma.

MEDICINE.

During the month of August the president of the medical board or the secretary of state of each State of the Union was invited to answer, among others, these questions:

On granting a license to practice medicine in your State is any distinction made between applicants who hold a diploma from a medical institution, incorporated under your own State laws or the laws of another State of the Union, and applicants who hold a diploma from a foreign school of medicine?

(Should it happen that your State pays no attention to college diplomas of any kind, please state that fact.)

The answers are—

CALIFORNIA: No distinction is made

COLORADO: No

CONNECTICUT: There was a distinction made in favor of some of the colleges of the United States, but under the law of 1897 no attention whatever is paid to college diplomas.

DELAWARE: They must have a diploma, but [law] does not specify any particular college or colleges.

FLORIDA: Any holder of a diploma from a recognized medical college is eligible for examination, a diploma being necessary.

GEORGIA: No distinction is made against any "regular" (allopathic) colleges requiring three courses of lectures.

KANSAS: No distinction is made

What formalities, if any, do physicians who have been duly licensed by another State or by a foreign government have to undergo in order legally to practice their profession in your State?

The answers are—

Applicant must present diploma, a letter of recommendation from a regular practitioner of medicine, an affidavit stating that he is the lawful possessor of said diploma; that he is the person named therein; that the diploma was procured in the regular course of medical instruction, etc. Those physicians presenting diplomas from recognized reputable schools are registered upon their presenting it, or on presenting five affidavits from responsible persons setting forth that holder has practiced medicine for ten years continuously as a business.

They must pass an examination.

Examination. There is nothing in our law which allows reciprocity, which I think unconstitutional.

Pass an examination before one of the seven examining boards of the State.

All are required to stand the examination before the board.

A diploma or a certificate of qualification from some State or county medical society.

MEDICINE—continued.

- IDAHO:** If the board find that his or her diploma has been issued by a reputable college of medicine the applicant is eligible for examination.—(Law, March 12, 1897.)
- ILLINOIS:** Graduates of colleges in the United States recognized conditionally are required to supplement their diplomas with an examination in the four principal branches of medicine—practice, surgery, gynecology, and obstetrics. A percentage of 80 is required. Graduates of colleges in the United States that are not recognized by this board are required to pass an examination in all branches. Graduates of Canadian colleges and foreign colleges and universities are required to supplement their diplomas with an examination in practice, surgery, gynecology, and obstetrics unless they present evidence of their right to practice medicine and surgery in the province or country in which the college is located from which they receive their diploma.
- INDIANA:** Must come in on diplomas from schools recognized by this board or satisfy this board that they maintain a course equal to our requirements.
- IOWA:** No; provided the college has been recognized by our State board of medical examiners as determined by its compliance with the provisions of the law.
- LOUISIANA:** No distinction between this State and any foreign country. The applicant must present a diploma from a reputable medical college requiring three courses of six months each in three different years.
- MAINE:** No distinction as to diploma. All persons presenting themselves for registration have to pass an examination.
- MARYLAND:** No; the law requires that the applicant shall be a graduate of some reputable medical school.
- MASSACHUSETTS:** No distinction made. College diplomas not a factor in testing an applicant's qualification for practice.
- MICHIGAN:** No; every graduate of any legally authorized medical college in this State or any one of the United States, or in any other country, shall be deemed qualified to practice medicine and surgery in all its departments after having registered. (Law, 1887.)
- MINNESOTA:** No; college diplomas are only recognized as evidence of the prescribed course of study.
- MISSOURI:** No distinction is made
- MONTANA:** No; all applicants for certificate must pass the State examination and must possess a diploma from some school recognized by the board of examiners.
- NEW HAMPSHIRE:** Our State pays no attention to college diplomas, except Dartmouth College diplomas, for the next four years. After 1903 Dartmouth men will have to pass examination.
- All persons who have been licensed to practice medicine and surgery, or either, after examination by State boards of medical examiners or State boards of health of other States where the standard of examination is substantially the same as required by the provisions of this act, shall be, upon application, licensed without examination.—(Law, March 12, 1897.)
- Come in on their diplomas filling the proper blanks and paying their fees.
- If graduates, they fill out the application blank and send it to this office for verification, with the fee, \$5, and diploma.
- They must present their diplomas and stand a written examination before the board. Fee, \$11. Seventy-five per cent required in order to pass.
- Pass an examination before the board and be registered.
- They have to fill out and swear to a printed application form, giving name, age, when and where graduated, etc., and then undergo a regular or special examination, as the board may deem best.
- All applicants must pass a satisfactory examination.
- File sworn statement with clerk of county.
- Pass examination of State board of medical examiners.
- All physicians must register with the State board of health by making an affidavit that they are the lawful holders of the diploma which they present, and pay a fee of \$1.
- Pay fee of \$15 and pass examination. If granted a license, the same to be recorded in the office of the clerk and recorder of the county in which holder intends to practice within sixty days. Pay annual fee of \$20 to State.
- Pass regent's examination—i. e., superintendent of education—but there is a "board of examiners."

MEDICINE—continued.

NEW JERSEY: Foreign diplomas must confer the right to practice all the branches of medicine and surgery in the country in which they are issued, and must be certified to by a consular official of that country.

NEW MEXICO: We license applicants on diplomas; require examination of applicants from foreign countries, partly because we can not easily be well informed as to the standing of their schools, and partly because of discrimination against American physicians in foreign countries.

NEVADA: No person shall practice medicine or surgery in this State who has not received a medical education and a diploma from some regularly chartered medical school, said school to have a bona fide existence at the time when said diploma was granted.

NEW YORK: No distinction is made between applicants who hold a diploma from a medical institution incorporated under New York State laws or the laws of another State of the Union or from a foreign school of medicine. The diploma must be from a medical school registered as maintaining at the time a satisfactory standard.

NORTH CAROLINA: No attention is paid to diploma.

OHIO: No distinction for recognized medical colleges located in the United States. Foreign graduates are required to furnish evidence of graduation through the United States consul.

OKLAHOMA: No distinction is made between diplomas from schools in the United States and those from schools in foreign countries, if the school is in good standing.

OREGON: No attention paid to college diplomas..

PENNSYLVANIA: All applicants for license must pass a State board examination. (New Jersey is the only (?) State from which certificates are accepted in lieu of examination.)

RHODE ISLAND: No foreign diplomas accepted. Full examination on eleven branches of medicine required. Fee, \$10.

SOUTH CAROLINA: The law says applicant must present a diploma from some school or medical college authorized by law to grant same.

Licentiates of the State boards of medical examiners of New York and Pennsylvania alone are indorsed by this board without examination. Licentiates of other States and foreign countries must pass our examination.

Foreigners must (1) present evidences of good preliminary education and (2) a high grade of medical education, to be determined by examination by the board.

Every physician or surgeon when about to take up his residence in this State shall file with the county recorder a copy of his diploma and shall be identified by two citizens as the person named therein or shall swear to the fact himself.

Applicants examined and licensed by other State examining boards registered by the agents as maintaining standards not lower than those provided by New York State laws, and evidence that the applicant has received the degree of bachelor or doctor of medicine from some registered medical school or a diploma or license conferring full right to practice medicine in some foreign country, with evidence of five or more years of reputable practice of medicine, may, without further examination, on payment of \$10 to the regents of the University of the State of New York, and on submitting such evidence as they may require, receive from them an indorsement conferring all rights and privileges of a regent's license issued after examination.

The same requirement as from anyone. No recognition of diplomas or licenses from other boards.

All physicians are required to present their diplomas before a certificate is granted. Other State licenses [i. e., granted by the State of Massachusetts or Delaware, for instance, to a nongraduate of a medical college] are not accepted.

Certificates from other States or countries have no value when their holders desire to qualify in this Territory.

Stand an examination before the State medical board.

Must pass State board examination (New Jersey excepted).

Same as if not possessed of such certificate. Certificates of other States not accepted.

Must hold a certificate from State [South Carolina ?] medical examining board and then register with clerk of county court. ["None but graduates are entitled to examination," and it is understood that none but those who have passed an examination are given a certificate.]

MEDICINE—continued.

SOUTH DAKOTA: None

TENNESSEE: Our law pays no attention to diplomas, but requires all applicants to stand an examination.

TEXAS: No distinction made between applicants who hold a diploma from first-class medical schools either at home or abroad.

UTAH: No distinction so long as school is reputable.

VERMONT: No distinction is made, provided the diploma is from a reputable and recognized school.

WASHINGTON: The State medical examining board does not regard a diploma of any State as sufficient to entitle holder of same to practice in the State, but will consider such diploma in connection with the examination of the holder of same for a license.

WEST VIRGINIA: Applicants for certificate to practice medicine in this State must pass a satisfactory examination by the State board of health. Diplomas [of schools] or certificates from the boards of other States are not recognized.

WISCONSIN: No distinction

WYOMING: No distinction. But institution must be reputable and regularly chartered at time diploma was granted.

Must possess a diploma of a college having three full courses of lectures of six months each, no two full courses to be taken during the same year.

All are examined regardless of license from other States or countries.

To practice legally in Texas the applicant must obtain a certificate from an examining board. [But it appears that the courts hold a diploma to be equal to a certificate and the possessor can force a certificate from board.]

Every applicant must present diploma and pass an examination before the State examining board. They must secure a license from a board of censors, who are required to furnish a license to those holding a diploma of a recognized college. Have to stand a regular examination before the State medical examining board.

All required to pass examination.

Presentation of a diploma of an institution having three courses of not less than six months each; after 1904, four courses of six months or more each.

Must have diploma and must file a copy of same or a certificate from dean of medical school at which holder graduated.

LAW.

Concurrently with the letters addressed to the medical authorities of the several States as noted under medicine, others were addressed to the attorney-general, containing among others these inquiries:

Is a diploma of an institution incorporated under the laws of your own State or of another State of the Union considered in granting admission to the bar?

The answers are:

ALABAMA: Yes; [but only a] diploma from the University of Alabama.

ARKANSAS: No

ARIZONA: Yes; a diploma granted by any regularly chartered school of law will admit holder,

Would a thorough knowledge of the civil law and the law of one of the continental countries of Europe (as certified to by a diploma of a reputable foreign university) be of assistance to an applicant for admission to the bar in your State?

The answers are:

Only to the extent of aiding the applicant to answer questions propounded to him. [Members of the bar of such States as permit Alabama lawyers on motion are likewise admitted in Alabama on motion of attorney-general. Citizenship required.]

No. [No member of the bar of another State admitted except through examination. Applicant must be a citizen of the State.]

Yes; a thorough knowledge of the civil law and one of the continental countries of Europe will be sufficient to grant license if the moral standing of applicant be proven.

LAW—continued.

- CALIFORNIA: Yes; not as a diploma, but as testifying to what and how long he has been studying; but an examination is required after a diploma has been filed.
- COLORADO: Yes.....
- DELAWARE: It is; but is optional. [A practicing lawyer of three years' standing admitted without examination by courtesy if a resident of the State.]
- CONNECTICUT: Yes; as satisfying the requisites preliminary to an examination by a committee of fifteen.
- FLORIDA: No; only so far as it will impress the examining committee or presiding judge.
- GEORGIA: Diplomas of certain law schools in this State will entitle holders thereof to a license.
- IDAHO: In the district courts, yes; but in the supreme court applicant must present license from supreme court of a sister State or undergo examination.
- ILLINOIS: Yes; holder will be granted a license if diploma be granted by a school incorporated under the laws of the State, and having a two years' course of thirty-six weeks each year.
- INDIANA: Not necessary. (See next column.)
- IOWA: Yes; if from law department of State University.
- LOUISIANA: Yes; as law of 1877 requires two years of study in law.
- MAINE: No. It has no legal effect, but would doubtless have weight with the examining committee.
- MARYLAND: A diploma from the law schools of our own State admits without examination.
- No answer. [Every citizen of the United States or person resident in this State who has bona fide declared his intention to become a citizen in the manner required by law, who has been admitted to practice law in the highest court of a sister State or of a foreign country where the common law of England constitutes the basis of jurisprudence, may be admitted to practice in the courts of this State upon the production of his or her license and satisfactory evidence of good moral character; but the court may examine applicant as to his or her qualifications.]
- Yes.
- Would be evidence of qualification, but an examination would be made.
- No response. [Applicants from other States must be citizens of the United States and must pass examination, though already admitted to the bar of their own State.]
- No response. [Admission to practice in the Federal circuit courts or in the supreme court of another State is a license to practice.]
- Would be of considerable assistance, but the applicant would have to stand examination. [Citizenship and examination required except in case of States and countries allowing Georgians same courtesy as to nonresidence and recognition of license.]
- No. [Member from another State admitted on license.]
- No. [Holders of licenses from other States having a standard as high as that of Illinois admitted on motion; must be a citizen of State, unless same courtesy of noncitizenship and acceptance of license is accorded by State or Territory whence applicant comes.]
- Every person of good moral character, being a voter, shall be entitled to admission to practice law in all courts of justice. (Constitution, Art. VII, sec. 21.)
- It would, but a knowledge of the laws of the State would be required. [Attorneys of highest court of another State are admitted on motion.]
- Yes; of material assistance, as he must be proficient in the Institutes of Jushman, Domat's Civil Law, and Pothier on Obligations. [Must be a citizen, etc., but the supreme court will relax rules at discretion.]
- Not directly. [Attorneys of other States admitted on motion.]
- It would not in itself. [Admission a mere matter of reciprocity.]

LAW—continued.

- MASSACHUSETTS:** All candidates, whether graduates of a law school or not, are required to pass an examination. As a matter of practice, the examiners are accustomed to ask the preliminary question whether the applicant is a graduate of any law school, and that fact is treated by them as of some weight.
- MICHIGAN:** Graduates of the University of Michigan law department.
- MINNESOTA:** Yes; as a prerequisite to admission to an examination.
- MISSOURI:** Yes; the diplomas of the three law schools in this State.
- MONTANA:** Yes; as a prerequisite for examination.
- NEBRASKA:** Yes; of the college of law of the State University.
- NEW JERSEY:** No; not by the letter of the law...
- NEW MEXICO:** Examination required.....
- NEVADA:** No
- NEW YORK:** Yes; as one of the papers to be filed in making application for admission to bar.
- NORTH CAROLINA:** Probably yes; as testifying to at least one year of study of law.
- NORTH DAKOTA:** Only so far as it shows that two years have been spent in the study of law.
- OHIO:** No.....
- OKLAHOMA:** No; not yet.....
- PENNSYLVANIA:** Yes, to a certain extent. It seldom obviates the necessity of a formal examination.
- I can not say that knowledge of the civil law would be regarded as of any weight with the examiners. I am quite sure [our correspondent is an experienced examiner] that no questions of civil law, except as it is incorporated in the common law, are ever put. Members of the bar of another State file petition, which is referred to bar examiners, but unless there is suspicion of callowness the petition is granted without examination of the petitioner.
- No response. [In general, residents of other States are admitted to bar on motion.]
- No response. [An attorney of other States, of five years' standing may be admitted on motion.]
- Only as a recommendation; no legal weight or effect. [Member of the bar of another State is examined same as a student applying who is not a graduate of three law schools. Actual residence required.]
- No response; but attorneys who declare their purpose to become citizens of the State and who have been admitted to practice in the courts of another State or a country where the common law of England is the basis of jurisprudence is admitted to practice on motion.
- No response; but must pass an examination of the principles of the common law. But attorneys in the courts of record of another State or of a Territory having business in the courts of Nebraska may be admitted on motion.
- No response. [Any counselor at law from any other of the United States, of good standing there, having a case in New Jersey, may be admitted pro hac vice to speak in that case.]
- No response. [Production of a certificate from a judge of the highest court of original jurisdiction in another State or Territory that they have practiced law.]
- No. [Foreigners who have been admitted to practice law in the higher courts of their own country may be admitted on motion.]
- Yes. [Citizenship is required in all cases.]
- A thorough knowledge of the civil law would be of great assistance to an applicant.
- Only as it would enable applicant to pass oral examination in open court. [Residence in State required.]
- Only in a general way. [Five years of practice in the courts of one of the United States may be admitted.]
- Its only value would be the secondary effect attributable to a knowledge of such principles as a basis for the understanding of our own laws. [Authenticated certificate that applicant is member of the bar in a foreign country will admit.]
- In my opinion probably little; it would depend entirely on the feeling of the examining committee and rules of [county] court. [Citizenship required. Admission of members of bar of other States or countries dependent on country court rules.]

LAW—continued.

SOUTH CAROLINA: Yes; law school of State University.	No response. [Member of bar of another State must show that he is such. Citizenship required.]
SOUTH DAKOTA: No.....	No response. [Residence required. As to admission to practice in South Dakota courts of members of bar of another State, it may be said that reciprocity is practiced.]
TENNESSEE: Yes, if given by a school within the State.	Yes, but not of itself sufficient. [Members of bar of another State admitted upon motion.]
TEXAS: Yes, if given by the law department of the University of Texas.	No. [If "immigrating to this State with a view of permanently residing therein" a member of the bar of one of the United States may be admitted to the Texas bar; but this does not apply to members of the bar of a foreign land.]
UTAH: No	Only as it would assist him in passing the examination required by law, except in a general way.
VERMONT: Yes, as showing study of law for a part of the three years of study with an attorney.	Yes. [Virginia seems to be courteous in the matter of extending opportunity to the members of the bar of sister States or of a foreign country.]
VIRGINIA: Yes	The knowledge would be of assistance, but a certificate from a foreign State would not be considered; from a sister State it would if given by a court of last resort.
WASHINGTON: No.....	No, except so far as it would assist applicant during his examination. [Members of bar of other States admitted on motion, but law makes no provision for foreign cases.
WEST VIRGINIA: Yes, if given by the law department of the University of West Virginia. But in case of other law schools the diploma must be an actual admission to the bar; otherwise it is not considered.	It might be of assistance in influencing the State board favorably. [Members of the bar of sister States and the Territories are admitted to Wisconsin courts, but the statute is silent upon the admission of members of the bar of a foreign land. Nevertheless, "by courtesy residents of foreign lands have been permitted to appear and take part in the proceedings in the State courts when represented, also, by a member of the bar of Wisconsin; and it is probable that upon presentation of the certificate of admission to the bar of the courts of foreign countries to the board of examiners that the board would issue the certificate which is required to be issued by them, upon satisfactory evidence that the applicant is entitled to practice and without much examination."]
WISCONSIN: Yes, if given by law department of the University of Wisconsin; but none other.	(Letter of Attorney-General Mylrea.)

NOTE A.

In America the university is a corporation, governed by a board of trustees who elect a president and appoint professors. There is, in brief, a business body accountable either to the State, to a religious or other society, or to no one except it be to a somewhat vague body called the alumni. In France all this is different. The State grants diplomas as the United States grants patents, and a French diploma has the same value as an American patent, that is to say, it is protected by law. This is the foundation of the Université de France. It was the State regulating higher instruction. Thus all that was necessary was an examining board at convenient places and these were called faculties. But the faculties soon became schools and in French terminology a faculty of science and a school of science, for example, are perfectly convertible terms. Thus each school in France became a part of the huge machine operated from Paris. In 1883 M. Jules Simon, the minister of public instruction, and others began to look for-

ward to the day when the group of schools or faculties in each of the seventeen educational jurisdictions of France should be made a university. In 1885 a council of the faculties, of which there are five in France—letters, sciences, theology, medicine, and law—was created and by the law of 1896 this body was made into the faculty of the university. But the minister of public instruction in France has a vice-minister or praetor in each of the seventeen academic jurisdictions of the "University of France." The officer equally directs the concerns of higher, secondary, and elementary education. Thus we have a university with its own faculty managing its own educational concerns, presided over by a rector who is the viceroy of the educational minister at Paris for education of every grade and kind. The board of business men of the American university at Paris is a bureau; the agent of that bureau in the provinces presides in each academy over the university council, and the twelve universities and universities each without a head. Upon the request made to the universities by the minister to communicate freely with him, the councils of several laid before him the following as information:

"The council of the University of Aix-Marseilles consider it anomalous that bodies which are recruited by election should not be allowed to freely choose their head from among their own number. All foreign universities elect their president without the central power losing any of its prerogatives or suffering in any way. The council of the University of Rennes speaks to the same effect, so also the University of Nancy. The University of Montpellier wishes its new head to be called chancellor. The University of Lille claims that the rector of the academy represents the business administration and the council the deliberating administration of higher education and proposes that the work of the council be directed by a president who should be chosen from among the members of that body and who would thus represent the university, as the rector would represent the State. The University of Grenoble remarks that the recently created French universities should not be compared with the free (private) universities of the United States and England, which are absolutely mistresses of themselves, unembarrassed by dependence upon the State, but as the new universities are well defined corporations they should each have an individual chief and it is undesirable that he should be the rector of the academy. The University of Dijon would retain the rector as president of the university but would make him an honorary professor of the faculty."

It is at once seen how different is the management of a French university and that of an American institution. In France it would appear that everything is regulated from Paris, but in America by the university, or rather like the fellows manage the affairs of the colleges and halls of Oxford. Yet in France no professor can be appointed by the president of the Republic unless his name heads a list gotten up by the faculty of the University in which the vacancy occurs on one side, and the permanent section of higher education on the other. In America the faculty has nothing to do with the appointment of professors unless by private solicitation. In America the business board takes testimony as to the conditions so that it may act properly; in France the council is already schooled in a knowledge of the facts, and is in all educational matters allowed to act for itself, only modified by the power of the central government to fix the curriculum and the character of the examinations.



CHAPTER XXVI.

ESKIMO VOCABULARIES.

Compiled by Ensign ROGER WELLS, jr., U. S. N., and Interpreter JOHN W. KELLY.

INTRODUCTORY NOTE.

The U. S. S. *Thetis* was detailed by the Navy Department to cruise, during the summer and autumn of 1889, in the Bering Sea and Arctic Ocean, for the purpose of looking out for the whaling and commercial interests of the United States in those waters, and also for the purpose of assisting in the establishment of a house of refuge at Point Barrow, the most northerly point of our territory.

During this cruise, in order to make it as broad and useful as possible, several of the officers on board of the *Thetis* were directed to prepare reports upon subjects connected with the waters and regions visited by the ship, from their observation and from other reliable sources. Two reports were submitted to me upon the subject of the Eskimos of northwestern Alaska; one on the ethnography of the Eskimos, by John W. Kelly, and the other an Eskimo vocabulary, prepared by Ensign Roger Wells, jr., almost entirely from information and material furnished by Mr. John W. Kelly, the interpreter of the ship. Mr. Kelly spent three winters among the northwestern Eskimos, and has been engaged for seven years at various times in acquiring a knowledge of the language. The vocabulary is the largest in number of words that I know of treating of the language of the Eskimos upon our Arctic coast. It has a short vocabulary of the American Eskimos who are settled upon the Asiatic side of Bering Strait, which, I think, will be found particularly interesting and valuable.

The *Thetis* had the good fortune during this summer of reaching as far east as Mackenzie Bay and as far west as Herald Island and Wrangell Land, thus leaving an honorable name for service among Arctic cruisers. It is to be hoped that the reports, memoranda, and other contributions secured through the ready co-operation of the officers of the ship will serve also to make a permanent and useful record of the cruise creditable to the ship, interesting to the general reader, and of value as contributions to our knowledge of the Territory of Alaska.

CHARLES H. STOCKTON,
Lieutenant-Commander, United States Navy,
Commanding U. S. S. Thetis.

FEBRUARY 17, 1890.

NOTE ON ESKIMO BIBLIOGRAPHY.

By SHELDON JACKSON,

United States General Agent of Education in Alaska.

A very complete "Bibliography of the Eskimo Language" has been compiled by Mr. James C. Pilling, and published by the Bureau of Ethnology, Washington, D. C. Whoever examines its pages must be impressed with the large number of persons who have unpublished manuscripts, containing from a score to a few hundred words; the large number of printed reports of Arctic explorations, which contain a partial list of words and phrases; and the fact that there is not a single comprehensive English-Eskimo vocabulary in print, and accessible to teachers and others, among the Alaskan Eskimos.

Among the most important in the past are—

Dr. Benjamin S. Barton's Vocabulary of the Greenlanders (from Cranz). 8 vo; pages, 132. Pub. Philadelphia, 1798.

Eskimaux and English Vocabulary, compiled by Capt. John Washington, R. N., and published by order of the lords commissioners of the admiralty for the use of the Arctic Expedition in Search of Sir John Franklin. Oblong 12 mo. 160 pages. London. 1850.

English-Aleutian Dictionary prepared by Stephen N. Buynitzky, and published by the Alaska Commercial Company. San Francisco, 1871. 8 vo. 13 pp.

The above are out of print.

The most recent vocabulary that is available is that of Lieut. P. H. Ray, in the Report of the International Polar Expedition to Point Barrow. 4°. Washington, D. C., 1885.

This volume gives 711 words and 307 phrases, as used by the Eskimo at Point Barrow.

Perhaps the most important contribution to the Eskimo language is in process of preparation by L. M. Turner, in his observations made in 1882-1884, and will be published in connection with the Signal Service of the United States Army.

It will contain a vocabulary of the Koksoagmyut of over 7,000 words; the Unalit of Norton Sound, 3,000 words; the Malimyut, Norton Sound, 250 words; and the Unalaska-Alyut Dictionary of 1,900 words.

ANGLO-ESKIMO VOCABULARY.

[Prepared by Ensign Roger Wells, jr., U. S. N., and John W. Kelly, interpreter.]

Abdomen	Naz'ruk	American	Mulle'keet
Above	Kole'to	Amputate	Taleake'pegah
Abscess	Own'yok	Amulet	Tu pit'kwo
Ache	Ar'ah	Amulet	Koo puk'tuk
Act	Keh	Anchor	Ke'shok
Additional	Shoo'lay	Anchor, will	Ke shok'tuk
Adhere	Nepe'to	Anchored, is	Ke'shok-pola'ruk
Adopt	Tiguong'a	Ancient	Ah dra'h'ne
Adze	Oole'mah	Angry	Kunook'too
Adze	Echika'nok	Angry	Kununaro'ak
After	Attan'e	Angry	Echema'o
Again	Maw'tna	Ankle	Se nung'koot
Agate	Okkek'wik'tuk	Anoint	Mahoz'tuit
Agate	Ong'muk	Another	Mant'na
Age	Ongazhu'a	Another time	Munt'neago
Ahead	Bonelek'to	Answer	Chug'aren
Aim	Oomuk'shuk	Ante	Tap'che
Air	Ano'kia	Anvil	Og'ewik
Alight	Me'tuh	Apartment	Ing'in
Alive	Yoke	Apartment	Sin ik'awik
Ail	Ilu'hun	Appetite	Ok ke'oak
Ail	Huhut in	Appropriated	Koo le'ana
All of them	Tamut kwo	Apron	Pat che gee'kooteгах
Along	Aloot'koo'chena	Apron	Chan'erah
Also	Too wit	Are	Muz ra

ANGLO-ESKIMO VOCABULARY—Continued.

Arm	Kat-cha	B-and	Perik'a
Around	Ootkweawk'to	Bend	Na wing'a way
Arrive	Te ket'py	Bend not	Na wing'i chuk
Arrived	Te kik'took	Berries	As she'a
Arrow	Kokaroot	Berries	A se'ret
Ashamed	Kumuchook'to	Berries, dark	So'whot
Ashamed	Egosh'e'to	Betrothed	We a kok'to
Ashes	Ok'ave	Between	Woon a ye'ok
Ashes	Ok'crook	Beyond	Attan'e
Aside	Kung'ca	Big	Ong a ru'rum
Asleep	Siink'to'ka	Big, very	Ong a ruit
Assembly house	Koz'geet	Bind	Chin'o ra
Assembly house	Kozre'geet	Birch	Ush'uk
Assist	Nuluwhok'to	Birch	Oo re go'lik
Astragal	Pe a lo'ra	Bird	Ting me'ak
At	Nesha'na	Bird	Kali wa
Atnt	Nin'cha	Birds	Ting me'ret
Aurora	Kel go'aro	Bird's nest	Chap poo'te
Aurora	Kel ga'aya	Bird-snare	Se uk'setik
Aurora	Ke li'look	Birch	On'e rook
Austere	Kollung a ro'a	Bite	King mook'tit
Autumn	Ookeok'tuk	Bitter	Ah'kok
Autumn	Ookeok'to	Black	Tawk to'ak
Awaken	Muk'etin	Black	Mun ok'to ak
Away	Ootik'too	Black lead	Oo rok'sa kon
A while	Nan ak'amo	Black one	Tawk ta loc'ret
Awl	Kap ote'ok	Black skin, whale	Muk'tuk
Axe	An ow ok'loon	Black skin, whale	Kah'tuk
Axe	Kat'la pak	Black skin, whale	Muk'tung
Baby	Il il'cagh	Bladder	Nat kot'chin
Bachelor	Nulect' gut chuk	Black-tanned leather	Se lung'ok
Back	Too loo a'ne	Blade of steel	Chow we'rut
Back and forth	Alep'eta	Blanket	Oo lig'a ra
Back there	Tah vun'e	Bleed	Owk'e to
Backbone	At tat'a	Blind	Tap pe'ko
Bad	Ashoo'ruk	Blindfold	Nat tu'ga
Bad, very	Ashoo'pi akto	Blister	Poo've
Bad person	Il u'alok	Blister	E ku kum'a
Badger	Seek sreek'puk	Blizzard	E re luk'choak
Bag	Ok kuh'zhuk	Block and tackle	An o'ko luk
Bag of oil	Ok kok'to	Block and tackle	Na luke'e gah
Bald	Solin'yot	Blood	Owk
Bale en	Sho'kok	Blow breath	Chu blu ok'to
Ball	Nukpah	Blow nose	Kok ik'cho
Ball, foot	Ok'arok	Blow nose	Kok uktanga
Ball (to wind)	Klu ga tok'tuk	Blue	Tawk rek'to ak
Band	Na pwe ha'ta	Blue bird	Oo ke uk tow'ruk
Bank	Kah ve'a	Blush	Ka rek pul'uk to
Bare	Oo te mer'o	Boat, open	Oo me'ak
Bare	Oo ting'aroa	Boat, closed	Ky'ak
Bark of dog	Mug'aru	Boil	Kol lek'to
Bark of tree	Kus shel'look	Boil over	Pe too whok'to
Bark of tree	Kot tel'loo	Bolt	Ke ka ok'tit
Barnacle	Na koo'nok	Bolt	Ke lu'ta
Barrel	Kottow'ruk	Bone	Chal'nok
Bashful	Tal uk'satuk	Bone, remove	Chal nok'cho
Basket	Kol'lu	Bonfire	Ek woil'aro
Bass	She'cak	Book	Mop po'gah
Bathe	Im uk'tuk	Book	Kal le'ket
Batter	Ah koo'to	Boot	Kum'ma
Battle	Oongaye'o whik	Boot, bottom of sole	Che bo'a
Battle	Top a rek to it	Boot, deer	Pin n'kuh
Bay	Im uk'a zrook	Boot, deer	Nal lo'it
Bayou	Toak'kook	Boot, long	Kom'mnk-ip pwo'shuk
Beach	Kah ok tuk'too it	Boot, long	Akoop'tik'ten
Bead	Shung ow'ro	Boot, short	Ni ho'yot
Beak	Kob'a roon	Boot heel	Kim me'a
Bean	Ko mor'ra	Boot instep	Al lo'a
Bear, white	Nau'ook	Boot laces	Se ne'a
Bear, brown	Og'alok	Boot soles	At tung'a
Bear, black	E yar'ok	Boot tap	Un'ye
Bear, cub	Tol'lu	Boot upper	Kong'a
Beard	Mug'wa	Border	Ok koo'ra
Beard	Kog la oo'tin	Border	Al e geet'ko tah
Beat	Tig lu rok'toak	Bother	Shu goon na ah gah'tin
Beautiful	Ah re'gay	Bottle	Toak a la youk'to
Beaver	Pah look ta	Bottle	Tok a la you tow'ruk
Bed	Oo'leet	Bottle	Mish o ak'to
Bee	Ma loo gi'a sok	Bottle, small	Mish o oak'tow ro
Beetle	In'yok	Bottom	Nat'kah
Beetle, water	Nah che'nok	Bottom	Nah tah'ga
Beggar	Oo ma gi'bo	Bow, to shoot	Pe shik'sbe
Behind	Pe chu ru'ik	Bow, of a ship	She'wa
Believe	E che mal'o	Box	A upe'kot
Bell	Ah kook'a look	Box, small	A upe'karook
Belt	Tap'che	Box, very small	Soo loo gow'took

ANGLO-ESKIMO VOCABULARY—Continued.

Boy	Il il'e gah	Capsize, boat	Oo me ret
Boys	Il il'e yar guk	Capsize, sled	Keet me ret
Boy, half grown	Nugat pe gi'lo	Capsize, kyak	Ki ah'rook
Bracelet	Tah e che't'ka	Capsize, kyak	Keen nu'ru
Bracelet	Ta'yuk	Captain	Oo ma'lik
Bracelet	Tah e ah'ret	Carbine	Nah chuh'uk
Bracelet	Ta yak'ret	Carcass	Se'lu
Bracelet, bead	Tah yat chate	Cards	Kar'tok
Bracelet wire	Tal e gow'ro	Cards, to pass	Pah chok'to
Brain	Kok'e chuk	Cards, to play	Keh
Brain	Kah ek'tok	Cards, diamonds	Too'ne
Brant	Neg'a leh	Cards, hearts	Etig'auk
Brant	Luk la'ik	Cards, clubs	Ah re gay'luk
Brass	Cha wil'rok	Cards, clubs	Se'klokt
Bread	Chu blu'ta	Cards, spades	Kop'poon
Bread	Poon'ik	Cards, ace	Choo'cha
Bread, hard	Kok'o	Cards, king	Killlieruk
Bread, hard	Kok'o lah	Cards, queen	Okan'ok
Break	Na whik'to	Cards, jack	Ilileguk
Breakers	Ki luk'tuk	Cards, tens, etc	Same as numerals
Breast	Me'look	Careful	E rage
Breast of bird	Kot'ka	Carry	Irrarup'kah
Breathe	An uk ter va'luk	Carry together	Tasseok'took
Bridge	Im n op'kwo tah	Cartridge	Kok' a rek
Bright	Kej luk'to	Cask	Me'chuh
Bring	Kok'ito	Catarrh	Nu'whuh
Bring	I'ro	Catch	Ko hy'at
Brittle	Che gok a luk'to ak	Catch fish	Now yo'ok
Broken	Na whik'to it	Cave	E ren'ik
Broken, not	Na whing'e cho	Celery, wild	Saz re'gail
Broom	Til a hut'che	Chafe	Po wit'to
Broth	Im'akok	Chain	Ko liv'ora
Brother	Il yug'a	Chain	Ka lin'na ret
Brother, older	Nugat che'a	Chalk	Ka'te
Brother, younger	Neek'a	Changing	Tak semur'uk
Brow	Kowung'a	Charcoal	Ow'mah
Brown	Ka wek'su ruk	Charm, talisman	Ong'mah
Bruise	Owng'a	Chastise	Oo pow'took'too
Bruise	Ah zhe'ak	Cheek	Oo loo raken
Brush	Shun neok'tuk	Chew	Tam o kot'chea
Bucket	Ko lip'se	Chew of tobacco	O ko me'a
Bucket	Kot tow ruk	Children	Kon neek'toik
Bucket	Kot'ogah	Chimney	E shuh' awik
Bucket	Ko lip'setik	Chimney	E che'a
Buckle	Kog'a oot	Chin	Tab lo' a
Bud	Kot me yung'oit	Chinattoo	Tab lao'tit
Bug	In'yuk	Chin labrets	Too'toka
Bullet	Kok ru'a	Chisel	Keya'ek
Bullet-mold	Koo'vin	Choke	Se lan'a
Bull-head fish	Kob row ote nok	Chum	Ah win'aute
Bump	Pe che kok'to	Chute	Tal lu yet
Bundle	She'lute	Circle	Tuk kowrame
Baoy	Peektow'to	Clam	Kah ve'atok
Burn	Oo tuk'too	Clam	E va'lo
Burn	Oo tet tin ato	Clam	Um mung'me
Burning earth	E ka ma ro'a	Claw	Kook ke'a
Barrow	Nip ter'uk	Clay	O'rak-imnu'ok
Burnt	E lik se mer'uk	Clean	Oo tau'u
Bush, edible	Nowayoi'hut	Cliff	Imp'ni
Bushes	Ok'peek	Climb	Mi uketo'it
Butt	To wy' ya	Cloak, spotted	Koo neag-altig'a
Butte	Mit ko' a lo	Cloak, outer	Ahtig'a
Buttes	Mit ko a lo'ret	Cloak, inner	Il u'park
Butterfly	Tok a luk'a sah	Cloak, open	Shahi'uke-ahtig'a
Butterfly	Chah ah lin' a tuk	Cloak, long	Tool'wah
Butterfly	Chuk a mik'atok	Cloak, short	Ah koo ey'took
Butterfly pupæ	Ow zre'ok	Cloak, heavy	Chum o rek'to
Button	Too atow'ruk	Cloak, put on	Atil'ago
Button-hole	Nokto'ak-we'it	Cloak, put on	Oo e yug'aya
Bny	Ah ke'a	Clock	Toak tuk to'ak
Cache	Chuk a lo'uk	Close	Mahtoo'ret
Cache	Chek a lo'ne	Close	Periktok'totin
Calf of leg	Nagot shung'nok	Closet	Anok'awik
Calico	Atig'aloo	Cloth	Ookwil'auk
Call	Ot'kuh	Cloud	Kal'luk
Call a person	Ka o'te	Cloudless	Kal lo'a chuk
Call a person	Kah ko rah' ah	Cloudless	Kil la'luck
Calu	An o'wa-pe'luk	Coal	Alo'a
Can	Poke'svy	Codfish	Kaloo'g'a ra
Cancer	Ahyo'a	Coffin	Soo'loon
Canvas-back duck	Un ut koo'ya	Cohabit	Koo ya goo'tin
Cap	Nash ow'a tuk	Coil	Og a lu now'ra
Cap, gun	Kob lu'it	Cold	Al a pah'
Cap, gun	Kob'leont	Cold, intense	Al a pak'took
Cap, gun	E tik' a rook	Colic	Nok'a-e'lun
Cap, gun	E shaw osti'look	Collar bone	Ko too'ka

ANGLO-ESKIMO VOCABULARY—Continued.

Comb	E la u'te	Dance	Po a'la rah
Come	Ky'le	Dance	Po a'la ra
Come	Ki'wa	Dance of exhaustion	It kil e ah'ro
Come not	Ki ne'tuk	Dark	Tawk to'ak
Come in	E chuck a' tin	Dark, very	Tawk to ak'puk
Come in, may I	E chuck a lum'a	Darken	Tawk too'tin
Coming	Ky'ro	Darken	Tal'nok
Coming, is not	Au nua neak'to	Darling	Na koo sho ak'to
Coming, they are	Kyle ang'a	Dart	Na le'gah
Coming after	Ki'ret-tum ah'rah	Daughter	Pun'a
Coming home	Ki ne ak'to	Daughter	Pun e'a
Companion	Ang'yow	Day	Oo blu'puk
Compass, may	Oo'muh	Daylight	Oo bluke
Compass, may	Tok to'che	Dead	Toak'o ro
Compasses, dividers	Ko ka re'tik	Dead	Noon'a-sin'ik
Completed	Oo gin uk-tuk	Deaf	Tos luk'tuk
Comrade	Ong-yow	Deal	Ow'tin
Concert	Sow yok'to it	Deep	E tik til ang'a
Confirm	Kan uk'ra	Deep	E shoo'to
Congratulate	Ko ya'rook	Deer	Too'too
Consumed	Nu woot'ka	Deer, winter	Oo ke u'lik
Consumed	Nu mer'o	Deer, summer	Oo pun rah'me
Continue	Og lan'i tuk	Deer, white	Koo ne'ag
Cook	Egah ro'a	Deer, young	No'whok
Cooking	Oot koo'che	Deer horns	Nog'ar uk
Cooked	Oot'kah	Deer, buck	Pung'nek
Copper	Ko noo'yok	Deer, running	Pun el ik'to
Cord	Ok lu'nok	Deer fat	Kown'ok
Cormorant	Kong a yo'kok	Deer excrement	On'nite
Corn, bunion	Unt'moke	Delicacy	Too ping'a
Corral	Kong'o vok	Departed	Ah wik'to'ak
Correct	Ong ek'to	Depopulated	Noon a re'a
Correct	Nu e gal'lo'a	Depth	E tip chung'a
Cotton grass	Pod la'rok	Desert	Okok che re cho'a
Cotton grass	Pola'ra	Desist	At'a
Cotton stalk	Na'ka-a ro'it	Devil	Toon rok
Cottonwood	Nin'ook	Did	Tuz'ra
Cough	Koo ik'chu	Difficult	Shung'e rook
Cough	Noo'wuh	Dig	Kah ve ok'to a
Count	Ke peet'ke ge	Dig with pick	Se klokt o'a
Courageous	Kuma ro'a	Dipper	Kol'la
Cousin	Unakutea	Dipper	Ky'uta
Cover	Met to'a	Dipper	Im o'ga
Crab	Po ju'ba ak	Dipper	Kol'let
Crab	Kok'keok	Dirty	Wah'ak
Crab	Nig a rok'puk	Dirty, not	Wan'e cho
Crab	E la hoyhayet	Disappeared	Pe yik'tin
Crack	Eon'neh	Dislike	Oo me shook'too
Crane	Tah tiz'a rok	Distant	Ah'pi
Crane tripod	Nog'a ruk	Distemper	Mul a kul'a ro
Cranky person	Kig look to ak	Divide	Ah yoo ga'wah
Craw	Poo ye'ga	Divorce	Chav o' a
Craw	Poo ey'ak	Dizzy	E ring'ru rok
Crazy	Ke nung'a ro a	Do	Po la'tuk
Crazy	Til ki'yok	Do it	Ke' a
Creek	Keog ru rok	Down	Nat kol'a lik
Crisp	E lek'se mer uk	Down here	Ta kun'a
Crook	Pah ret'a	Do you know?	Il u weat so'a
Crooked	Al o'ra	Dock (vegetable)	Al lu'e kut
Crooked, very	Nal lo'ret	Dock (vegetable)	Ko ut'le rok
Cross, upright piece	Nuk per'uk	Dock (vegetable)	Kaw'kut
Cross-bar	Oon na shed'ner uk	Dock, small	Eat'pik
Cross-bow	Sat koo'lik	Dock, small	Su'rel
Crossing	Nok toh leti'choa	Doctor	Un ut'koot
Crossing	Nok tok'to a	Doctor-house	Un ut koo'a
Crown	Kob ro'a	Doctor-house	Ungah u luk'it
Crush	Oo wok'to	Dog	King' mok
Crush	Oo lu'ga	Dog pup	King meal'rook
Cry	Ke a'rook	Dog pup	Ke moo'good
Cub	Ab a ro tal'ik	Doll	In une'wok
Cuff	Shuk a mit'ka	Done	Tuz'ra vah
Cup	Kale gow'ro	Don't know	At'chu
Cup	Im u gow'roa	Don't know	Kan o'me
Curlew	Shoo oop'took	Door	Mopto'rok
Curse	Tow'yok-sing oon'a	Door-mat	Al o k'le'on
Curve	Mung e chuk	Dorsal fin	Chung ho
Cut	In'yo	Double	Ta pete'tok
Cut with woman's knife	Oo loo ra'me	Down	Nat koh'alik
Cut with knife	Chow we'tuk	Down here	Ta kun'a
Cut with scissors	Chal'e gah	Down there	Kah yun'a
Cut up, I	E rok se lung a	Down in	Shum mun'a
Cut you	E rok se lu'tin	Drag	Oo ne ah'ah
Daffodil	Ma lu kut'tow ro	Draw or write	Og'a late
Dam	Pal uk'tit	Drawers	Al'ik'sok
Damp	Mok'luk	Dream	Senatoaktow'na
		Dress	Oo ye ge'a ya

ANGLO-ESKIMO VOCABULARY—Continued.

Dried	Panek'ta	Family	Nal ma'at
Drift	Teep'sret	Fan	Pat koo tak'took
Drill	Ne uk'toon	Far	Oon a sik'took
Drill-handle	Pe shik'se rok	Fast	Shuk a sho'a rone
Drill mouth-piece	Nok'sru	Fasten	Nu o go ty'cho
Drink	Im uk'to	Fat	Ook'sruk
Drink	E chu'ga	Fat person	Ko in' u rook
Dripping	Koo'chuk	Father	Al'pa
Drop	Ir upe kah ah	Father-in-law	Ong a yo kong'ek
Dropped	Ir upe kwok'to	Fathom	E chung'neh
Drowsy	E yah zra rung'nah	Fear	Hah'netā
Drum	Sow yung'a	Fear	E ta'rok
Drum	Sow'yok	Fearful	E kche'ak
Drum	Kil' yown	Feather	Mut koo'a
Drum-stick	Moon wa' a	Feather	Mit koon'ik
Drunk	Imun'a-uktung'a	Feel	Tap pe'choke
Duck, widgeon	An a ve'a	Feet	E te' gite
Duck, crowbill	Ot'pah	Feldspar	Al'le' gro
Duck, eider	A mow'lik	Female	Ok an'ok
Duck, eider	Me'tik	Few	Ame ok'tua
Duck, eider king	King'a lik	Fight	Tig a lo'a
Duck, young	Ok peen'ik	File	Pin yah a go'ra
Dull	E pik'tuk	File	Pe now'gan
Dust	Cho plek'towah	File	Pin yow'a
Duster	Til a hut'cho	File	Ah yeh'ok
Dwarf	Inu'vok-utting'ok	File	Ag e ak'tua
Dye, red	E nung ne'ak	Filing	Pin yowk'toong a
Eagle	Ting me ak'puk	Pin	Tal ik hu' it
Ear	Se'tik	Find	Pah ket'kega
Ear of animal	Se nke'tat	Find not	Pat chu ang'a
Ear-ring	Poo'too	Fine weather	Nip tok'took
Earth	Noon'a	Finger 1	Tik'eh
Earthquake	Noon'a-keo pe'ruk	Finger 2	Ka tek'a ilk
Earthquake	E boo ro'a	Finger 3	Mik'e lik
East	Ki wunt'nuk	Finger 4	E tik'kook
East	Ke vung'nuk	Finger, thumb	Koob'loo
East	Pah mung'nah	Finger-nails	Ka kwet
Eat	Ne ah'zrook	Finger-joints	Im u lu'ra
Eat	Now a yok'to	Finished	Tuz ra'va
Eat	Nek a yok'to	Finished, not	Tul ven'e cho
Eat, wish to	E ying'ye ok	Fir	Na pak too'it
Edge of a board	Ege le'kret	Fir	Ke ru'pe ak
Edge of a blade	Ke eng n ung'a	Fir	Oo nok'set
Eel	Kob koy'ek	Fir	Pin' yuk
Eight	Ping t'shu-okving'ile	Fir	Ik'nek
Elastic	In u pe'a	Fire	Ik nek'awik
Elastic	Kush'uk	Fire-place	Ah kal'look
Elbow	E koo che'ga	Fish	Ah kal'ui
Empty	Noo woot'ka	Fishes	Nik'shik
Enceinte	Nar a ehok'to	Fish-hook	E pe tung'a
End	E'chook	Fish-line	A bah lu hat'ta
End	E cho'a	Fish-pole	Mun'uk
Endway	Tal ing'nara	Fish-pole	Ko'bra
Enemy	Tal oke'ne ruk	Fissure	Oak sung'ok
Enemies	Tal loko'whate	Five	Tal'e maa
Engine	Ow la'ta	Five of them	Tal e man'ik
Enough	Tuz'ra	Flag	Tok'o yo
Enough	As in'o	Flag	Ow let'ka
Ensnare	Se uk sow'te tik	Flag	E la'le
Enter	E chum'a	Flag-pole	Na po'y'oke
Entered	E chuh'in	Flame	E pir a ve'a
Entering	Ko he'wik	Flapping	Se ek ru it'tu it
Entrails	Il gow'we	Flat	E la'che
Erase	Oo le'rok	Flattened	E la tum'ne
Even	Ah le mez're gook	Flaw	E ke che'tit
Evening	A koo'puk	Flea	Puk la ya'ok
Evening star	Num'nek	Flesh	Nek'a
Every one	Il u hut'in	Flint	Kook'shook
Exceedingly	Ok too' ret	Flint	Koo wuk'sruk
Excellent	Na koo pe yak'to	Flint scraper	Ung'mah
Excrement	On'ok	Flint dresser	Kig le
Excrement	Pook shak'tuk	Flipper	Chit'kwo
Exhort	Kat chug'a	Flirt	Ang a chuk a chuk'cho a
Extinguished	Kom mit'kon	Floor	Na'tah
Eye	E'rit	Floor	Nat cheet
Eye-brow	Kob hu'it	Flour	Noo kah'ah
Eyelid	Kim me go it	Flour	Ky u cha'ok
Eye, open	E'rit co' chuk	Flower	Me lu kut'a
Eye-glasses	Ere'gak	Flukes	Chok'puk
Eye of a needle	E'gra	Flukes	Ah ki'chung
Face	Ke'nowk	Flute, with teeth	Ke'ret
Fade	E chook'to a	Flute, with needle	Mun ek'chuk
Fail	Pe uk'pah	Fly	A nok'luk
Failed	Pe uk'to ak	Fly	Na lu'ga ret
Fall	Ki yaw'ro	Fly, blue-bottle	Oob a u'buk
Fail over	O lo'rok	Fly, blue-bottle	Nib a u'buk

ANGLO-ESKIMO VOCABULARY—Continued.

Fly, v	Ting'a ro	Gnash	We la'ruk
Foam	Kap oot/lok	Gneiss	Ook a ru'rok
Fog	Tap tik'to	Gneiss	Ka'te
Fog	Tap took/took	Go	Ah yok'to
Fog-horn	Kook ti'took	Go back	I ne ak'to
Foggy, is	Tap shu'a why	Going, I am	Ah young ne ak'to
Following	Tun'a rah	Going inland	Pan nang ne ak'to
Fool	Tit ki'ok	Going, we are	Ah lang ne ak'to
Foolish	Ke nung ok'to	Going home	Ah nun ne ak'te go
Foot	Tig go'tit	Gone	Ah lok'to
For	Oon el'o	Good	Na koo'ra
Foreign	In u pe'a	Good, not	Na kwe'chuk
Forget	Po woko'to	Goose, black	Lik lin now'ro
Fork	Na'erane	Goose, white	Kang'oot
Fork, table	Kok ez'rit	Gooseberry	Luk u e yak e rook
Fork, table	Koo ke'it	Gossip	Ne put'e ro it
Fork, creek	Kong'een	Grampus, white	She to'ak
Four	Se san at	Grampus, white	She sho'ak
Four of them	Se samau'ik	Grandfather	Too ti lo'a
Fox, blue	Ke en rok'tu ra	Grandmother	At ti'loo
Fox, red	Ky uke'to	Graphite	To ko ro mo'tok
Fox, white	Koosh/kok	Graphite	O rok'sa kow
Fox, white	Pe koosh/kok	Graphite	Miu'une
Fox, white	Ko re'gah	Grass	Pe nik srait
Fox, white	Te re in'de a	Grave	Kom'mook
Fox, cross	Ki en'rak	Grave	Kom'mook
Fox, cross	E las'ret	Gravel	Kah oe'a
Fox, silver-black	Ke en uk'tuk	Great bear (<i>ursce ma-joris</i>)	Too a tow'ruk
Fox, silver-black	Tin'oop	Green	Shung ok'to ak
Freezing	Kok it ke gah'tin	Grindstone	Ah ge'ok
Fresh	Ke le'pra	Grindstone	Me n'it
Friend	Nu i gi'lu	Grip	Ah zre gng'luk to ak
Fringes	Ke ek tow'ra	Gristle	Na tak ko'ak
Fringes, skin	Nig er ah toot'ka	Groin	Na wik kung'a
Fringes of hood	E chel'a wik	Grooved	Ke'kut
From	Ah wan'e	Grow	Og lan a ok'to
Front	Am o'kwoi	Grow	Now'ro
Frost	Ah'poon	Gull, black (jaeger)	E chng'mok
Frost bite	Ke ret'te gah	Gull, black head	Kook'a ru
Frost-bite	E zre ko'ak	Gull (burgomaster)	Now'yak
Frost fish	Kal loo'ret	Gull, black-tip wings	Nat chan a bar'o
Frost fish	Kal o'at	Gull, young	Cha ret'ko ga
Brown	Kun a le'rok	Gums	E kit'ke
Frozen	Kwawk	Gun	Shu'poon
Frozen	Se ku me'ruk	Gun, 44 Winchester	Cha wil'ik
Frozen mist	Tat'too	Gun, 45 Winchester	Cha wil'ik puk
Frozen limb	Ke ret'ta	Gun, 45 Hotelkiss	A now ti'lek
Fry	Pe chik che lek'to ak	Gun, rifle, Henry	E ke me a'lik
Frying-pan	Pah chik che tan	Gun, Sharp's	Oo choo rel'a
Fugitive	Oit la'rek	Gun, carbine	Ni shu'ra
Full	Seel a wik'to	Gun, shot-gun	Kok a poy ok'toon
Full of life	Ah kim nok'to ak	Gun, shot-gun	Mon ya la rek'toon
Fun	Koo'in	Gun, shot-gun, Rus-sian	Shoo poot a gow'ro
Future	Oo blak'o	Gun, firing pin	Oo shuk shug'a
Gale	An o wa'kah	Gun barrel	Shoop ru'a
Gale	An o wa'yah	Gun barrel	Toob loo'a
Gall	Shung'yah	Gun cover	Shoo poo'te po'gah
Gall	Sung'ah	Gun extractor	Nik she ag'a
Gap	Chow'no	Gun guard	Kok a la go'ra
Gargle	Oo e a'lego	Gun hammer	A now tung a
Gasp	Nug a hok'to ak	Gun hammer	Ka roo'tuk
Genial	Ah nu na cho'ak	Gun magazine	Alo rung'a
Gesture	Wam it'in	Gun muzzle	Pung'a
Get	Pele ge	Gun nipple	Chu pla'ru
Get out	Owk'se lah	Gun ramrod	Pow la'yo
Get out	Oo ma shook'toong a	Gun sight	Lah low tig'a tow
Get out	Chu ru ok'o ne	Gun sight, hind	Muk tow go'tow
Get out	Oo ma gib'o	Gun spring	Pe shik she'rok
Ghost	Ek che ro'a	Gun stock	Ke ru'a
Ghost	Too noo ri'ok	Gun trigger	Pok e yung'a
Giant	Kil'e	Gun wad	Me lig'a rok
Giggle	Ig lat o'ro a	Hair, of head	Nu'ya
Gill	Mur'sho	Hair, of animal	Mit'koon
Girl	Nu ge uk'suk	Hair, of body	Ting'e
Girl	Ok au ow'rok	Half	Ah wig a luk'puk
Give	I'took	Half	Attun'e a wig a luk'puk
Give me	I che'me	Half	Ko pin'na yak
Give back	Kol n'na	Half	Ko'pah
Give, I	Ong e goo'tin	Half of a thing	Iglupe'a
Gizzard	Nat moo'ta	Hammer	Kow woo'te
Glad	Pel let to ro'ak	Hammer	Kowt
Glass	Mik o ok'to ak	Hammer	Kuz ru'tok
Glow-worm	Poo gwok so a hoy'ak	Hammer	Kuz'rute
Glove	Ah zre gite	Hammer	Ne win nok'took
Gluttony	Mup po wa'ga	Hammer	
Gnarled	Pow a wek'to	Hammer	

ANGLO-ESKIMO VOCABULARY—Continued.

Hand in hand	Tasse oak'took	Hungry	Na ka chuk'loon a
Hand to me	Tam ut'che	Hungry	Kah'cha
Handle, <i>v</i>	Te kum'e ve'a	Hungry	Kah'tu'a
Handle of knife	U poo'zruk	Hunter	Too we'ket
Handle of ax	U po'a	Hurry	Shuk kel'ly
Handle of scraper	Ool ge'lik	Hurry	Shup kwer'uk
Handsome	Se tang'e rook	Hurt	Ar'ah
Hand	Ah re'gite	Hurt	Niu nok'to
Hang up	Kok it'kah	Hut	Too puk'a rook
Happy	Koo yel goo'chetin	Husband	Oo wing'a
Hard	Teek'to ak	Husband	Oo we'ga
Hardwood	Eek'kik	I	Oo wing'a
Hare	Oo kal'ik	I have	Kok'it-ko'ne
Harlot	Chung uk'too rooka	I am uncertain	Kan o'me
Harness	An'oot	Ice	Se'ku
Harpoon	Ka el'ro	Ice cream	Al lupe'to ak
Has	Ta kum'a pe-gah	Ice pike	Toag
Has been	Ta kum'a-se mer'uk	Ice pressure	E boo ro'ak
Hasten	Ok a yok'e a yoo	Ice scratcher	Aze gown
Hat	Nash a to'cha	Ice flaw	E ke che'tet
Hatch	Pa'ya	Icicle	Koo choo'le gah
Hatchet	Oo le ma gow'rok	Idle	Sava ak'choong toong a
Hatchet	Kot la pow'rok	Ill tempered	Kap zha'rook
Hate	Oo me chook'too	Immovable	Sin'ik
Hatred	Ton yo yok'tu tin	In	Kah mun'a
Have	Kok'tit	Indifferent	Shung'e cho
Hawk, grouse	Kiz ra gow'ik	Intercourse	Kooc'alu pe'lu
Hawk, marmot	Kil'ruk	Intercourse	Koo ya goo'ta
Hawk, marmot	Kil'reh	Intercourse	Ko ke ko ag'a lo
Hawk, bird	Kiz ra gowik'ok	Inside	Il yo'ne
Haze, tease	Nu ve ro'it	Inverted	Le'rek
Hazy	Nip ti'luk	Iron or steel	Chow'wik
He	E'lah	Is for	Oon'a
Head	Ne a ko'ko	It is there	Tuz'ra ok'pe
Headache	Ana nok'tu	Island	Ka kek'tah
Hear	Te shi'ro	It	E'lah
Heart	Oo'mun	It	Oo'kwah
Heart	Oo mut'a	It is	Po la'ruk
Heart	Oo ma'ta	It is done	Tuz ra'va
Heart-burn	Kun nok'to ak	It is snowing	Konik'takah
Heaven	Kong'ook	It was	Muzrago'a
Heaven	Kong'o	Itch	Kil'ye
Heavy	Oko mi'chuk	Jab	To ak'to
Heel	King mik'a	Jade	Kok sook'to
Hell	To koad'rook	Jar	Ko he'wik
Help	Pu wat'ing	Jaw	Tam o'whotik
Help	Nu lu whok'to	Jaw	Wan eto'ak
Hen	Ok an a sel'a	Jealous	Chung nayek'to
Her	E'la	Jelly-fish	Ippeah'ro
Hers	Eel'yat	Joint	Am'ia ga
Hero	Ta man'e	Jump	Minutok'to
Here now	Muz'ra	Jump up and down	On u a wetok'to
Hew	Oo loo ma ro'a	Keep time	Ah moo tin
Hiccough	E choop'cha look to	Kettle	Oo koo che'to
High	Muk a chan'a	Key	Ke loo chuk
High towering	King ik'took	Kick	Ah rok'to
Hill	E'het	Kidney	Dokto'a
Hill	Ye o'net	Killed	To akto'me
Hip	Kat pug'a	Killed	Shoak er'o
Hip	Che ve ah'ga	Killed	Ta koot'ka
Hip	Ko'che	Kiss	Ke ma ke'ta
His	E'lan	Kitchen	E'jah
Hiss	Oo sing'a lo	Kite	Pa room'a
Hit	Tig a look'a	Knee	Muk'luk
Hoisted	Pan'a	Knee	Nob a lute'ka
Hold	Tig u'ga	Kneel	Chate kong'araoa
Hold	Te u'ga	Knee-pan	Chate ko'a
Hole	Poo to'a	Knife	Chow'wik
Hole, torn	A lik'tik	Knife, woman's	Oo loo'ra
Hole, torn	Al'eh	Knife, pocket	Pinn'tok
Hole in ground	Nip ter'uk	Knife, pocket	Pinyukto'ro
Honest	Tig a la ute'chah	Knife, pocket	Pin ek'ta
Hood	Nash'oon	Knife, pocket	Tob a ta'too
Hoof	Mik'a	Knife, pocket	Tapik topt'o'a
Hook	Kok a zru'ok	Knife, skinning	Kavingaro'a
Hop	Now ye rok'tuk	Knife cut	Chow wik'tuk
Horizon	Al on'ok	Knock	Tik'loo
Hot	Oo nok'to	Knock	Kal luk'in
House	Ig a lu	Knock	Il ik'a
House traders	Ig a lu'puk	Knock in tree	Ah kwel'a
House, summer	Too'pik	Knock in tree	Ek'aro
How	Kom'mo	Know	Il eech e mug'egah
How much or many	Kap sin'ik	Know not	Nel a ru'a
Howl	Ma goo'ruk	Know not	Nel a we'ga
Hug	Ye kik'a	Knuckle	Ne gib'li boy
Hungry	Ne ar a chuk toong'a	Labrets	Tov'toka

ANGLO-ESKIMO VOCABULARY—Continued.

Ladder	Men how'te	Loud	Nip'pe
Ladle	Kok'are	Louse	Koo'maik
Ladle	Kog a ru'ru'ma	Love, I	Na ko og'a ra
Lagoon	Tash'uk	Love, you	Na ko ag a gin
Lake	Nazra'vok	Lump	Ok lum'ok
Lake, large	Na'peek	Lung	Poo'waih
Lame	Ship shi'lok	Lustful	Pal lig er ak tow'tin
Lamenting	Ke a ro'a	Lynx	Nu to'ya
Lamp	Nan'uk	Mad	Kin nung'a ro a
Lamp chimney	Kow look'in	Mad	Kun ook'too
Lance	Ke ta tuk'too.	Maggot	Koo maik
Land	Noon'a	Magnifying glass	Kin u gal'ro
Land otter	Pum ma uk'tuk	Maid	Nu le ak ebe'a
Lap	Kok to kok'e	Make	Sa vak'to
Lard	Ook'a ruk	Male	Ong'oon
Large	Ong a zro'ak	Male	A'yoon
Large	Ong a zru'rum	Mammoth }	Ke lig'a buk
Larvæ	Ow ya'rek	Mastodon }	
Lashings	Ne ming'a	Mastodon ivory	Ke lig kom nok se go'a
Later	Munt ne'a go	Man, native	In'uke
Laugh	Ig'a lok	Man, white	Na lah mute
Laughing	Ig'a lok'to	Man, white	Tan'ik
Lazy	E ka chook'toong a	Man, white	Kob loo'na
Lead, v.	Tak sew'wa	Man, negro	Tawk ta loo'rum
Lead, n.	Kok a ru'rok	Man, old	Ong a yo kog'nek
Lead	O'whok	Man, native, plural	In'weet
Leaf	Ma loo'ga tuk	Marline spike	E zro'gown
Leaf fat	Kown'ah	Marmot	Seek'sreck
Leaf tobacco	Koo yer a'cho	Marrow	Pot'ka
Leaf tobacco, long	Shu rok a ro'me	Marrow of bone	Pot ka tol'nok
Leaf tobacco, Russian	To oak a pe'a	Marry	Pig'a
Leak	Oo win'a gow	Marry	Nu le owk'kel owk to
Lean person	Pun now'ro	Marten	Kap we to'ak
Leaving	Ki yo'ro	Mask	Ke'nowk
Leap	Nish e gok'tuk	Mast	Napak'tit
Leather	Ah koh'a le grok	Mat	Tep kal'nate
Leave	An ning	Matches	E koo'tit
Leer	E ret keet'ka	Match safe	E koo to'ra
Left	Kun nez're se	Mate	E ga'lu
Leg	Nuke	Mate	Ni pung'a
Lend	Ah tuk'to a	Mattress	E kib'era
Let go	E pe'gown	Me, mine	Oo wung'a
Let go	E pung'a	Measure	Oo rah'ah
Level	Mum ok'to	Meat	Nek'a
Lever	Ka pe'go an	Melt	Ow'ka
Lever	E pook'ta	Men	In'weet
Lick	Al look to'a	Menses	Og lek to'ak
Lie	Chuk loo	Menses, excessive	Ong eg a ro'a
Lie, I	Chuk lu ru'ne	Menses, excessive	Oz re ke ru'ruk
Lie, you	Chuk lu'rutin	Meteor	E ga'tah
Lie, not	Chuk loo'ne cho	Meteor	E ga'nek
Lie down	In ok'to	Mica	A'fe go
Lie down to sleep	Sin ik shok'to	Midnight sun	Ne pe leak'shek
Lift	Ke wik'a	Mineral, red	We'ehok
Lift me	Ke win me gah'me	Mink	Te re ak'puk
Light	Ik ne a'to	Mirage	Oo weet che'a
Light weight	O ka chu'ruk	Mirage	In ip koh'ah
Light, very	Woit tuk	Mirage	Ne upe kok'to
Light, very	Woit tu row'nek	Mirror	Tah ok to'a
Light, very	Ka na ak se ruk	Mislaid	Sha nit'to
Lightning	Ik'nek	Miss	Ne la'to
Limb	Ah a yate	Mitten	Ot kot'ek a
Limber	Tik sow'min e luk	Mitten	Ite kot e ka
Limp	Shu shog ip pok'to	Mitten	Ite kun
Line rope	Ok lu'nah	Mole, lemming	A win'rate
Living	Il u pah ung'a	Mole, pimple	Oup'tuk
Lip	Kok a lo'a	Monkey wrench	Ore'yowk
Listen	Ah tut'a	Month }	Tat keh
Little	Min ig zrum'ik	Moon }	
Little	Mik a zru'rum	Moon, new	Nu boil'a ne
Live	In yo'rok	Moon, first quarter	Now ak'tuk
Live	An uk'toot	Moon, full	Im ug e lik tik'toa
Live	Yoke'a lu	Moon, last quarter	Ke mook'to
Liver	Tin'ook	Moon, old	Tat ke lang'ne ak cho
Lock	Ah yoke'kwoik	Moon, 1st phase	Oo'me ang co'te
Lofly	King ik'took	Moon, 2d phase	Ab a tok'pa
Loins	Pe'kwah	Moon, 3d phase	Oo leet'took
Lonesome	Il e ah'rook	Moon, 4th phase	Oo me a-h lok'te
Long	Tuk'a zrook	Moss	Too to'kwok
Loom, of an object	Oo'weet	Moss	Shu'lay
Loon	Kok so'it	Moss	Ah koh'go
Loon	Kok a ro'it	Morning star	Og'a ro
Loon king	Too'lik	Morsel	Chu lu pe'to ak
Lost	Tak ak to'a	Mosquito	Kik to'ate
Lost	Pat che ang'a	Mosquito, long	Nu e yok'a rook
Lost, not	Pat kon e'cho	Moss, sea	Nay a ra ke

ANGLO-ESKIMO VOCABULARY—Continued.

Moss, fuel	Mon'cak	Not enough	Ne kip cak/to
Moss, reindeer	Oo me'chat	Not enough	Mok lu'it
Moss, reindeer	Ne'kaht	Not good	Pe'lu
Moss, berry	So'whot	Not here	Pe'luk
Moth	Mal u'go uk	Notch	Ke pil a gang'a
Mother	Al'ka	Now	Puk mum'my
Mother	Ah kah'ga	Now	Puk'mah
Mother-in-law	Ong ung'uk	Now here	Mun'e
Motion	Ow la tin	Nozzle	Koo'vwa
Mountain	E'het	Nurse	Tig a mu ah'ga
Mountain	Oo'men	Oar	E poo'ta
Mountain sheep	Imp na'ok	Ocean	Oo na'ne
Mountain sheep	Too too imp'ni	Ocean	Toy o'ne
Mouse, brown	Poo kook'tit	Of	A'go
Mouse, brindle	Ke lon mu'tik	Off	Pah'ne
Mouse, gray	Oo gru'nok	Off	An
Month	Kal oo'kin	Oil	Ook a rook
Move	Ol la'ro	Oil	Ook'sruk
Move off	Ow lum'e	Oil stove	Ko lip chch'a wik
Multitude	In u ba ook'took	Old thing	Oo too'kok
Mushroom	Ah yo'ok	Old man	Ong a yo kog'ara
Mushroom	Ah re gah'on yok	Old woman	Ok a u og'a rook
Music	Yaw hoo'te	On	E'to
Music	Ah tut e gal uit	On	In im ne'a
Mus. instrument	Ah tuk'atong	One	A tow'shek
Mus. instrument	Ah tuktoo'ra	One of them	A tow'she me
Musk ox	Oo mung'mong	Onion	Now yate
Muskrat	Kep gal'lup	Onion	'Too pit too'u it
Muslin	Naz ra'vok	Only	Ke she'me
Mussel	Ah ve'ok	Open	Oo moo ey'khuk
Mussel	Ab'ayok	Open	Oo me uk'kuk
Mustache	Oo muktin'e	Open	E ta'ke
Mustache	Oo ne'nek	Opera glass	E reh'a ro
Muzzle	Oo brow tit	Opera glass	Kin u ok'tuk
My place	Oo waptin'la	Opposite	Mutte'roo
Myxine	Ko pal'uk	Orca (killer)	Ah'a lute
Nail	Ke ka'ik	Orphan	Il e ah'a rook
Naked	Ting ung'a	Ostracise	Enmero'a
Name	Ot'kuh	Other	Ot'la
Name	In'a le	Ours	Oo wung'a loo
Narrow	Oktoo'reet	Out	On'e ru
Naval	Ko'lecho	Out of the light	Pe yik'in
Near	Konik'to	Outside	Kong ing'a
Near	Kon atu'ra	Outside of house	Seel a mon
Neck	Kong ashe'nek	Outside of house	Seel ya tan'a
Neck	Kong ik she veeng'a gah	Over	Ko ling'a ok
Need	Pe shook kel awk'to	Overcloak	Kap'e tok
Needle	Mit'koon	Owl, white	Ook'peek
Needle	Mit'koot'agana	Owl, young	Ook pe'gi lo
Needle-glovers	Pun el'uk	Owl, brown	Ik na sa'ik
Needle-glovers, fine	An mik cho'a	Owl, brown	Ik na sa a hoy'ik
Needle-glovers, large	She lik to'a	Owl, long ears	Too ta'u let
Needle, round, fine	Ko og'rukik	Owl, small brown	Al'tok
Needle, round, large	Ko og zreet'on ik	Paddle	An oo'tit
Needle-case	E ya me'ga	Paddle	Ok'o
Needle-case	Oo zhum'ok	Paddle	Ak'kon
Needle-cushion	Too'loo	Paddle	Ong a wok'to
Negative	Ne gung'a	Pain	An nu'tok
Neglect	Much amok'to	Paint	Na'noon
Nephrite	Echig'nook	Pair	Tak er o'a
Nerve	Oto'uke	Pale	Me chest che'uk
Net	Ko'bra	Palm	Oo too'muk
Nettle-rash	Pin u roo'a	Pan	Pin'u loo
New	Nu'tok	Pantaloon	Kum'a
Night	Oong nah'puk	Pantaloon	Nel a kow'tuk
Night	Oong'nah	Pantaloon, short	Kok'le
Nights	Oo noo'nek	Pantaloon, woman's	She'ra leag
Nine	Ko ling otali'a	Paper	Mop'po gite
Nipple	Nc loong'a	Paper	Og a la nok
Nit	Ik'kik	Parsnip, wild	Mush'o
No	Nah'ga	Pass (in mountains)	Im ate'kon
No, will not	Pe'chuk	Past ages	Hi pah'ne
No more	Pi luk'tuk	Pastime	Hi pah'go
Nod	Na yung'a	Path	Too'mit
Nodding	Na yung okto	Pearl	Im aik'to ak
Noise	Ah yo'many	Pelvis	Hing'i
None	Pete pa la'ruk	Pencil	Og la'nah
None	Pete pi'ruk	Pencil	Og'low'n
None	Pe ne'latin	Peninsula, Alaskan	Im ah'ok
North	Ne'ga	Pepper	Ken yak'roon
North	Ne'yak	Perched	Me'tuh
Noso	King ok'a	Periwinkle	Ha goo'na
Nose, big	Moong a kok'to ro a	Phalarope	Ok vil a tum'ik
Nostril	Natut kwo'a	Phalarope	Chay'ok
Not anything	Pete pe yak'to	Phalarope	Owg ro'a
Not desired	Pe chung'e cho	Pick (tool)	Se klokt

ANGLO-ESKIMO VOCABULARY—Continued.

Pick up	Tig a shu'rok	Pyrite	Ik' nek
Pickle	Kong'a look	Quack	Ka toak'kook
Picture	Og'a late	Quick	Kel a man'ik
Piece	Ow e'ka	Quill	Te tak zro'gah
Pieces	Ap woak'to	Quit	At'a
Pike (fish)	She	Radish, wild	Kwik'nek
Pike (fish)	She'ok	Raft	Koo a whok'tit
Piling up	E roo voo'uk	Rain	She la'look
Piling	E be'ruk	Rainbow	Too loo'muk
Pill	Il n'oon	Rainbow	Oov wan'uk
Pillow	Ah'kin	Rainbow	Chaw'ne
Pimple	Kig'lik	Raining	She la look'to
Pincers	Kou'e gown	Raise	Mi nke'to
Pinch	Pe n'ka	Ramrod	Pow la'yo
Pinch	Hoo moo ok'to ak	Rapid	Kel u ro'ak
Pin feather	Maw'na	Rapids	Tap ka'nite
Pipe	Cha'nok	Raven	Too loo'a
Pipe	Che na'ya	Raw	Ah ook'chook to a
Pipe, fancy	Ko in'yok	Razor	Pik cho'in
Pipe cleaner	Chu ba la'ta	Read	Chah ok'tuk
Pitch or toss	Nah lu'kate	Ready	Ah min'oft
Plait	Pil gi'rok	Recently	Ikth'vok
Plane	E'koon	Receptacle	Poag'ra
Plane	E lnk too'ak	Red	Ka rek cho'ak
Planing knife	Mik'lik	Reflection	Ta kung'a
Planing knife	Ky u'ta	Reflection	Tok'ha
Platform	E keh'geet	Reloading tools	Cha row' te
Play	Al lay chook'toong a	Reloading tools	Kok a retik
Plenty	Am a lok'tuk	Reloading tools	Too'tik
Plenty	Am a li'tuk	Remaining	Ong a yang'ik pe
Plover	Na shat to ol'ik	Remember	Lu'bet
Plover	E rez'go vraik	Remove (take off)	Pe a le'go
Plover, black belly	Elak tel'ik	Return	Oo tik'took
Pocket	Ek'a we	Returned	Oo tektin'e
Pocket	Eag a we'e kin	Reverse	Le'rek
Pocket	Kaw ma we'it	Revolver	Ik lo per'o
Point, z	Tig a rah'ah	Rib	Too loo'me
Point, v	Ong a na'nok	Rice	Savakor'a
Poise	Pe took kah'took	Rich	Oo ma'la
Poke (air bag)	Tog a ro'pok	Rifling	Ko og'aru
Poke (air bag)	Ab a tok'puk	Right	Ah kun'alo
Poke (air bag, whale)	Ah wuk tok'puk	Right side	Oo whil yig'a
Poke (air bag)	Pook'sruk	Rim	Ah me'chuk'e
Polo	Az u tok'to	Ring	Katuk alim'a
Poor person	Il eak'puk	Ring	As ka me'tuk
Poor person	Il eak'chuk	Ringworm	Ne goo'n
Poor flesh	Pan uk too'tin	Rise up	Ok ah'put
Popgun	Shoo poo'wa	River	Kook
Porcupine	E lah'ka sook	Rivet	Ke ka ik'ok
Porcupine	King ok'a look	Rivulet	Koog ru'rok
Porcupine	E lup kwot'ok	Road	Ap kwot'e
Possession	Pe'gah	Road	Al'o
Pot	Ko lip'se	Road	Ap'kon
Pot	Oot koo'chik	Rock	Oo yaw'ok
Pot	Lub lub'lah	Rock	Oo yaw'life
Potato	Oot'kwe	Rocks	Oo yaw'tuk
Potato	Put'kweet	Rock tower	Oo kec'ok
Potato	Sha'ro	Roe	Chu'wa
Ponch	Til om ni u'te	Roof	Ki'luk
Pour	Koo ve'ga	Roll, n.	E moo'gwah
Pour	Koo'va	Roll, v.	Ok suk'to
Pour down	Chuk choo'lu roa	Rooster	Ayoon sel'a
Pour out	Koo vim	Root	Nu'ma
Poverty stricken	E kung a ro'a	Root, substitute for	
Powder	Ok a rum'ik	food	Ah'wa
Powder flask	Ok a ruk'chute	Rope	Ok lu'nah
Present	Pig'a ren	Rope, pass me	Ok lunok'noot'me
Press	Nat kut'ka	Rope is off	Ok low'rok
Pretty	Ah re'ga	Rotten	Te'pe
Prickly	Ip kol nok'to	Round	Ke ep'kok
Primers	Ik na grum'ik	Rub	Ahik'chu
Ptarmigan	Kah'way	Rub	Telaif'igin
Ptarmigan	O koz're gaik pe ah'rook	Rudder	Ah ko'ta
Ptarmigan, hooded	Ok oz re gew'ik	Rug	Ky o ko'tik
Puberty	Wing ik to'ak	Rule	Leet te'u'uk
Puffin	Ke lung'ok	Run	Ok pok'to
Pull	Nook a ta'ya	Run behind	Ma lik sok'tuk
Pull	Che ung'a roo	Running water	Shokawok'tit
Punch (rivet)	Ke ka gown	Rust	Kal'ik
Punk	Ap pi'to	Rusty	Kaliksemer'uk
Pup	King me ah'rook	Sack	Kal uk'tah
Pup	Ke moo'good	Sad	Eche mal'otoo
Purple	Tung uk'to ak	Saddle, venison	Oo kwet'a
Pursuers	O nik'kik	Said	Oo kwok'ton
Push	Shoo poo loo'a	Sail	Ting a la'tok
Put	Shum'na	Salmon	Ah kal oo'rok

ANGLO-ESKIMO VOCABULARY—Continued.

Salmon	Oo kwad lu'okpuk	Ship	Oo meak/puk
Salmon, humpback	Amok/tit	Shipwreck	Oomeak/puk-shuk/ametuk
Salmon-trout	Ah kal oo pik'pye	Shiver	Ka ip/ka
Salmon-berries	So'wlat	Shiver	Oo lik/to'a
Salt	Toy'oke	Shoot	Shoo pootil'ago
Salt water	Toy'oke	Shoot	Pe tik/to
Salt meat	Too to'a lo	Short	Ni'chuk
Same	Ty nun'a	Short	Ni shoo'ra
Same as that	Ty nuwah/sing	Shot, n.	Kok a roy'ah
Sand	Kah've'a	Shot	Kog ru'ek
Sand-paper	Kal a'o	Shoulder	Too'e gah
Sand-bar	Tap'kok	Shoulder-blade	Ka ati'ga
Sand-stone ball	Eluk'tuk	Shoulder-strap	Kuh yoo'ta
Sat	Akoopukaloo'ra	Shove	Pe kok tin
Saw, n.	Oo loo'oktoon	Shove in	Ko he'wik
Saw, v.	Oo look'a	Shovel	Noo'ah
Seab	Ah me'a	Shovel	Piet'room
Scales (to weigh)	O ko ma etah'ga	Shovel	Pig'ezoot
Scallop (shell)	Now yaki'ya	Show	Tow'took
Scalp	Oo toog'wa	Shrimp	Ig le'a
Sear	Ka la'ok	Shrimp	Ig ne'ek
Scar	Kil ya gow'a	Shrimp	Now lan'ok
Searo	Hah ne'tah	Shroud	Poong'a
Scissors	Chal'ekt	Shrubbery	Ok peek
Schooner	Mal o gow'rume	Shut	Oo mig'le ta
Schooner	Malo te gow'tuk	Shut door	Oo mig'le pe
Scoop out	Ky u'to gau	Shut up	E'ek/tut
Score (20)	Ke'pe ak	Siek	An'a nah
Scrape	E kook/tookin	Side	Kat'che
Scraped	E kung'agoa	Side	Shan'o kok
Scraper	E'koo	Sideway	Ik a yuk'to
Scratch	Kitcho'a	Sigh	An ukta puk'to
Scratch	Cha nke chu ahchu'na	Silly	Ook wok to ro'a
Screw	Na katow'gota	Silver	O'whok
Scruff	Cho a me'ma	Sinew	Ewal'oo
Sculpin	Koneyo'ok	Sinew	E ya'lu
Sea	Oo na'ne	Sing	At toil'oo
Sea urchin	Ik pe ak'ru noy	Sink	Ke veru'a
Sea quail	Ok pol'uk	Sister	Ni'ya
Sea quails	Ok pala'ret	Sister	Ni'yung
Seal, banded	Esho'wuk	Sister	Nook'a
Seal, banded	Ky roll'ik	Sit	In eek'te nek
Seal, common	Nat'chik	Sit	Ok o we'tin
Seal, thick skin	Oog'a rook	Six	Ok vin'le
Seal, leopard	Kat'che gai'k	Six	Ah chag'a ret
Seal, sinew	Na loo'a	Six of them	Ok vin le'ne
Seal, blow hole	Od lu'it	Skates	Ky ya yar'til leet
Seal, baptism of dead	Nat chum'ok	Skeleton	Too noo'ok
Seam	Kelo'a	Skin, human	Oo win'ok
Seasons past	Nipah'ne	Skin, animal	Ah'me
Seated, be	Okavoo'tin	Sky	Keb lu'it
See	Kin ya go	Sky	Ke'luk
See	Tow'took	Slap	Ek'a rok
Sell	Ahke'chuk	Slate	On nok
Send	Ah wukt eehah'tin	Slate	Tan nal'ook
Servant	Kape'gah	Sled	Oo ne'et
Setting hen	Evaro'ok	Sled, low	Kom mo'te
Seven	Tal'ema-malro'nik	Sled, one man	Oon a zrook'tuk
Seven stars	Sheroop/satuk	Sled-track	Tu mon'eat
Seven stars	Se kup'chaluk	Sleep	Sin'ik
Sew	Kilayok'to	Sleeping	Sin ik'to
Sew	Kil look'to	Sleet	Me shu'look
Sew	Mega ruk'toa	Sleeve	I sha'a
Sew, double seam	Mal'okillu'it	Slice	Tir'a lu
Sew, palm and needle	Seat'mon	Slide	Ki ya to'ak
Sewed	Killa yung'aroo	Slide	Che che'ru
Sewing	Kle ya nektu'na	Sling	E'hlook
Shad	Seclook'took	Slippers	Pin u'ra
Shadow	Kok'otate	Slop-bucket	Koo va'yo
Shadow	Tah ah oak	Slough	Tash'uk
Shadow	Toh'na	Slung-shot	Ow'ya
Shake	Ow let'ka	Small	Mik'ero
Sharp	E op'ke lup	Small	Ko ne ah'wa
Sharp knife	Chow vep'kelup	Smile	Ig low up chuk'cho'ak
Sharpen	Ken uk shuk'tuk	Smoke	E'che
Sharpen	Ke pektol'ago	Snail, sea	Scha look'a yok
Sharpen	E pik chol'ago	Snake	Nu mug'aik
Shave	Oo ma'ya	Snare	Ne'yok
Shavings	E va goo'tit	Snare	Toak a look/shok
She	Ok an'ok	Sneeze	Tog a yuk'pak
Sheath	Ke na le'tok	Snipe	Noo'a luk
Shell	Oo wil'u	Snipe	I vuh'uk
Shell, flat	Malu gwituk	Snipe	Tal ig'o wait
Shell fish	Im an'e	Snore	Ko mo'izuk
Shin	Kin ah'zrook	Snow, fallen	A'poon
Shin	Kin ah'ga	Snow, fallen	Ah neah'poon

ANGLO-ESKIMO VOCABULARY—Continued.

Snow, falling	Kon eek'cho a	Stocking	At toad/lok
Snow house	An'e yok	Stocking	Al tik a lo'ne
Snow house	An nu'yok	Stocking	Pin u kun'ik
Snow house	An a we'chok	Stocking	All lik'se
Snow house	Ap'e yok	Stocking	Pin'a hok
Snow-blind	E ga look/to	Stomach	Nar'a kwok
Snow-bird	A moud'luk	Stomach-acho	Nok'a e'lun
Snow-bird	A mow tok'puk	Stoop	Pol uk'tuk
Snow-bird	Ooke uk tow'ra	Stop	Ah'kun
Snow-bird	Ah what tal e gow'ro	Stopped up	Ong ne'a
Snow-shoes	Tag'e look	Stove	Ik nek'a wik
Snow-storm	Kon eeh puk/to	Stove pipe	Poo ey yek'a wik
Snow-drift	Kap'e gah	Strait	Mal o tik'lona
Snowing	Kon eek'a rah	Strap	Nat mow tund'a
So	Munt'na	Strap	Nan ma'tah
Soap	Ye kok'koon	Straw	Kok'rate
Soap	Me al'o	Strike	Shuk a mit/ka
Soft	Owek'to	String, twine	Min ok'took
Soft soil	Ook a ru'a	String, leather	E'chook
Soften	Ke roop to'ak	Strip	Koo pe ge ke'ga
Sole	At tung'a	Stripe	Che vol'geet
Some	Oo'va	Strong	Shung'e rook
Song	At to'a lu	Stubborn	Ah gung a ro'a
Sons	Ek a yang'a	Succession	Am ne ah'ru tit
Soot	Pow'la	Suck	Kok to me ok'to gah
Sore	Kil'ye	Sugar	Kap se'tak
Sorrel, wild	Kong'a look	Summer	Oo pan'rok
Sorry	Kot tung'a go ra	Summer	Oo pan yug'a ra
Sound, or gulf	E'lu	Summer	Oo pan'rah
Sound (noise)	Ah tuk'kwai	Summer fur	Shog'ok
Soup	Im'a kok	Sun	Shi kin'ya
Soup	Al loo'ra	Sun	Mer'suk
South	Oong'a luh	Sunrise	Noo'a rok
South	Oo mud'luk	Sun dog	Ne ge uk'tuk
Span	At lik'a chan	Suspenders	E ka re'chek
Speak	Kan'uk	Suspenders	No ak a la o'ta
Speak	Ab'a bah	Swallow, or similar	
Spear, bird	Moee yat'ing	bird	Toy n'nek
Spear, seal	Muk set'uh	Swallow	Eel'a wo
Spear, seal	Too'ka	Swallowed	Eel a ok'pe
Spear, seal	Toak'pe	Swan	Koog ru'it
Spear, whale	Now'a luk	Swan	Koog'rook
Speckled	Ko kood'look	Sweat	Oo nok'ja ka me
Speckled	Og lek to'ak	Sweat	Kiz ze oak'tuk
Spectacles	E rek'a rah	Sweat dance	Kiz re guk'tuk
Spectacles	E zre'gak	Sweep	Til a oon'a
Split	Koo ve'ro	Swelling	Po wit'to a
Split	Oo lek'shuk	Swelling	Il goke chik'cho ah
Spoilt	Te'pe ke/zrook	Swim	Poo grat'to it
Spoon	Allo'tok	Swing	Ow la'rok
Spoon	Al lu'tok	Table	Nek'a wik
Spots on moon	In une op kwo'tah	Table	Ne koo'wik
Spotted	Katek to a tik	Tag (a game)	On oo ke'ga
Spout of whale	Oo nung'ne rah	Tag (a game)	Oo lap kit'ke a
Spread	Man o che'nok	Tail, bird	Pup'ke
Spring (season)	Pun noog'a rook	Tail, animal	Pum my oo'ga
Spring (season)	Oo pun ruk shuk	Tainted	Tip'late
Spring of water	Kal en'ok	Take	Tig'goo
Spy-glass	Toak'a lo	Take	Tig a ak tu'a
Square (tool)	Ook'toon	Tako	Tik a we'a
Squat	Ok vil'a to	Take down	E nok ot'tu a
Stab	Men'uh	Take from	Aht e'ga
Stain	Im u'na	Take up	Te u me uk'tuk
Staircase	Ke le'a luk	Take away	Ah vung'a
Stake	O yah'i	Talk	Oo kwok'to
Stale	Ow rel'a	Tallow	Pood nan'uk
Stamp	Koet'ne tuk	Tan	Eet kil ak'a rook
Stand	Nuk koo'yuk	Tassel	Nig'er'ah
Star	Oo blu'a ok	Tattoo	Tab la o'tit
Star-fish	Ah re ga'luk	Tea	Neuk'kwuk
Star-fish	Og ra o'it	Tea	Chy
Start	Ma lik'pa le	Teapot	Neuk ko'mo
Stay	Kin ma nok'to	Tear (rend)	A lik'tah
Steal	Tig'a lik	Tears	Te'ya
Steam	Poo'yuk	Tease	Kil yo'ro
Steam launch	Ik nel a gow'ruk	Teeth	Ke ru'te
Stern (vessel)	Ah ko'a	Teeth	Te kru'tit
Stick, r.	Ne pe'to	Telescopic glass	Tob ro'a
Stiff	Oo ma'rok	Telescopic glass	Tob lo'a
Stiff	Tik a ya'rok	Temple	E go we're
Stiff	Tik sow'mer uk	Ten	Ko'leet
Stiff	Nok'e ru	Ten of them	Ko lin'ik
Stiff	Ke took'a cho ak	Tent	Too'pik
Stink	Ko ne ok'to	Tent	Balap'kar
Stir	Ow la'yo	Tent flap	E tik to'a
Stir	Ah kup'ka	Termigant	Ah gung'a ro a

ANGLO-ESKIMO VOCABULARY—Continued.

Tern	To ret ko'yak	Trap	Nan na'reok
Tern	Mit ko ti'luk	Travail	Nib la a ro'ak
Tetter	Ne koo'yah	Travail, difficult	Im'nachokto'a
Thank	Ko yan'o	Tree	Na pak'took
Thank you	Ko yan ot tu'a	Tree climbing	An a nok toak
That	Tum'na	Tree creeper	Ty'u
That	Oo'kwah	Trout	Oo kwad lu'puk
That is it	Ta muz'ra	Truly	Chuk loo ne'cho
That one	Tab room'a	Truth	Chuk lu le'luk
Than	Owk se mer'uk	Truth	Chuk lu'rok
The	Im ne'a	Tub	Oo vok'to
Them	Tap'kwo	Tumble	Oo ling'le lok
There	Oo woo'ne	Tumor	Ob'arah
These	Tap'kwo	Turbot	Natak'took
They	Oo'kwah	Turbot	Natang'nok
Thick	Muk too'ruk	Turbot	Ik kah'nalook
Thick	lb bru'ra	Turi	Mun'o it
Thick weather	Mun ok'to	Turn	Toom'ago
Thief	Tig a lik to'a	Turn around	Pawa'neruk
Thigh	In u o'muk	Turn back	Toom'atin
Thigh	Ki u'e	Turn forward	Ki neshah'tin
Thimble	Tig'a	Turn over	Ok chelok'to
Thimble	Tig'aga	Turn from	Mow ne show tin
Thin	Shat tu'ruk	Turn from	Mu me ek'to
Thin	Shat'tu	Turn my	Tu'room
Thin	Muk too'ka chuk	Turn upward	Ki ya'ta
Things	Ot lum'ok	Turn your	Tu ra'tin
This	Oo'va	Twine	Kwip'sbok
This side of	Ne sha'ne	Twist	Kle pik'chin'ia
Thong	Ah'lik	Two	Hi'pah
Those	Tap'kwo	Two	Mal'ho
Those	Oo'kwah	Ugly	Nok e week'shu
Thread	Oo wal'oo	Ulcer	Ko he'wik
Thread	E ya'lu	Unbalanced	Nu ok'sha rook
Thread, intestine	Yogowtik'sok	Uncertain	Kan o me'ke
Three	Ping'ishute	Uncle	Kang a yang'me a
Throat	Toopt u'ra ken	Under	Ko wek'to ak
Throbbing	Toak tuk to'ak	Undo	An uk'cho
Through	Pah wan'e	Unfit	Il u'a lok
Throw	Pe yuk'suk	Unroll	Oo shoo gwit'ka
Throw	Oo te'ka	Unseen	Tow toong'ik pe
Thumb	Koob'loo	Untie	Ung a wil'kin
Thunder	Ke lo ok'ru it	Untie	Un ob'ro gi
Thus	Mant'na	Unwell	An'a nah
Tickle	Ko in uk tu'ma	Unwind	Ne lep'toon
Tide water	Toak'kook	Up	Mi yo'lo
Tired	Chel: a ak'chuk	Upright	Nuk puk'too
Tired	Minook'took	Upright	Nuk per'o
Titulate	Ah kal ook chok to ak	Upside down	Le'rek
Tobacco	To pam'a	Up to there	Me chok'to tin
Tobacco, plug	Kowk'ta	Urine	Kwi'ro
Tobacco, Russian	To pam ik pe'a	Us	Oo wag'oot
Tobacco, Russian	Kot'leet-topam'a	Valley	Kut ko nel'e ot
Tobacco, chew	Oo'elah	Vanish	At a sheet'she
Tobacco, chew	O ko may'a	Vapor	Poo e yow'ko
Tobacco leaf	Shu roka ro'me	Vein	Tah'ok
Tobacco sack	Til om ni u'te	Venercal	Nok'e rook
Toboggan	Che cho ok to'a	Venercal sores	Ke lik'she
Toboggan	She to whok'tif	Vestibule	Pah
To-day	Oo blu'puk	View	Ite
Toes, big	Pootoo'go	Village	Ig'a lute
Toes, little	Koeb'loo	Violin	Kil'ow
Toggle	In in'une	Violin	A lo'ta
Tomcod	Ans le ok'puk	Viso	King'muh
To-morrow	Oo blak'o	Vise	Kik knig'gow ro
Tongue	Oo'kok	Vise	Ow'a rok
Tongue	Oo'wa	Vise	Kig'e tik
Tools	Cha vovte	Visit	An uk'ta
Top	Nato'a	Volcano	Ik ne shek'a rook
Top-sail	Ko le'ra	Volcano	Ik neshoog'a rook
Torn	Al ik'to	Vomit	Mak ik'cho
Torn	Te let'ko	Waist	Ka te'rah
Tossing balls (hands)	E ga'lu-a sha'ga	Wait	Nan ak'o
Tossing balls (hands)	E ga'lu-ke cho'na	Wait a little	Un ak'kun
Tossing balls (feet)	Nuk pung'a	Wake up	E tug'a shaw
To there	E sho'ne	Walk	Pe shu'ru
Tough	Te upe'tuk	Walked	Pe chu nok'to ak
Towel	In a'yo	Walking	Pe shu ok'to
Towel	Ek'nuno	Walrus	I'wok
Tower	Oo kee'ok	Walrus tusk	Too'wa
Town	Too pukeru'it	Walrus tusk	Too war'uk
Track	Too'may	Wand	Ke liz'rook
Tracks	Too'mon	Want	Pe shook'took
Trade	Tawk'se	Wanted	Pe gow'tin
Trade	Ah ke'chuk	Warbler	E rit kan'e zuk
Transparent	Kit ko ate'kon	Warbler	Oo pin row'lik

ANGLO-ESKIMO VOCABULARY—Continued.

Warm	Oo nok'to	Whittle	Chow wel'a roy
Warrior	Ong a ya'kite	Who	Kin'ya
Wart	Oot'mok	Wick	E pir'ak
Was	In el'o	Wido	Nu le'eat
Wash	Ir a vik'to	Widgeon	Kru'kuk
Wash basin	Moo se an'a	Widgeon	U'wok
Water	Im'uk	Widgeon	To'yok
Waterfall	Ere'to-im'uk	Wife	Nu le'a
Waterfall, slight	Shok a wok'to	Wife	Koo ne'a
Waterfall, medium	Man ik'to	Wife, my	Ok a ru'ra
Waterfall, grand	Shok a wah ik'took	Wife, my	Kawk
Water, none	Im a'cho	Willow	Chn'tet
Wave	Ow lit'ga	Will	Ko'ko
Waves	Im uk tok'took	Win	Tok she'ro
Way	Al'o	Win	Goo re lok'tu il
We	Oo wung'a loo	Wind (to ball)	Im u'ga
Weak	Te ya'cho	Wind	An o'wa
Weak	Te cha'cho	Wind, east	Ke lung'a
Weather	Seel'ya	Wind, north	Ne ge'a
We are going	Ah yung ne ok'to	Wind, north	Ne'yak
Weave	Loo loo'luk	Wind, south	Oong'a lah
Wedge	Kah koo na	Wind, south	Oo mand'luk
Well	An e'vah	Wind, west	Kik'ek
Well	Ne rah ak'puk	Wind, west	Kong ung'nung
Went	Ah uke'to	Window	E go lah'to
Were	Shum'na	Windpipe	Too'p'u
West	Ka tek	Wing	E Shok ku'a
West	Nik'ik	Wing	E chu'ka
Wet	I lok'to	Winter	Oo ke'puk
Wet soil	Mok lak noon'	Winter	Oo ke'ok
Whale	Ok'a wuk	Winter darkness	Kop lo'tok
Whale, large	Oo ching no'al	Winter darkness	Shi kin'ye luk
Whale, small	In u'to	Wipe	Pe'yok
Whale, small of	Pub'o greet	Wire	Cha'wik-al o'ra
Whale back	Tiu ung'a	Wish bone	Mit ko'a
Whale belly	Shag'a	Wish-bone	Pot'a mak
Whale ear	Oo gung'a	Wolf	A moh'oak
Whale eye	E ring'a	Wolf	A mow'o
Whale fin	Ak lik'o ma	Wolk, dark	E goh'a lik
Whale fin	Tal ik'hu it	Wolverine	Kap'we
Whale head	Che og na	Woman	Ok an'ok
Whale jaw	Mop'lo gok	Women	Okan'ite
Whale meat	Muk'tuk	Wood	Ke ru'it
Whale spout	Ah nung'ne rah	Wood	Ke'rook
Whale spout-hole	King'ah	Wood (limbs)	Ke ru'mik
Whale tail	Chok'peek	Wood, drift	Tak ig er'ie-ke'rook
Whale tail	O wuz'rok	Work	Sa vak'tu
Whale vent	Oo zhug'ok	Worm	Too let'chuk
Whalebone	Sho'kok	Wound	E ke'na
What	Chu	Wreath	Ke pit ching'a ro a
What	Shu'ma	Wring	Kit'look
Wheel	Ok shuk'to	Wrinkle	E mon ik'ten
Wheel	Og a ra lu'it	Wrist	Ty u no'ka
When	Shu'pen	Writing	Og luk'to
Where	Nah	Writing	Min u ok tok'to
Where	Nah'me	Yawn	Ow chow'to
Where	Nan'ne	Year	Oo ke'ok
Whetstone	Moo ho'ya	Year (next)	I pah'go
Whetstone	Seet'ice	Yellow	E chook'to ak
Whetstone	Seed'le	Yes	Ong ek'to
Whetstone	Ah yeh'ok	Yesterday	Oo noo'mon
Which	Sho	Yesterday	Ik pug rah'puk
Which one	Ke'tuk	You	Il'we
Which one	Ke'sho	You (familiar)	Oo'ma
Which way	Nut'mon	You are	E lip'cho
Whip	Paw lah'ta	You have	Ill im'ne
Whip	Ko ke ah'hi ta	You will	E lip'tin
Whisky	Tong'ong	Young boys	Nu gat pe gi lo
Whisky	Im'uk shred'na	Young girl	Nu go uk'suk
Whisper	Ish u ba nuk'tuk	Young girls	Nu ge uk sow'ro
Whistle	Oo in yo ok'to	Young man	Nu gat pe'a
Whistle (tin)	Kal loak'ta	Young men	Nu gat pe ah'ro
White	Ka tek'to ak	Yours	E lip'che
White fish	Too'poo		

ESKIMO-ENGLISH VOCABULARY.

Ab a bah	Talk	Ah'a lute	Whale killer
Ab a lau'ha'ta	Fish-pole	Ah'a rouk	Loon
Ab'a rok	Summer festival	Ah'a yate	Limb
Ab a rotal'ik	Cub bear	Ah'che	Get
Ab'ayok	Mussel	Ah'che'a	Berries
Ag a ak'tua	File	Ah cheat'chy	A plant
A'go	Of	Ah chok'to	Lend
A'go e'tite	Of them	Ah chok'tun	Lend

ESKIMO-ENGLISH VOCABULARY—Continued.

Ah drai'ne	Ancient	A koo pe'ta	Chair
Ah geh'ok	Grindstone, whetstone	A koop te tet'in	Long boots
Ah gang'a ro a	Stubborn	A koop tik'ta	Long deer boots
Ah hol'ik	Old squaw duck	A koo'puk	Evening
Ah ik'chu	Rub	A koo puk a loo'ra	Sat
Ah'ka	Mother	Al'a pah	Cold
Ah kah'ga	Mother	Al a pak'took	Very cold
Ah ka'l'look	Fish	Al a pah yak'took	Intense cold
Ah ka'l'ui	Fishes	Al e ga'ret	Small oogaroo seal
Ah ka'look'pe	Little brother	Al e geet'ke ta	Border
Ah ka'look'rok	Salmon	Al'ego	Mica
Ah ke'a	Bay	Al'eh	Ripped
Ah keche'na	Relative	Al ep'e ta	Back and forth
Ah ke'chuk	Buy, trade, sell	Al geet'cho	Could not
Ah ki'chung	Whale's tail	Al gong'a	Birth
Ah kim nok'toak	Full of life	A lek'tah	Tear, tattered
Ah'kin	Pillow	A lik'to	Full of holes
Ah ko'a	Stern of a boat	Al lay chook'toonga	Play
Ah koh'a le grok	Black tanned leather	Al le'gro	Feldspar
Ah koh'go	In the morning	Al lo'ke gy	Have they gone
Ah koh'puk	This morning	Al look'to a	Lick
Ah'kok	Bitter	Al loo'ra	Soup
Ah kooey'tuk	Short cloak	Al lu'e kut	Dock weed
Ah kook'a look	Sleigh bell	Al lupe'to ak	Ice-cream
Ah kook a lung'a	Dinner bell	Al lu renk chum'na	Put on coal
Ah kook a lu'ok	Ship's bell	Al lu'tok	Spoon
Ah koon	Paddle	Alo	Crooked
Ah koo'ta	Batter	Alo'a	Coal
Ah ko'ta	Rudder	Al ok'egah	Wet
Ah'kan	Stop	Al o kle'on	Door-mat
Ah kun'alo	To the right	Al on'yok	Horizon
Ah kup'ta	Stir	A loot'koo che ne	Alone
Ah'kut	A plant	Al o'ra	Bent
Ah kuz'rait	Canvas-back duck	Al o'tok	Spoon
Ah kwel'a	Knot in a tree	A lo'ta	Volin
Ah lang neak'to	We are going	A maga rok'to	Sew
Ah'lik	Thong	Am a li'tuk	Plenty
Ah lok'egy	Are they gone	Am a lok'tuk	Much, plenty
Ah lok she na'luk	Will not go	Am e ok'tu a	Few
Ah lok'to	Gene	Am n ga	Joint
Ah'me	Skin	Am ne a ru'tit	In succession
Ah me'a	Scab	A moh'ook	Wolf
Ah me'chuke	Rim	A mok'tit	Humpback salmon
Ah mik cho'a	Fine glover's needle	Am o'kwoi	Front
Ah min cok'te goot	Put on canoe-cover	A moo rok'to ak	Doctor frothing
Ah min o'it	Ready	A moud'luk	Snow-bird
Ah moo'tin	Keep time	A mowl'geet	Eider-duck
Ah ne ah'poon	Snow on ground	A mow'lek	Eider-duck
Ah nu na cho'ak	Genial	A mow'o	Wolf
Ah nung ne ak'te go	Going home	An	Off
Ah on'yok	Old squaw duck	An'a nah	Sick
Ah ook chook'to ak	Raw	An a nok'tu	Headache
Ah'pah	Father	An a ve'a	Brown duck
Ah pah'tu	Don't	An a yang'ik po	Remaining
Ah'pi	Distant	An e'vali	Well
Ah re'gay	Beautiful	Ang a chuk a chuk'	Flirt
Ah re gay'luk	Starfish, clubs in cards	choa	
Ah re'gy	Glove, hand	Ang'yow	Companion
Ah rok'to	Kick	An'ing	Leave
Ah'te ga	Take from	An ing a ak'pe	We are leaving
Ah to me'z're gook	Even	An in'wile	Old marmot
Ah tik'a lo ne	Stocking	An in'yok	Old marmot
Ah' tok	Small owl	An nun ne ak'to	Not coming
Ah tuk'kwai	Sound	An nu'tok	Pain
Ah tuk tow'ra	Musical instrument	An nu'yo'k	Snow house
Ah tut'a	Listen	An o hok'to ak	Climbing
Ah uke'to	Went	An ok a chook'toon ga	Wish to get to a closet
Ah upe'kot	Box	An ok'a wik	Closet
Ah vu ga'wah	Divide	An ok'kuk	House fly
Ah vun a pum'a	From now	An ok'la	House fly
Ah vung'a	Take from	An o'kla	Air
Ah wan'e	From	An o ko'luk	Ship's block
Ah wik to'ak	Departed	An o lo rok'to	Kill
Ah wuk tok'puk	A poke	An'oot	Dog harness
Ah wun'mute	Chum	An oe'tit	Paddle
Ah'ya	Staff	An o'wa	Wind
Ah ych'ok	File	An o'wa kah	Gale
Ah yo'a	Cancer	An ow ok'loon	Axe
Ah yok'te	Go	An ow ti'luk	Hotchkiss rifle
Ah yo'ok	Mushroom	An ow tok'puk	Kind of bird
Ah yung'ne ak to	We are going	An ow to la too'tek	Hotchkiss bullet moulds
Ah zhu'ak	Bruise	An uk'cho	Undo
Ah zre'ga	Let	An uk'ta	Visit
Ah zre'vuk	Worm	An uk ta puk'too	Sigh
Ah ka'rak	Medium box	An uk ter va'luk	Breathe
Ah ke le'ga	Decoy	An uk tok'to	I will go, too

ESKIMO-ENGLISH VOCABULARY—Continued.

A nang'ne rah	Whale's spout	Che zrel'geet	Small white stripe
Ap'kon	Road	Chik'a ro	Wink
Ap kwot'e	Road	Chim o'ra	Bind
A'poon	Frost, or snow	Chit'kwo	Flipper
Ap wouk'to	Piece	Cho a me'ma	Scarf
At'rah	Ache, hurt	Chok'peek	Whale's tail
A so'ret	Berries	Choo loo me'a	Bowstring
A shu'na	What	Choop loo'ro	Gun nipple
A shu'rok	Bad	Cho plok'to wah	Dust
A shu pi ak'to	Very bad	Chowrio	Gap
As ke me'tuk	Finger ring	Chow wep'ke lup	Sharp
At'a	Desist, quit	Chow we'ruk	Steel blade
At'a go	Notice	Chow we tuk	Knife cut
At ak'en e	Weak	Chow'wik	Iron, steel, knife
At a sheet/she	Get out	Chow wik'tuk	Cut with knife
At cha kin'ga	Who is he	Chu ba'la ta	Pipe cleaner
At'chu	Don't know	Chu blu'ok to	Blow breath
A tig'a	Cloak, coat, shirt	Chu'cha	Ace
At if'a go	Put on cloak	Chug'a ren	Answer
At lik'a chaw	Span	Chuk a mik'a tok	Butterfly
A tow'shek	One	Chuk'loo	A lie
A tow she'me	One of them	Chuk loo'le rok	Not a lie
At tan'e	Beyond, after	Chuk loo'ne chin	You don't lie
At tik'a lone-ig'alo	Pair of stockings	Chuk loo'ne cho	Not lying
At ti'loo	Grandmother	Chuk loo'ne luk	I don't lie
At toad'lok	Stocking	Chuk loo ru'ne	I lie
At to'a lu	Song	Chuk loo ru'ten	You lie
At toil'oo	Sing	Chuk loo'ok	Cache
At took to a	Lend	Chum o rek'to	Heavy cloak
At tun'e-wit'o	Out of reach	Chung'o	Dorsal fin
At tung'a	Sole	Chung ne ug'gah	Chest
At tut'a	Backbone	Chung na yek'to	Jealous
A tuk a tong'rner uk	Musical instrument	Chung mug'gah	Breast
Ans le ok'puk	Tomcod	Chun uk too roo'ok	Harlot
A ve'ok	Mussel	Chu'ret	Willow
A vwo	Root, substitute for tobacco	Chu'u	Tea
A wad'luk	Father-in-law	Chu uke chu ah'chu a	Scratch
A what tal e gow'ro	Snow-bird	Chu'wa	Roe
A win'yate	Lemning	Chy	Tea
A wuk te chah'tin	You will send	Chy'elke	Cache
A yo'many	Noise	Chy yoong'a ro a	Empty-headed fool
A yoon	Male	Dak to'a	Kidney
A'yoon-sell'a	Rooster	Do'bra	Sufficient
Az'e gown	Ice scratcher	Eag a we'e kin	Pocket
Az re gow'a	Let it be	Eag ru'ga	Testicles
Az u tok'to	Pole	Eat'pik	Small dock weed
Balapkar	Tent	E boo ro'ak	Earthquake
Bonelek'to	Leader	E boo roo'ak	Ice pressure
Chah ah lin'a tuk	Butterfly	E'che	Smoke
Chah ok'tuk	Read	E che'a	Chimney
Chak'a ana	Breast of deer	E cheh'a wik	Hood fringe
Chal a o'tat	Wolf and wolverine trim-	E cheh'in	Enter
	mings blended	E che ma'o	Think, believe
Chal'e gah	Scissor cut	E che ma'o too	Sad
Chal lek'che	Scissors	E chig'a nok	Adze or nephrite stone
Chal'nok	Bone	E'cho	End
Chal nok cho	Take out bone	E cho'hin	Wing
Cha lupe'took	Morsel	E'chook	End
Cham'e rah	Apron	E chook'to a	Fade
Chan'ik	Deer hair	E chook'to ak	Yellow
Cha nok	Pipe	E choop cha'look to	Hiccough
Chap poo'te	Bird's nest	E chow'ta	Adam's apple
Chate ko'a	Knee	E chu'ga	Drink
Chate kong'a roa	Kneel	E chug'e ra	Seven
Chavo'a	Divorced	E chu'ka	Wing
Chav'ok	Divorced	E chuk'a leun a	May I enter
Cha vow'te	Tools	E chuk' alik a go	Come in
Cha wik,a lo ra	Wire	E chuk'a rook	Go out
Cha wil'a ro me	Whittle	E chuk'a tin	Come in
Cha wil'ik	.44 Winchester rifle	E chuk la'ago	I go in
Cha wil'ik'puk	.45 Winchester rifle	E chum'a	Enter
Cha wil'rok	Brass	E chung'mek	Parasite gall
Cha wing'mon	Iron	E chung ok'olek	Parasite gall
Chaw'ne	Rainbow	E chu'roa	Stagnation of blood
Che bo a	Bottom of sole	E ek'tut	Shut up
Che cha'm	Slide	Eek'kik	Hard, pliable wood
Che gok a look'to ak	Brittle	Eel a ok'pe	To swallow
Cheh a ak'chuk	Tired	Eel'yat	Hers
Chich'a lo ne	Cache	Eet kil ak'a rook	Tanned
Che na'ya	Pipe	E'gah	Kitchen
Che og'u a	Whale's head	E gah ta gow'ro	The cook
Che'ra	What now	E gah ta ro'a	The cook
Che to ok'toa	Toboggan	E ga lah'to	Window
Che ung'a ra	Pull	E ga la moak'tuk	Moonshine
Che ve ah'ga	Hip	E ga'look	Enough
Che vol'geet	Large white stripe	E ga look'to	Snowblind

ESKIMO-ENGLISH VOCABULARY—Continued.

E ga'la	Mate, or one of a pair	E pik'tah	Dull
E ga lu a sha'ga	Tossing balls with both hands	E pir'ak	Wick
E ga luk'cho	Can not see out	E pir ak'a ve a	Flame
E ga lu'-ke cho'na	Tossing balls with feet	E poo cho'a	Put a handle on
E ga me'ga	Needle case	E poo'ta	Oar
E ga'nek	Meteor	E pung'a	Let go
E ga ro'a	Cooked done	E ra'ge	Exclamation of fear
E ga'tah	Meteor	E re gak	Eyeglasses
E ge'le'kret	Edge	E re ge'me	I saw
E goh'alik	Black wolf	E re'gik	Saw
E go she'to	Ashamed	E rei'aro	Opera glass
E gow'e re	Temple	E rek'che ro a	Screen over the dead
E het	Mountain	E re lukcho'ak	Blizzard
Eh'loo'	Sling	E reu'ik	Cave
Eh'uh	Yes	E re tek'pe go	Worn out
E kachook toong'a	Lazy	E re'to-im'uk	Waterfall
E ka lu ga	Mute	E rez'go vrait	Plover
E ka ma ro'a	Smonldering	E rik'a gah	Goggles
Ek an yang'a	Sons	E ring'ru rok	Dizzy
E ka re'chek	Suspenders	E rit	Eye
Ek a ro'a	Knot in a tree	E rit'kane zuk	Warbler
Ek'a rok	Slap	E rit keet'ke	Leer
E ka ru'la	Deer pen	E rit shak'a moo nek	Eyes shut
Ek'a we	Pocket	E ro kok'lua	Take down
Ek che'ak	Fear	E rok'se lung a	I cut up
Ekchero'a	Afraid	E rok'se lu tin	You cut up
Ek che'ro a	Ghost	E roo voo ok	Piling up
E ke che'tet	Edge of shore ice	E se voo'wuk	Gun spring
E kel'gut	Elevated cache	E sha'ne	To them
E ke mealik	Rim-fire Winchester rifle	E shaw os'til ook	Gun caps
E ke'na	Wound	E shok'ku a	Wing
E kib'era	Mattress	E sho'wuk	Banded seal
E kit'ka	Guns	E shuh'a wik	Chimney
Ek'nune	Towel	E'shuk	Leather string
E'koo	Scrap	E tako'	Open
E koo che'a	Elbow	E te'gite	Feet
E koo che gah	Elbow	E tig'a rok	Hearts, of cards
E kook'too tin	You scrape	E tik to'a	Tent door
E'koon	Plane	E tip chung'a	Depth
E ko'o'ta	Matches	E tip til ang'a	Deep
E koo'te ra	Match box	E tit'kook	Little finger
E koo'tet	Matches	E to	On
E ku ku'kuma	Blister	E to ok'to	Snap off
E kung'a ro a	Poverty stricken	E tug'a shaw	Wake up
E kung'ne	West	E tuk'too ak	Plane
E kuth luk'suk	Black-tanned leather	E u ti let	Gone out
Ek woi'a ro	Bonfire	E va goo'tit	Sharings
E la'chu	Flat	E va'lo	Clam
E la'go	Him	E va'roak	Setting hen
E lah	He, she, it	E'vu	Blister
E lah in ik'to	When did he	E vuk'che roa	Medicine rites
E lah ka'sook	Porcupine	E wal'o	Thread or sinew
E la hoy'ha yet	Crab	E yah'ra rung na	Drowsy
E lak'tel ik	Snipe	E ve'weet	Kind of grass
E la'le	Flag	E yar'ok	Black bear
E lan	They are	E ying'ye ok	Wish to eat
E las'ret	Cross fox	E zre gok'to a	Chased
E iate	That, it	E zre gown	Marline spike
E la tum'ne	Flattened	E zre ko'ak	Frost-bitten
E la n'tet	Comb	Foch i yung'or	Baby dear
E le'tok	You do it	Goo re lok'too it	Win
E lik se mer'uk	Burned black	Hah	Yes
E lin'ne	You have (singular)	Hah ne'ta	Scared
E lip'cho	Yours	Hi'	What (exclamation)
E lip'cho	You have (plural)	Hing'i	Pelvis
E lip'tin	You will	Hi'pah	Two
E lip'tik	You	Hi pah'go	Recent past
E lite	He is	Hi pah'ne	In the past
E lu	Sound or gulf	Hi pung'a	Mate, or second person
E luk'a luk	Back of hand	Hi upe'kaw tuk	Small box
E lup'kwo tuk	Porcupine	Hi upe'kot	Large box
E luk'tuk	Sandstone ball	Ib'low	Unborn seal
E lung'a	Enough	I bru'ra	Thick
E mon ik'ten	Wrinkle	I chel'o e guy	Shall I give
E moo'gah	Roll	I che'me	Give me
E moo'gwah	Coil, or roll up	Ig'a lok	Laugh
E mun'e ak	Seashell	Ig'a lok'to	Laughing
En me ro'a	Ostracise	Ig'a lu	House
E num'ne ak	Alder dye	Ig'a lu'puk	Trader's house
E op'ke lup	Sharp	Ig'a lute	Town
E pe'a	Cup handle	Ig'a la to ro'a	Giggle
E pe'goun	Let go	Ig le'a	Shrimp
E pe tung'a	Fish line	Ig lo per'o	Revolver
E pik chow'l'a go	Sharpen	Ig low up chak'choak	Smile
E pik'choun	Sharpen	Ig lu'pea	One side
		Ig ne'ek	Shrimp

ESKIMO-ENGLISH VOCABULARY—Continued.

Ik a vuk'to	Sideway	In u vok'ut ting a	Dwarf
Ik kate'chu ru a	Lazy	In'weet	Native men
Ik'kik	Nit	In'yo	Cut
Ik na sa'ik	Brown owl	In'yok	Beetle
Ik na sa ahey'ik	Brown owl	In yo'roke	Live
Ik ne'a	Fire	In'yuk	Bug
Ik no a'to	Alight	I pah'go	Next year
Ik ne grum'ik	Primers	Ip kuh na'luk	Turbot
Ik'nek	Lightning or pyrite	Ip kel nok'to	Turbot
Ik nek a tik'sok	Primers	Ip koon'ik cho	Scrape
Ik nek'a wik	Stove or fireplace	Ip pe ah'ro	Jelly-fish
Ik nek o ti luk	Not a steamship	Ir a wik a-a til'a go	Wash clothes
Ik nel a gow'ruk	Steam launch	I'ro	Bring
Ik ne shek'a rook	Volcano	Ir up kah'ah	Drop
Ik ne shoog'a rook	Volcano	Ir up kwok'to	Dropped
Ik pa krak	Near future	Ir up kowk'tit	Cavern
Ik pe ak'ru noy	Sea urchin	Ir za rup'kah	Carry
Ik pe er'o	Sewing bag	I sha'a	Sleeve
Ik pe krah'puk	Near past	Ish ik'toot	Deer boots
Ik pug rah'puk	Yesterday	Ish u ba nuk'tuk	Whisper
Ik pug'rak	Recently	Ite	View
Il each e mug'e gah	Know	It kil ah'ro	Dance of death or exhaus-
Il e ah'puk	Destitute person		tion
Il e ak'chuk	Destitute person	It kon ok'took	Let me have the things
Il e ah'rook	Orphaned, lonesome	I'took	Give
Il goke'chik cho ak	Swelling	I vuh'uk	Snipe
Il gow'e	Entrails	I'wok	Walrus
Il ik'a	Knot	Ka a tig'a	Shoulder blade
Il il'e gah	Child	Ka cheng ne uk'to ak	Winter festival
Il il e yarg'uk	Boys	Ka u'took	Cry
Il im'no	You have	Kah loont	Gun caps
I lok'to	Wet	Kah'cha	Hungry
Ilu'a lok	Unfit	Kah ok'tok	Brain
I'u hun	All	Kah kak'took	Called in
Il u hut'in	All, everything	Kah ko rah'ah	Call
Il u pah ung'a	Lining	Kah mun'e	In there
Il u park	Undershirt	Kah ok tuk'too it	Beach
Il up nah'tah	All	Kah tu'a	Hungry
Il u von	Pill	Kah'tuk	Whale meat
Il u weet	You	Kah ve'a	Sand or gravel
Ilu weet so'a	Do you understand	Kah vun'a	Out or up there
Il yo'ne	Inside	Kah'way	Bird
Iu'a cho	No water, empty	Kah'way	Ptarmigan
Iu ah'ok	Peninsular	Ka ing'nea	Bile
Iu a ik to ak	Pearl	Ka ip'kah	Shiver
Iu a kok	Soup	Ka kek'tah	Island
Iu an'e	Shellfish	Ka kek'tit	Island
Iu ate'kon	Pass	Kal a gow'ro	Cup
Iu a'yo	Towel	Kal a'o	Sandpaper
Iu na chok'to a	Travail	Ka la'ok	Scar
Iu ne'a	Will you	Kal en'ok	Spring of water
Iu o'ga	Dipper	Kal'ik	Rust
Iu o'ro	Pipe of tobacco	Kal ik'se mega	Rusty
Iup na'ak	Mountain sheep	Ka lim'ne ret	Chain
Iup'ni	Cliff	Kal le'ket	Book
Iup'not	Cliff	Kal le'tot	Name given to 15, 13, 14 paz-
Iu u'ga	To wind or ball		zlo
Iu u ga lik'tik to ak	Full moon	Kal loak'ta	Whistle
Iu u gow'ro	Cup	Kal lo'a wah	Cloudy
Iu u'greh	Cup	Kal lu'at	Frost fish
Iu'uk	Water	Kal'luk	Cloud
Iu uk a'zrook	Bay or harbor	Kal luk'in	Knot
Iu uk sred'na	Whisky	Kal o'at	Frost fish
Iu uk tok'to ak	Waves	Kal o'mo	Bird nest
Iu uk'too	Drink	Cal oo'chuk	Clondless
Iu uk'tuk	Bathic	Kal oog'a rah	Codfish
Iu ulu'ra	Joints	Kal oo'kin	Mouth
Iu u'na	Stain	Kal uk'tuk	Sack
Iu un'a	Is mine	Ka na ak'se ruk	Light weight
Iu un'ank'tung'a	I am drunk	Kang a yang'me a	Uncle
Iu u op'kwo tah	Bridge	Kan'e look	Mouth of a river
Iu a'le	It	Kang'oot	White geese
I ne ak'to	Go back	Kan ik'to	Near
Iu cek'te neeh	Sit down	Kan ik'to tin	Near you
Iu eh'a wik	Guillemot (winter plumage)	Kan o'mo	Don't know
Iug'in	Apartment	Kan o me'ke	Uncertain
Iu ik'tin	Aro you through	Kau'uk	Speak out
Iu im'uno	Toggle	Kan uk'a	Confirm
Iu ip koh'ok	Mirage	Ka o'ta	Call
Iu ok'to	Lio down	Kap a lang'a	Stab one's self
Iu u ba ook'took	A crowd	Kape'gah	Servant
Iu'uke	Man	Kap'e gah	Snowdrift
Iu une op'kwo tah	Spots on moon	Kap'e goan	Lever
Iu une'wuk	Doll	Kap oot'luk	Foam
Iu upe'a	Strangers	Kap oot'ok	Awl
Iu u'took	Little	Kap'seet	How much

ESKIMO-ENGLISH VOCABULARY—Continued.

Kap'se tak	Sugar	Ke ru'it	Word
Kap sin'ik	How many	Ke ru'mik	Brushwood
Kap'we	Wolverine	Ke ru'peak	Fir
Kap we to'ak	Marten	Ke sha'no	This side
Ka ra'o	Cry	Ke she'me	Only
Ka rek'cho	Red	Ke'sho	Which one
Ka rek'pul uk to	Blush	Ke'shok	Anchor
Ka rek'to ak	Red	Ke shok-polawk	Is anchored
Ka ret'kok	Took under	Ke shok'luk	Will anchor
Ka roo'luk	Gun hammer	Ke took ka che'ak	Stiff
Kar'tox	Cards	Ke toop'to ak	Soften
Kat'eha	Arm	Ke'tuk	Which
Kat'che	Side	Ke uk ton'ra	Fringes
Kat che ga'ok	Harbor seal	Ke u ru'ak	Cold chill
Kat chug'a	Exhort	Ke ve ru'a	Sink
Ka'te	Chalk, or white rock	Ke vung'nuk	East wind
Ka'tek	West	Ke wek'kah	Lift
Ka tek'a lik	Middle finger	Ke wil u wit ket'ka	Scrapings
Ka te'rah	Waist	Ke win me gah'me	Lift me
Ka took'kook	Quack of a loon	Ke ya'ek	Chisel
Kat pug'a	Hip	Ki ah'rook	Capsize kyak
Ka tuk a lum'a	Finger ring	Ki en'rak	Cross fox
Ka tuk'to it	White	Ki en rak'toak	Blue fox
Ka ving'a roa	Skinning knife	Kig'etik	Vise
Ka wek'su ruk	Brown	Kig'le	Flint scraper
Kaw'k	My wife	Kig le to'ak	Flint scraper
Kaw'kut	Dock weed	Kig'lik	Pimple
Kaw'ma we it	Pocket	Kig look'to ak	Cranky person
Ke'ah	Do it	Kig me ah'rook	Pup
Ke a ro'a	Lamenting	Kig muk	Dog
Ke'chet	Plant	Ki iva	Come
Keek'te mer o	To harden	Kik kaig go'wo	Vise
Keen nu'ru	Capsize kyak	Kik to'ate	Mosquito
Ke en rok'tu ra	Blue fox	Kil a yok'to	Sew
Ke ep'kok	Round	Kil le ang'a	They are coming
Ke ep'tad	Stove-lid lifter	Kil le'nek	Drift ivory
Keet'me ret	Capsize sled	Kil la'luk	Cloudy
Kel'y	Go ahead	Kil lawk'to	Sew
Ke ka'ik	Nail	Kil la yung'a ro a	Sew
Ke ka ik'ok	Rivet	Kil'le	Giant
Ke ka ok'tet	A bolt	Kil le yuk'a ruk	Big and fat
Ke'lah	Sky	Kil lil'le ruk	King (cards)
Kel'a mak	Quick	Kil low'tit	Shuttle
Kel a man'ik	Quickly	Kil'ow	Violin
Kel a me tow'te	Bone-ball missile	Kil'own	Doctor's drum
Kel a tuk'too	Lance	Kil'own	Measure of mesh in nets
Ke le'a tuk	Stairway	Kil'reh	Marmot hawk
Ke le'pu	Fresh	Kil'ruk	Marmot hawk
Kel gak'a yah	Aurora	Ki'luk	Good, clear sky
Kel go'a yo	Aurora	Ki luk'tuk	Breakers
Ke lig'a buk	Mastodon	Kil'ye	Seven-year itch, sores
Kelig kom'nok sego a	Mastodon ivory	Kil yo'ro	Tease
Ke lik'shu	Veneral sores	Kil yow rok'to a	Doctoring
Ke li'look	Aurora	Kim me'a	Boot-heel
Ke lo'a	Seam	Kim me go'tel	Eyeid
Ke lok'tuk	Sinking in	Kim'uh	Constellation of stars
Ke lon'mu tik	Brindle mouse	Ki ne ak'to	Coming home or back
Kel on'wa to	Hurry with it	Ki ne'eho	Not coming
Ke'loo	Inferior	Ki ne shah'tin	Turn forward
Ke loo'ehuk	Key, or bolt	King'a	Weather
Kel ook'ru it	Thunder	King'a	Boot upper
Kel'ret	Sled	King ah'zrook	Shin
Ke-lung'a	East wind	King'a lik	Large eider-duck
Ke me ke'ta	Kiss	King ik'to ak	Lofly
Ke moo'good	Pup	King mik'a	Heel
Ke mook'to	Last-quarter moon	King muk'tet	Bite
Ke mug'luit	A plant	King'muh	Vise
Ke na le'ehok	Sheath	King'ok	Air-hole
Ke'nowk	Face or mask	King ok'a	Nose
Ke now'na	What name	King ok'aleok	Porcupine
Ke nung'a roa	Crazy	Kingsh'ga	Shin
Ke nung ok'to	Foolish	Kim na nuk'to	Stay
Ken yah roon	Pepper or spices	Kim u'gah	Spy-glass
Ke pe'ak	Score (twenty)	Kim u gah'ro	Magnifying-glass
Ke peet'kege	Count	Kim'u go	See it
Ke pek tol'ago	Sharpen	Kim u ok'tuk	Spy-glass
Ke pig're tah	Shroud-lashings	Kim'ya	Who
Ke pil a gong'a	Notching	Kim yoak'a lo	Want to see
Ke pit ehing'a ro	Wreath	Ki'ro	Coming
Kep luk'to	Bright	Kitch'o'a	Scratch
Ke'rek	To flute boot-soles	Kit ko ate'kon	Transparent
Ker e nuk'to	Black fox	Kit le'ok	Curtain
Ke ret'ta	Frost-bite	Kit'look	Wring
Ke ret te ah	Frost-bite	Ki tok'lek	Second toe
Ke'rook	Wood	Ki u'e	Thigh
Ke ru'a	Gun-stock	Ki wunt'nuk	East

ESKIMO-ENGLISH VOCABULARY—Continued.

Ki ya'ta	Turn	Kom mam'mik	Mixture of snow, berries, and deer fat
Ki ya to'ak	Slide	Kom mi cho'a	Little dark-
Ki yaw'ro	Fall	Kom mit'kon	Darkened
Kiz re gok'to ak	Sweat danee	Kom'mo ke	Grave
Kiz re gow'we rik	Butterfly	Kom mo'te	Low sled
Ki'zret	They are coming	Kom'muk-ip pwo'-shek	Long boots
Kiz ze oak'took	Sweat	Kom oi'zuk	Snore
Kle ga tok'tnk	To ball	Ko mo le'gy	A plant
Kle pe tek'chin ia	Twist	Ko mor'a	Bean
Kle ya nok'tu ma	Sewing	Kom un'e	In here; in there
Kob'a bah'rook	Claw-hammer	Ko ne ah'wa	Stink
Kob'a roon	Beak	Kon eel'a rah	Snowing fast
Kob lo'tok-kin'ya	Winter darkness	Kon eel'cho	Snowing
Kob loy'ek	Eel	Kon eel puk'to	Snowstorm
Koblu'it	Eyebrow, sky, gun caps	Ko ne ok'to	Smell
Koblu'na	White man	Kom'e zruk	Outside
Kob ro'a	Crown	Kong'a look	Wild sorrel
Kob row ote'nok	Bull-head fish	Kong a yo'kok	Cormorant
Kog'a oot	Buckle	Kong'cen	Fork of a creek
Kog a rah'yah	Shot	Kong ik'she veeng'-a gah	Neck
Kog a rah yok'toon	Shot-gun	Kong iug'a	Outside
Kog a ru'ik	Shot (large)	Kong'o	Happy hunting ground
Kog a ru'ma	Ladle	Kong'o	Game
Kog la oo'tin	Beard	Kong'ok	Heaven
Kog ok'to	Leaking	Kong'o vok	Rounding up deer
Koh'e ehok	Brain	Kong'ung nung	West wind
Ko he'wik	Running sore	Kon in ik'ke gah	Not extinguished
Ko hy'at	Catch	Kon me gah'ro	Cup
Ko in uk'too ma	Tickle	Kon'nah	A root
Ko in'u rook	Fat	Kon ne'ag	Tame reindeer
Kok a la luk'a	Old pantaloons	Kon'ne ah	Crack
Kok a lek'a	New pantaloons	Kon neek'to ak	Children
Kok a lo'a	Lip	Kon oo'yok	Gold, or copper
Kok'a re	Ladle	Ken o yo'ok	Sculpin
Kok'a retik	Dividers	Kon yik'a ro	Mad
Kok'a rook	Cartridge	Koo a whok'tit	Raft
Kok'a root	Arrow	Koob a rok'puk	Fish-net float
Kok a ru'rok	Lead	Kooblu	Little toe; thumb
Kok a zru'uk	Hook	Koob'ra	Net
Ko ke a hi'ta	Whip	Koo choo'le gah	Teiele
Kok'e lah	Hard bread	Koo'ehuk	Dripping
Kok'e tate	Shadow	Koog'am	Rifling
Kok'e zrit	Fork	Koo gar'o	Big stream
Kok ik'cho	Blow nose	Ko og a ru'la	Round needle
Kok'ik kak	Hang up	Koog ru'it	Swan
Kok ik ko'ne	I have	Koog ru'lik	Glover's needle
Ko kit ke gah'tin	Freezing	Koog ru'rok	Creek
Ko kit kok'sea	Have not	Ko og zreet'to on ik	Glover's needle
Kok'kook	Crab	Koo ik chu	Cough
Kok'lee	Knee-breeches	Koo in'yok	Fancy pipe
Kok me la'ya	North-east Alaska	Kook	River
Kok mol'let	North-east Alaska	Kook'a ru	Blackhead gull
Kok'o	Hard bread	Kook'o	Claw
Ko kood'look	Speckled	Kook'puk	Big river
Ko ko voo'ro	When will	Kook'shook	Flint
Kok'rate	Straw	Ko ok'te tuk	Fog horn
Kok're tik	Bullet moulds	Koo le an'a	Appropriated
Kok'ru a	Bullet	Koo le ok'a ru ne	Appropriated
Kok so'it	Loom	Koo lun'ok	Puffin
Kok sook'to	Jade (stone)	Koom'muk	A grave
Kok'tit	Have	Koo'muk	Louse, or maggots
Kok'to	Person's lap	Koo ne'a	Wife
Kok to me ok'to gah	Suck	Koo ne'e ag	Winter, white deer
Kok uk'tung a	Blow nose	Koo pe ge'ke ga	Strip
Ko'kut	Grooved	Koo pe ge'on	Undress
Ko'kwet	Finger nails	Koop gal'upe	Muskrat
Ko la'to	Above	Koo puk'tuk	A charm
Kol e'cho	Naval	Koo re'geet	Hills
Ko'leet	Ten	Koo roo'ok	Land duck
Ko le'pe at	Ten	Koo row'nok	Small, speckled fish
Ko le'ro	Top-sail	Koosh'kok	White fox
Ko ling a ok	Over	Koot'chook	Pellet
Ko ling o tal'i a	Nine	Koo ve'ga	Pour
Ko lip cheh'aw ik	Oil stove	Koo ve'ro	Spill
Ko lip'se	Pot, kettle	Koo'vim	Empty
Ko liv a ra	Chain	Koo vin	Bullet mold
Kol'le	Dipper	Koo'vu a	Nozzle
Kol lek'to	Boil	Koo'vuk	Big river
Kol'let	Dipper	Koo vuk'sruk	Flint
Kol'lu	Basket	Koo ya goo'ta	Intercourse
Kol lung'a ro a	Anustere	Koo ya ro'ak	Congratulate
Kol uk chu'uke	Fish hawk	Koo yel goo'che tin	Glad
Kol n'na	Give back		
Kom'e gown	Pincers		
Kom'o ro	Make dark		

ESKIMO-ENGLISH VOCABULARY—Continued.

Koo yook'to	Intercourse	Ma loo'gatakuk	Leaf
Ko'pah	Half	Mal o te gow'ruk	Schooner
Ko pal'uk	Myxine	Mal o tok'klona	Straight
Ko pel'o che	Crab	Mal ro'nik	Two of them
Kop'poon	Spades (cards)	Ma lu'ge'uk	Moth
Kop zha'rook	Ill tempered	Ma lu gi'a sok	Bee
Ko re'gah	White fox	Ma lu gwi'tuk	Flat shell
Kot/ka	Bird's breast	Man	Here
Kot/la pak	Axe	Man'a	Here
Kot/la pow'ruk	Hatchet, boy's axe	Man'ik	Egg
Kot me yung'oit	Bud	Man ik'to	Shallow
Kot tel'loo	Bark of tree	Man'neh	Here
Kot tow'ro	Bucket	Mant'na	Another
Kot tung'a go	Sorry	Mant'nea go	Another time
Koo'va	Pour	Ma too'ret	Close
Koo va'yo	Slop bucket	Mat tu'gah	Blindfold
Ko va'yok	Red sunset	Maw'na	Pinfeather
Ko wek'to ak	Under	Meal'o	Soap
Kowkt	Hammer	Me cheet'che rek	Pale
Kowk'ta	Plug tobacco	Me chok'to tin	Up to them
Kow loo'kon	Lamp chimney	Me'ehu	Sack
Kow mowk'took	Burning out	Me'chuh	Cask
Kow mun'e	Broken up	Mede'lik	Planing knife
Kown'ah	Leaf fat	Me lig'a rok	Gun wad
Kow ung'a	Brow	Me'look	Breast
Kow woo'te	Hammer	Me lu kut'a	Flower
Ko yan'o	Thank you	Men'ich	Stab
Ko yan ot'tua	Thank you	Mer'suk	Sun
Koz're geet	Council house	Me shu'lak	Sleet
Kuh koo'ra tuk	Wedge	Me'tik	Eider duck
Kuh yoo'tah	Shoulder strap	Met to'a	Cover
Kuk kung'a a lu tin	To lie down	Me'tuh	Alight
Kul loo'kee ut	Bunch of fish	Me u'it	Grindstone
Kun'a	Boots	Mik'a	Hoof
Kun'a roa	Courageous	Mik a zru'rum	Little
Kun'neh	Boots and pantaloons com- bined	Mik e look	Third finger
Kung'ea	Aside	Mik e lu'e	Third toe
Kun nez're ve	To the left	Mik'o ro	Little
Kun'no	What will you do	Mik'lik	Planing knife
Kun nok'to ak	Heartburn	Mik o ok'to a	Glass
Kun ook'too	Mad	Min ig zrum'ik	Little
Kun u cho ok'too	Ashamed	Min ok'took	String
Kun u le'rok	Frown	Min ook'to	Tired
Kun u nara'a	Angry	Min'une	Graphite
Kush el'ook	Bark of a tree	Min u ok'takto	Writing
Ku shug'na	Outer shirt	Min u tok'to	Jump
Kush'uk	Elastic	Mish a vak'to	Bottle
Kut ko nel'e oto	Valley	Mite'pah	Old bread
Kuz'rute	Hammer	Mit ko'a lo ret	Wish-bone
Kuz ru'tok	Hammer	Mit'koon	Butte
Kwak	Frozen	Mit'koon'ik	Animal hair, needle
Kwik'mek	Edible grass root	Mit koot'a chana	Feather
Kwip'stok	Twine	Mit ko ti'lak	Needle
Kwi'ro	Urinate	Mit te'roo	Tern
Ky	Come	Mi u how'te	Turn inside out
Ky'ak	Closed boat	Mi u la'cho	Ladder
Ky'le	Come	Mi ute' veit	Not up
Ky o kot'ik	Rug	Mi yo'lo	Come up
Ky roll'ik	Banded seal	Mi yuk'to	Upon
Kyu ka'ok	Flour	Mi yuk'to ik	Raise
Ky u'look	Black skin fish	Mok'lego	Climb
Ky u'ta	Small dipper	Mok lu'it	Put here
Ky u'te gan	Scoop out	Mok'lnk	Not enough
Ky ya yar'til leet	Skates	Mok'luk noon'a	Damp
Ky yo'ro	Leaning	Mok'kwah	Damp ground
Lah low tig'a ton	Gun sight	Mon'cak	That
La lu gik'puk	Flower	Mon'che'nek	Fuel moss
Leet teh'uk	A rule	Mon'o rook	Spread
Le'rek	Reverse	Mon ya la rek'toon	Fuel moss
Lik lin now'ro	Black goose	Moo ey yatting	Shoiguin
Loo'loot	Web	Moo ho'o'ya	Bird spear
Loo loo'tuk	Making web	Moom wa'a	Whetstone
Lu'bet	Remember	Moo se an'a	Drumstick
Luk lu'ik	Brant	Mop'lo gok	Wash basin
Luk u ey ak a'rook	Goose	Moppo'gah	Whale jaw
Ma goo'ruk	Howl	Moppo'gito	Book
Mah'cha	A plant	Mowneshow'tin	Papers
Mah mung'in ya	Gum on whalebone	Much a muk'to	Turn from
Ma hoz'ru it	Anointing	Mug'a roo	Neglect, don't understand
Ma ik'cho	Vomit	Mug'wa	Bark of a dog
Ma lik'pa lc	Start	Muk'e la	Beard
Ma lik sok'to uk	Start to run	Muk'e tin	Get up
Mal'o	Two	Muk'look	Stand up
Mal o gow'rum e	Schooner	Muk o cha'na	Knee
Mal o kit'lu it	Double seam	Muk set'uk	High
			Seal spear

ESKIMO-ENGLISH VOCABULARY—Continued.

Muk'too ka chuk	Not thick	Nat'kah	Bottom
Muk too'ruk	Thick	Nat kat'ka	Press
Muk tow'go ton	Hind sight	Nat koh'a lek	Down
Muk'tuk	Whale skin	Nat ma'at	Family
Mul e kul'e ro	Distemper	Nat moo'ta	Gizzard
Mul'le keet	American	Nat mow'tung a	Strap
Mu meek'to	Turn over	Na to'a	Top
Mun ok'to a	Level	Na tuk'kwo	Nostril
Mun'e	Nowhere	Na Whik'ka	Break
Munek'chuk	Flute with a needle	Na whik tu'tit	Broken
Mung e chuk'to	To curve	Na wik'kung a	Groin
Mung ok'to	Thick weather	Na wing'a wy	Bench
Mun'oit	Turf	Na wing'i chuk	Not bend
Munt'na	Thus, so, this	Na yung'a	Nod
Munt ne a'go	Later	Na yung ok'to	Nodding
Mun'uk	Fish pole	Naz'ra yok	Lake, sheet, muslin
Mun uk'to a	Black	Naz'ruk	Abdomen
Muppo wa'ga	Gluttony	Ne ah'zrook	Eat
Mur'she	Fish gill	Ne ak'a mo	Teapot
Mush'o	Wild parsnip	Ne ak ko'ko	Head
Mutkoo'a	Feather	Ne ak'kwuk	Tea; broth
Mutteroo'	Other side	Ne ar a chook too ma	I am hungry
Mu y tinging	Ice bailer	Neg'a lek	Brant
Muz'ra	There is, here is	Ne ge'a	North
Muz ra go'a	It was	Ne geb'li boy	Knuckle
Muz'rake	Here now	Ne ge uk'tuk	Sundog
Muz rel'ago	Is more	Ne goo'u	Ringworm
Na ak'a mo	Teapot	Ne gung'a	Negative
Na goo'na	Periwinkle	Ne'kalt	Reindeer moss
Na got shung'not	Calf of leg	Nek'a we	Leg of meat
Nah'	When	Nek'a wik	Dining table
Nah che nok	Beggar	Nek a yok'to	You eat
Nah'crane	Wooden fork	Nek'eh	Meat, flesh
Nah'ga	No	Nek eh ak che'ro ak	Plenty of meat
Nah kot'chu	Bladder	Ne kip e ak'to	Not enough
Nah lu'kate	Pitch or toss	Ne koo'wik	Table
Nah'ma	When	Ne koo'yan	Tetter
Nah'me	No	Ne kwe'chuk	Not good
Nak a ro'it	Cotton grass	Nel'a kok	Thigh
Nak a tow go'ta	Screw	Nel a kow'ruk	Pantaloons
Na ko og'a gin	You love	Nel'a ru	Don't know
Na ko og'a ra	I love	Nel a ru'it	I don't know
Na koo nok	Snail	Ne la'to	Miss
Na koo pe yak'to	Excellent	Nel a we'ga	Unknown
Na koo'ra	Good	Ne lep'toon	Unwind
Na le'gah	A dart	Ne ling'ne	Leg sinew
Na le goo'buk	A root	Ne loong'a	Nipple
Nal lo'it	Crooked	Ne ming'a	Lashings
Na long'mute	White men	Ne pe le ak'shek	Midnight sun
Nal oo'ah	Seal sinew	Ne pe'to	Stick together
Na lu'ge ret	Small fly	Ne put'e ro it	Gossip
Na luke'e gah	Block and tackle	Ne rah ak'puk	Well
Nau ak'a mo	A while	Ne sha'ne	This side of
Nan ak'o	Wait, by and by	Nete chok'te ne	Seal liver
Nan'a pah	Where	Ne u ge uk che gah	Big girl
Nan a re ok	Trap	cha ok	
Nan'e	When	Ne u ge uk pe ah che	Little girl
Nan muk'to a	Carry by a strap	ak	
Nan'ook	White bear	Ne u ge uk'suk	Young girl
Na noon	Paint, liniment	Ne u ge uk'sow ro	Young girls
Nan'uk	Lamp	Ne uke	Leg
Na pak'tet	Mast, tree	Ne uk'toon	Drill
Na pak'too it	Fir	Ne upe kok'to	Mirage
Na poy'eko	Flagstaff	Nev'a ya	Scaly-skin disease
Na pwe'ha ta	A band	Ne wing nok'to	Hang
Nar a chok'to	Enciente	Ne'yak	North
Nar a chook too'ma	I want to eat	Ne'yok	Suare
Nar'a kwok	Stomach	Nib an buk	Blue-bottle fly
Nar a yok'to	You eat	Nib la ro'ak	In labor
Na rook'a	Contents of a deer's stomach	Ni chow'el o	Strike me again
Nash a ok'to	Hooded	Ni chuh' uk	Carbine
Nash a to'cha	Hat	Ni' chuk	Short
Na shat'to ol'ek	Plover	Nig a rok'puk	Crab
Nash i'chuk	Bareheaded	Nig a ru' too	Small tassels
Nash'oon	Hood	Nig er'ah	Tassel
Nash ow'a tuk	Cap	Nig er ah teet'ka	Fringes
Na tah'ga	Bottom	Nik'ik	West
Na tak'ko ok	Gristle	Nik'shik	Fishhook
Na tak'took	Turbot	Nin'cha	Aunt
Na tang'nok	Turbot	Ning'e rook	Pull down
Nat chan'a bur o	A gull	Nin'vok	Cottonwood
Nat'cheet	Floor	Nip'ko	Dried
Nat'chik	Common seal	Nip'pe	Loud
Nat chum'ok	Ceremony of offering water to a dead seal	Nip ter'uk	Burrow
		Nip ti'luk	Thick weather
		Nip tok'took	Good weather

ESKIMO-ENGLISH VOCABULARY—Continued.

Nish egok/tuk	Leaping	Nu uk/kwuk	Tea, or beverage
Ni shoo'ra	Short	Nu ve ro it	To haze
Ni tu/ruk	Short one	Nu'whuk	Cold; coughing
Ni'ya	Sister	Nu'ya	Hair of head
No ak ala o'ta	Suspenders	Nu'ya rote	Sea moss
Nob a lute/ka	Knee	Oak peen'ik	Young duck
Nog'a rook	Horn	Oak sung'ok	Fissure
Nog'a e'lun	Colic	O ak'to to	Spit
Nok a week'shu	Ugly	Ob'a rah	Tumor
Nok'e rook	Veneral disease	Od lu'it	Seal hole
Nok'e ru	Stiff	Og a la now'ra	Coil
No koo'nok	Barnacle	Og a la'rok	Papers
Nok'sru	Drill brace	Og'a late	Write, or draw
Nok tero'a	Hang up	Og a la'to	Writing
Nok to ak'we it	Buttonhole	Og a la tu'tin	Are you writing
Nok tok to'a	Crossing	Og'a lok	Brown bear
Nok to' ret	Long horns	Og a ra lu'it	Wheel
Non a yoi'hut	Edible bush	Og'a ro	Morning star
Nong neh'sret	A pool of water	Og'e wik	Anvil
Non ma'ta	Strap	Og la'nah	Pencil
Noo'ah	Shovel	Og lan a ok'to	Gun
Noo'a luk	Snipe	Og lan i'tuk	Continue
Nook'a	Brother, or sister	Og lek'to ak	Menses
Noo'kah'ah	Flour	Og'lo un	Pencil
Nook a ta'ya	Pull	Og luk'to	Writing
Noon'a	World, earth, land	Og na zrek'to ak	Evil-minded
Noon'a koop er'uk	Earthquake	Og ra o'it	Starfish
Noonare'a	Abandoned	Ok ah'put	Rise up
Noon'a sin'ik	Dead; sleeping on ground	Ok a le'ga mah	Grow
Noong a kok'to ro a	Big nose	Ok an a sel'a	Hen
Noo noo ok'to ak	Pinch	Ok an a shu'rok	Bitch
Noo woo'jek	Snow clouds	Ok an'ite	Women
Noo woot'ka	End; consumed	Ok an'ok	Woman; female
Noo'ya	Hair of head	Ok an'ot	Women
Now a ak'tuk	Moon, first quarter	Ok an ow'rok	Girl
Now'a luk	Whale spear	Ok a og'a rok	Old woman
Now a yak'to	Eat	Ok'a ruk	Football
Now'cheet	Wild onion	Ok a ruk'chute	Gun nipple
No'whok	Young deer	Ok a ru luk chuk'to	Fat of a stag
No why yo'ok	Embryo deer	ak	
Now lau'uk	Shrimp	Ok a rum'ik	Powder
Now'ro	Grow	Ok a ru'ro	My wife
Now'yak	Large, gray gull	Ok a ve'	Ashes
Now yak'a ya	Scalloped shell	Okav'u'tin	Be seated
Now yang a ok'to pe	Don't want to eat it	Ok a yoke'ya	Hasten
Now'yate	Onion	Ok chel okto	Turn over
Now ye'ok	Fishing	Ok'e ruk	Ashes
Now ye rok'tuk	Hopping	Ok'a wuk	Bow-head whale
Now yok'to	Eat	Okke kwik'tuk	Agate
Nu boil'a ru	New moon	Okke'oak	Appetite
Nu'chat	Hair of the head	Okke oak ke'chook	No appetite
Nu e gi'lu	Friend	Okke oak'ke ro a	Big appetite
Nu e yok'a rook	Long mosquito	Ok'ko	Paddle
Nug a hok'to ak	Gasp	Okkoo'ra	Lower border of dress
Nu gal lo'a	All right	Okkuk'kah	Cease
Nu gat che'a	Brother	Oklum'ok	Emit
Nu gat che'a	Sister	Oklu'na	Rope
Nu gat pe'a	Young man	Ok lu nok	Rope
Nu gat pe ah'ro	Young men	Okok che ra ko'a	Deserted
Nu gat pe gi'lo	Boys	Oko ma e tah'ga	Scales, to weigh
Nu kah'in tapt che	Married to two sisters	Oko mi chuk	Heavy
ro'a		Oko we'chin	Sit down
Nuk koo'vuk	Stand	Ok oz re gaik pe ah'	Ptarmigan
Nuk'pah	Ball	rook	
Nuk pah'ah	Fastened upright	Ok oz re gew'ik	Hooded ptarmigan
Nuk per'uk	Upright piece of a cross	Ok pa la'et	Sea quail
Nuk pung'a	Tossing up a ball with feet	Ok'peek	Bushes
Nuk to'lo ik	Avocet, or plover	Ok'peek al lu'it	Currants
Nu le'a	Wife	Ok pok'to a	Run
Nu le ak'che a	Maid	Ok pok zroak'tuk	Run fast
Nu le a ko'la cho	Can't keep a wife	Ok pol'uk	Sea quail
Nu le e'ah	Wide	Ok shuk'to uk	Wheel
Nu leet gut'chuk	Bachelor	Ok'srak	Sweet oil
Nu le owk'kel owk to	Many	Oksuk'to	Roll
ak		Ok suk'tuk	Rolling
Nu le whok'klo	Help	Ok to'it	Half
Nu'ma	Root	Ok too mer'uk	Blizzard
Nu mer'o	Consumed	Oktoo'ret	Long
Nu'mek	Evening star	Oktoo'rok	Rope is off
Nu mung'aik	Snake	Ok vil'ato	Squat
Nu'n'e took	Sick	Ok vil'a tumik	Phalarope
Nu o go ty'che	Fasten	Ok vin i le	Six
Nu ok'sha rook	Unbalanced	Ok vin i le'ne	Six of them
Nut'mon	Which one; what one	Ok woak'suk	Old woman
Nu'tok	New	Ole ma gow'ruk	Hatchet
Nu to'ya	Lynx	Ole'mah	Adz

ESKIMO-ENGLISH VOCABULARY—Continued.

Oi la'ro	Move	Oo lig'rna	Blanket
Olo'rok	Fall over	Oo lik'to a	Shiver
On'e rook	Birth	Ooling'le lok	Tumble
On e'ru	Out	Oolook'ah	Sawdust
On e zrook	Out	Oo'loon	A saw, or woman's knife
Ong a na'yok	To point	Ooloo ok'toon	A saw
Ong'a ru	Big	Oo loo'ra	Woman's knife
Ong a yak'ito	Enemy	Ooloo'raken	Cheek
Ong'a yo	Elder brother	Ooloo'ame	Cut with woman's knife
Ong a yo kog'ara	Old animal	Oolu'gah	Crash
Ong a yo kog'nek	Old man	Oomagib'o	Get out
Ong a yo kong'ek	Father-in-law	Oo'mah	My husband
Ong a zhu'a	Age	Ooma'la	Rich man
Ong a zru'it	Very large	Ooma'lik	Chief or head man
Ong a zru'rum	Very large	Ooma'rok	Stiff
Ong eg a ro'a	Excessive	Ooma'ya	Shave
Ong e goo'tin	You consent	Ooma'ya	Chief or head man
Ong ek'to	I consent	Oo'me ak	An open boat
Ong'e zroak	Big	Oomeak'puk	Ship
Ong'mok	Agate	Oomeak'tuk	Ship
Ong ne'a	Stopped up	Oome'chat	Reindeer moss
Ong'nek	Elder sister	Oomechook'too	Hate
Ong'muk	Darkness of night	Oo me lok'to	Making faces
Ong'oon	Male	Oo'men	Mountain
Ong o wok'to	To paddle	Oo me'ret	Capsize boat
Ong ung'ek	Mother-in-law	Oo meshuk'tuk	Dislike
Ongus'rite	Currant	Oo me ng auk'to ak	Boat festival
Ong'you	Comrade	Oomeuk'kuk	Open it
On us'ruk	Currants	Oomig a rok'toak	Close
Ong ik'kik	Pursuers	Oomig'lape	Shut
Ong nite	Deer excrecence	Oomik'tin'e	Mustache
Ong'wah	Talisman	Oomoit'gum'e	Heavy
On'nek	Slate	Oomud'luk	South wind
On oo ke'ga	Game of tag	Oo'muh	Magnetic compass
On u a we tok'to	Jump up and down	Oo'muh	Oh, you?
Ooban'buk	Blue-bottle fly	Oomuk'shuk	Aim
Oobiak'o	To-morrow, future	Oomuk'tin'e	Mustache
Oobiow'ret	Cottonweed	Oo muk'tuk	Aim
Oob'luko	Daylight	Oo'mun	Heart
Oo bluke tok'eto	February moon	Oomung'mong	Musk-ox
Oo blu'puk	Day (from morn to eve)	Oomutah	Heart
Oobrow'tit	Dog muzzle	Oon'a	It
Oo ching'no ak	Large whale	Oo'nah	Whale and walrus spear
Oo'chuk	Spruce gum	Oon'aloo	For
Oo e al'ego	Gargle	Oona'ne	Sea
Oo'e lah	Chew of tobacco	Oonashed'neruk	Cross
Ooga'lik	Have	Oon a zrok'tuk	One-man sled
Ooga'rook	Sea lion	Oo neah'ah	Drag
Oo gin uk'tuk	Completed	Oo ne'et	Sled
Oogru'nok	Gray mouse	Oon el'o	It is from
Oogung'a	Whistle	Oone'nek	Mustache
Oo in yo ok'to	Hare	Oong'a luh	South, south wind
Ook'al'ik	Oil	Oong'a ye ow'hih	Battle
Ook'arook	Soft	Oong ush'puk	Night
Ook a ru'a	Rock tower	Oong no'ak	Night
Ooke'e ok	Year, winter	Oon moo'lik	Muzzle-loading gun
Ooke'ok	Autumn	Oonok'ja ka ma	Sweat
Ooke ok'to	Autumn	Oonok'set	Fire
Ooke ok'tuk	Autumn	Oo nok'to	Hot
Ooke u a zrook'took	December moon	Oo nok tu it	Hot
Ooke uktow'ruk	Snow bird	Oo noo'mon	Yesterday
Ooke u'lik	Winter game	Oo noo noh'e ret	Four deerskins
Oo'kok	Tongue	Oo pin'ok	Summer
Ooko me'a	Chew of tobacco	Oo pin row'lik	Warbler
Ookpe gi'lo	Young owl	Oo pin yug'a ra	Summer
Ook'peek	Snowy owl	Oo pow'took'too	Chastise
Ook pat'ik	Lower part of back	Oo puh u'took	Post
Ook'sruk	Oil, fat, or lard	Oo pun'rah	Summer
Ook'toon	Square (a tool)	Oo pun'rah	In summer
Oo kwad luok'puk	Sabaon	Oo pun ruk'shuk	Spring
Oo kwad lu'puk	Trout	Oo rah'ah	Measure
Oo'kwah	Those	Oo re ge'lik	Birch
Oo kweawk'eo	Around here	Oo'shook	Male gender organ
Oo kweet'a	Saddle of venison	Oo shing wit'ka	Unroll
Oo kwil'awk	Calico, cloth	Oot'chook	Female organ
Oo kwok'to	Talk	Oot choo' rel a	Sharp's rifle
Ookwok'ton	Said	Oo te'kah	Throw
Ook wok'to'a	Silly	Oo tek'time	Return
Oolapkit'ke	A game of tag	Oo te me'o	Bare spot
Oo'leh	Bed	Oo tet tin'a te	Burn
Oolek'shuk	Split	Oo tik'too	Away
Oole'kret	Erase	Oo tik'took	Return
Oo le la'go	Open out, turn inside out	Oo ting'a roa	Bare
Oole'na	Ax	Oot'kah	Cooked done
Oo le'te	Back sinew	Oot koo che	To cook
Ooi ge'lik	Blanket	Oot koo'chik	Pot

ESKIMO-ENGLISH VOCABULARY—Continued.

Oot koo'je'tin	You cooked	Pah chik'che tan	Frying-pan
Oot/kwe	Potato	Pah chok'e kwo	A game of cards
Oot/mok	Wart	Pah chok/to	To pass (cards)
Oo toog'wa	Scalp	Pah haw'ta	Whip
Oo too'kok	Old, abandoned	Pah'hine	Come (to a child)
Oo too'muk	Palm	Pah ket'ke gah	Find
Oo to'uko	Nerve	Pah kow'e cho	Not found
Oo tuk'too	Burn	Pah look'to	Beaver
Oo tuk'toone	Burn person	Pah muk'too	Crawl
Oo'va	This, now	Pah mung'nah	East
Oo va'kee	See this	Pah'ne	Off
Oo va'lo	This one	Pah ret'a	Crook
Oo ving'a lo	Hist	Pah wun'e	Through
Oo vok'to	Tub	Pal ig'er ak'tow tik	Lustful
Oo run'e	Down there (distant)	Pal lo tuk	Kind of moss
Oo'rwah	This	Pal uk'tel	Dam
Oo rwan'uk	Rainbow	Pan'e	Hoisted
Oo wap ting le	My country	Pan ck'ta	Dried
Oo'weet	Perspective	Pan nang'ne ak to	Back inland
Oo weet'chea	Mirage	Pan'ning	Daughter
Oo we'ga	Husband	Pa room'a	Kite
Oo whil'yig a	Right side up	Pat chu ang'a	Not find
Oo wil'u	Shell	Pat koo lak'took	Fan
Oo wing'a	Husband	Paw wun'e	Through
Oo win'ik	Human skin	Pa'ya	Hatch
Oo wok'to	Crumble	Pe ah'a rook	Killed
Oo woon'a	Over there	Pe a'le go	Take off
Oo wug'oot	We, us	Pe che kok'tung	Strike against
Oo wal'uk	Warbler	Pe che kuk'tuk too	Bump
Oo wung'a	I, me, mine	Pe chik che lek'to ak	Fry
Oo wung a loo	Ours	Pe'chuk	Will not
Oo yaw hite	Rock	Pe chung'e cho	Not wanted
Oo yaw'ok	Rock	Pe chu nok'rok to ak	Walked
Oo ye ge'a ya	To dress	Pe chu ru'ik	Walk
Oo yow'tuk	Rocks	Pe o ga lu'tin	Intercourse
Oo zhug'ok	Vent	Peg'a	Take off
Oo zhun'a ga	Needle case	Pe'gah	Has
Oo'zrok	Smooth-tanned seal-skin	Pe'gown	They want
Op kwa a nok	This side	Pe gow'tin	You are wanted
Op/kwo	Trump	Pe ke te ov'ak	Kick
Op pol loil'luk	A species of small bird	Pe kok'tin	Shove
O'rak-in'uk	Fire-clay	Pe koo'le gah	Loin; back
Ore'yowk	Monkey-wrench	Pe kun'e	On there
O rok'sa kon	Black lead	Pe'kwah	Loins
Ot kok'to	Bag of oil	Pe'lege	Bring
Ot kot'e ka	Mittens	Pe lek'ta	Cut out
Ot'kuh	Name of a thing	Pe'lu	Intercourse
Ot'la	Other	Pe'luk	Not here
Ot'pah	Crow-bill duck	Pe ne la'tin	None
Oup'tuk	*Pimple	Pe nik'srait	Grass
Ow'a rok	Vise	Pe nik sra'no	On the grass
Ow chow'to	Yawn	Pe now'gan	File
Ow e'ka	Pieces	Pe rik'a	Bent
Ow ek'to	Soft	Pe rik tok'to tin	Around the bend
Owg ro'a	Phalarope	Pe shik'she rok	Drill handle
O'whok	Lead, silver	Pe shik'she	A bow
O win'u gow	Leaking	Pe shik'she rok	A gun spring
Owk	Blood	Pe shook'a'wah	What do you wish
Ow'ka	Melt	Pe shook kel awk'to	Need
Owk chel'a go	Melt it	Pe shook'kok	White fox
Owk e'to	Bleed	Pe shook'took	Wish
Owk se'lah	Get out	Pe shu ok'toa	Walking
Owk se mer'uk	Thaw	Pe shu'ru	Walk
Ow la'rok	Swing	Pete pe la'ruk	None
Ow la'ta	Engine	Pete'pe rak	None
Ow la'tin	Motion	Pete pi yak'to	Not anything
Ow la'yo	Stir	Pe tik'te	Shoot
Ow ler'o	Hash mixer, head cock	Pe took kah'took	Poise
Ow let'ka	Stake	Pe too whok'to	Boil over
Ow lit'ga	Wave	Pe u'ka	Pinch
Ow lum'e	Move off	Pe uk'pah	Failed
Ow'mah	Charcoal	Pe uk to ak	Fail
Owng'a	Bruise, clotted blood	Pe yek'in	Get away
Owne'cho	Not bloody	Pe yek'pun	Is gone
Ow'n'yok	Abscess	Pe yek'tin	Begone
O wok'che ga	Damp	Pe'yok	Clean out
Ow rel'a	Summer game	Pe yowk tin	You are wanted
Ow'tin	Deal	Pe yuk'suk	Throw
Ow'tong	A ball	Pig'a	Many
Ow'ya	Slung-shot	Pig'a ren	Present
Ow ya ok'to ak	String puzzle	Pig'e zoof	Shovel
Ow ya pal op in	Stir	Pik a ret'ka	Present me
Ow zre'uk	Pupae	Pik a rum nik	Give me food
O yah'i	Stake	Pik cho'in	Razor
Oz re ke ru'vuk	Excessive menses	Pil gi'rok	Plait
Pah	Vestibule	Pil'ot-a shu'ra	Too slow

ESKIMO-ENGLISH VOCABULARY—Continued.

Pi luk/tuk	No more	Pu wat/ing	Help
Pin ek/toa	Pocketknife	Sat koo/lik	Crossbow
Ping/i shute	Three	Sava ak chung toonga	Wont work
Ping/i shu'nek	Three of them	Sav a ko'ra	Rice
Ping/i shu-okvin ile	Eight	Sa vak/to	Work, make
Pin'uhok	Stocking	Sa vak/to che	Working
Pin'ukuk	Short deer-boots	Sa vak/ton	Made
Pin u kun'ik	Stocking	Saz're gait	Wild celery
Pin u loo	Bread-pan	Seat/mou	Sew with palm and needle
Pin u'ra	Slippers	Se ek ru it/tu it	Flapping
Pin u roo'a	Nettle-rash	Seek/sreek	Marmot
Pin u tok	Pocketknife	Seek sruk/puk	Badger
Pin ya ago'ra	File	Seel a mon	Outside
Pin'yok	Grass to put in boots	Seel a wit/to	Full
Pin yow'a	File	Seel gav'a ok	Work outside
Pin yowk/toonga	Filing	Seel ook/took	Shad
Pin yuk'ta	Pocketknife	Seel'ya	Weather
Pin yek'tow'r'a	Pocketknife	Seet/lee	Whetstone
Poa'la ra	Dance	Se'klokt	A pick, clubs (cards)
Pogato'w'o	Dish, plate, pan	Se'klokt	A constellation of stars
Pok chagah'yah	Will meet	Se klokt/oa	Dig with pick
Poke'sry	Receiptacle	Se/ku	Ice
Pok nor'a ok	Ice window	Se ku e'ber uk	Ice pressure
Polahro'a	Eclipse	Se ku i luk	No ice
Pola'ruk	Doing	Se ku mer'uk	Frozen
Pol uk/tuk	Stoop	Se kup'chek lup	Seven stars
Pood nan'uk	Tallow	Se lan'a	Choke
Poo ey'tuk	Blister	Se lu	Carcass
Poo e'yuk	Craw	Se lung'ok	Black-tanned leather
Poo ey yowk tuk	Vapor	Se na toak/too na	Dream
Poog'ra	Receiptacle	Se ne'a	Bootlace
Poo grat'to it	Swim	Se nung'koot	Ankle
Pook'ke	White hair on deer's belly	Se rook'ta at a	Take it
Pook chak/tuk	Excrement	Se sam an'ik	Four of them
Pook'shook	A seal bag	Se sam'at	Four
Pook tow'te	Buoy	Se tang'e rook	Handsome
Poong'a	Shroud	Se ta yo'ruk	Herring
Poon'ik	Bread	Se tik	Ear
Poo'to	Earring	Se ti luk	No ear
Poo to'a	Hole	Se uke'tat	Ear of an animal
Poo to gwok'so ah o	Glow worm	Se uk'se tik	Bird snare
yik		Se uk sow'se tek	Ensnares
Poo too'go	Big toe	Shag'a	Whale's stomach
Poo took'e to	Stumble	Sha hi'uke-a tig'a	Open cloak
Poo'waih	Lung	Shah tu'ruk	Very thin
Poo'we	Blister	Sha nit'to	Mislaid
Poo ye'ga	Craw	Shan'o kok	Side
Poo yok'a wik	Stovepipe	Sha to ak'a yuk	Periwinkle
Poo'yuk	Steam	Shal'tu	Thin
Pot ka	Marrow	She	Pike (fish)
Pot ka tol'nok	Marrowbone	She'la look	Rain
Pot tow'rah a lo	Clapping of hands	She la look'tu	Raining
Po tu'mak	Wishbone	She lik'to a	Large glove's needle
Pow a lik'to	Gnarled	She lute	Bundle up
Po wit'to a	Swollen	She oak	Pike (fish)
Pow kas'a	Wide-awake	She og'a ruk	Rising water
Pow'lah	Soot	She ra'le ag	Woman's pantaloons
Pow la'yo	Ramrod	Sha roop'sa tuk	Seven stars
Po woke'to	Forget	She sho'ak	White grampus
Pow'ske	Cup	She to a'kak	White grampus
Po'yoke-po la'ret	Forgot about it	She'wa	Bow of vessel
Po yrok'tet	Forgot	Shi kin'ya	Sun
Pub'o greet	Whale's small	Shi kin'yekt	Short days
Puk la ya'ok	Flea	Shi kin'ye luk	No sun
Puk'ma	At present	Ship shi'lok	Lame
Puk mum my	Now	Sho	Which
Puk to'ak	Meet	Sho ak'e ro	Killed
Pum mung'na	East	Shog'ok	Summer skin
Pum my oo'ga	Animal's tail	Shog ok'to	Summer fur
Pum my uk'tuk	Land otter	Shok a wah ik'tok	Torrent, waterfall
Pum my ung'a	Animal's tail	Shok a wok'to	Current, tide
Pun'a	Daughter	Shok a wok'tit	Running water
Pun el'ik to	Deer, running	Sho'kok	Baleen, or whalebone
Pung'a	Gun muzzle	Shoo'loo	Arrow guides
Pung'nek	Stag	Shoong'ah	Gall
Pun ne'a	Daughter	Shoo poo til'a go	Shoot
Pun'ne	A staff	Shoop ru'a	Gun barrel
Pun noo'ga rook	Spring (season)	Shu'a	What
Pun now'roa	Lean person	Shuk a mit/ka	Strike, or cuff
Pun uk'she ruk	Dried up	Shuk i sho'a rone	Fast
Pun uk'she yek	To dry	Shu ki shape'ru ne	Slow
Pun uk'to mik	To dry	Shu'la	More, additional
Pun uk'tu tin	Withered	Shu'ma	What
Pup'ke	Bird's tail	Shu ma'go	What is it
Put kweet	Potato	Shum'na	Put
Pu wa'ne rok	Turn around	Shu'mon	What is it

ESKIMO-ENGLISH VOCABULARY—Continued.

Shu mon no'a	What do you wish	Tap ka'nite	Rapids
Shum un'e	Down in	Tap'kok	Sand bar
Shu na ok'pe	What are your intentions	Tap'kwo	These
Shung'e cho	Indifferent	Tap pe'choke	Feel
Shung'e ruk	Strong, difficult	Tap pe'ko	Blind
Shung ok'to ak	Green	Tap pe look'to ak	Nearsighted
Shung ow'ro	Beads	Tap su'a why	It is foggy
Shun nek'took	Ridge	Tap su ru'tin	You lost
Shun ne ok'tuk	Brush	Tap tik'too	Fog
Shu oop'to ak	Curlew	Tap took'tuk	Fog
Shu'pen	When	Tash'uk	Lagoon
Shup kar'uk	Water wheel	Tas se'ak'took	Together
Shup kwer'uk	Hurry	Tat'ka	Moon
Shu poo'loa	Shove	Tat ka ne'cho	No moon
Shu poo'wa	Popgun	Tat kom'e	Above here
Shu rok'a ro me	Leaf tobacco	Tat pat wun'e	In; back there
Shu shog ip pok'to	Limp	Tat pi'na	Up there
Shu'to kwe	Why did you come	Tat'too	Frozen mist
Sid'le	Whetstone	Ta run'a	Back there
Sik'ek	Deer boot-bottom	Tawk rek'toak	Blue
Sing'a re poo'wik	Fur border on boots	Tawk'se	Trade
Sin'ik	Sleep, immovable	Tawk ta lu'rum	Negro
Sin ik'a wik	Bedroom	Tawk ta lu'ret	Black one
Sin ik lek'to ak	Dreamed	Tawk to'ak	Black, dark
Sin ik'shok'to	Lie down to sleep	Tawk to ak'puk	Very dark
Sin ik'to	Sleeping	Tawk too'tin	Darkened
Sin ik'to ka	Asleep	Ta ya'cho	Weak
Sin ik'u tin	You will sleep	Ta yah'chate	Bead bracelet
So lin'yat	Bald	Ta yah'ret	Bracelets
Soo'loon	Collar	Ta'yuk	Bracelets
Soo'loon	Box	Ta yung now'te ka	Wrist
Sos'kle mit	Fourth toe	Te ck'to ak	Hard
So'whot	Mossberry	Teep'seret	Drift
Sow'yok	Drum	Te gov'te	Teeth
Sow yok'to it	Concert	Te ke luk chunk'too	Not here yet
Sow yung'a	Drum	Te kik'took	Arrived
Sung wah	Gall	Te kol'let	Out
Su'ret	Dockweed	Te kru'tet	Teeth
Tab la o'tit	Tattoo on woman's chin	Te ku me ve'a	Handle
Ta blo'a	Chin	Te la if'rig in	Rub
Tab room'a	That one	Te lek'to ak	Scrub
Tag a yuk'puk	Sneeze	Te let'ko	Tattered
Tag'e look	Snowshoes	Te'pe	Rotten
Tah ah'ook	Shadow	Te pe ke'zrook	Spoilt
Tah e ah'ret	Bracelet	Tep kal'nait	Meat
Tah ik lu'it	Whale's fin	Te're ak	Ermine
Tah muz'ta	That's it	Te re ak'puk	Mink
Tah'ok	Vein	Te re ak puk e zru'it	Small can of powder
Tah ok'te a	Mirror	Te re in'de a	White fox
Tah tiz'a rok	Crane	Ter'e va	Finished
Tah vun'e	In there	Te shi'ro	Hear, understand
Tak a luk'a sah	Butterfly	Te tak'zro gah	Quill
Tak er o'a	A pair (cards)	Te upe'tuk	Tough
Tak ig'e rie-ke'rook	Driftwood	Te'ya	Tears
Ta koot'ka	Kill	Tig'a	Thimble
Tak se mer'uk	Changing	Tig a ak'tu a	Take
Tak se u'wah	Lead, or guide	Tig'a ga	Thimble
Tak ti'rok	Loose	Tig'a lik	Steal
Ta kun'a	Down here	Tig a lek'to a	Thief
Takung'a	Reflection in water	Tig a lo'a	Fight
Tal ea ke'pe gah	Amputate	Tig a look'a	Hit
Tal e gow'ruk	Wire bracelet	Tig a mu ah'ga	Nurse
Tale ma	Five	Tig a rah'ah	Point of land
Tal e man'ik	Five of them	Tig a shu'ruk	Pick up
Tal ig'o wait	Snipe	Tig go'et	Foot
Tal ing'na rah	Endway	Tig lu rek'to ak	Beat
Tal la'lu e	Shake hands	Tig'oo	Take
Tal loke'ne nek	Enemy	Tig u'ga	Hold
Tal lu'yeh	Chute	Tig u ong'a	Adopt
Tal'nok	Darken	Tik a we'a	Take
Tal uk'sa tuk	Bashful	Tik a ya'rok	Stiff
Ta man'a	Here, at this place	Tik'ek	First finger
Tam'na	That	Tik lo'a	Knock
Tam mon'e	That one there	Tik sow'me ruk	Stiff
Tam ok ot'che a	Chew	Til a hut'che	Broom, brush, duster
Tam uk to'a	Lost	Til a oon'a	Sweep up
Ta mun'e	At this place	Til om'ni ute	A pouch
Tam ut'che	Hand me	Tim ung'a	Whale's back
Tam ut'kwo	All of that kind	Ting'a cha too	Fly away
Ta muz'ra	Is here	Ting a lo'tok	Sail
Tan al'look	Slate	Ting'a ro	To fly
Tang'ong	Intoxicating liquor	Ting'e	Hair on body
Tan'ik	White man	Ting me'a	Bird
Tap'che	Belt	Ting me ak'puk	Golden eagle
Tap ete tuk	Double	Ting me'ret	Birds
Tap ik top'to a	Pocketknife	Ting'ook	Liver

ESKIMO-ENGLISH VOCABULARY—Continued.

Tin'oop	Black or silver fox	Too/too	Reindeer
Tir'a lu	Slice	Too/too-imp'ni	Mountain sheep
Tit ki'ok	Crazy	Too'wa	Walrus tusk
Tit ki'yo	Foolish	Too war'uk	Walrus tusk
Toag	Ice piko	Too we'ke	Hunters
Toak'a lo	Spyglass	Too'wit	Also
Toak'a lo mat-au'na	Foster mother	To par tok/tit	Battle
Toak'a look'shok	Snare	To ret ko'yak	Term
Toak'kook	Tidewater	Tos luk'tuk	Deaf
Toak'o ro	Dead	Taw'took	Show it; see
Toak'pe	Seal spear	Tow toeng ik pe	Not see
Toak'tome	Killed	Tow'yok-sing oo na	Malediction
Toak'too	Job	To wy'ya	Butt
Toak tuk/to ak	Throbbing, clock	To'yok	Old squaw duck
To a vvek	Small bat-like bird	To'yoko	Salt
To a la'ta too	Small penknife	To'y one	Seaward, ocean
Tog'o ro kok	Seal bag	Toy u'rok	Sea swallow
Toi'ha	Shadow	Tu'bwet	My turn
Toh hi'tin	Bottle	Tuk e'zrook	Long
Tok a la u tow'rük	Bottle	Tuk low rum'e	Circle
Tok'ha	Shadow	Tum'e ra	Following
Tok'o yo	Flag	Tung uk'to ak	Purple
Tok o ro mo'tok	Graphite	Tu'pen	When
Tok o ro now'tuk	Graphite	Tu pit'kwe	Amulet
Tok she'ro	Win	Tu ra tin	Your turn
Tok shu ru tin	You win	Tu rek'toong	Your turn
Tol'lu	Cub, brown bear	Tu room	Your turn
Tom o whot'ik	Jaw	Tuz'ra	That will do, did
Tong o yok'tu tin	Hatred	Tuz'ra ik'pe	Not done
Too'a recht	Constellation of stars	Tuz'rava	Finished
Too a tow'rük	Button	Ty num'a	Same
Toobroom'a	Follow	Ty num'ah sing	Same as that
Too'e	Shoulder	Ty'u	Tree creeper
Too e'gah	Shoulder	Ty u ne'ka	Wrist
Toog a ling'a	Braid of hair	Ty ung'ok	A small sea bird
Too im ne'a	Last	Ty yaw'kut	Hoop
Took'a	Seal spear	U ki shook'tua	Lazy
Too koad'rook	Hell	Um mung'wo	Clam
Too let'chuk	Worm	Un'a kun	Wait little while
Too'lik	King loon	Un a kut'e a	Cousin
Too'lik	Golden plover	Ung'a lung	South wind
Too loo	Needlecase	Ung a lu luk'tet	Doctor's house
Too loo'a	Raven	Ung a wit'kin	Untie
Too loo'ane	Back	Ung'mah	Flint scraper
Too loo'muk	Rainbow	Un gob'rogi	Untie
Too lu'me	Rib	Ung ut'koo a	Doctor's house
Tool'wah	Long cloak	Un'tmoko	Acorn
Too'ma	Track	Un ut'koo'ya	Small, canvas-back duck
Toom'a go	Go ahead; lead off	Un ut'koo	Doctor, magician
Toom'a tin	Turn back	U po'a	Ax handle
Too'mit	Path	U po'o'zruk	Knife handle
Too'mon	Tracks	Ush'uk	Birch
Too mon'eat	Sled tracks	U'wok	Widgeon
Too mook'took	Pale	Wah'ok	Dirty
Too'ne	Diamonds (cards)	Wam it'iu	To dress
Too noo'ok	Skeleton	Wam it'in	To gesticulate
Too noo'riok	Ghost	Wan ee ho'ak	Not dirty
Toon'rok	Devil	We at'ok'to	Bethrothed
Too pal nik'toot in	Desire to sleep	We'chok	Red lead
Too'pik	Tent, summer house	We'it	Sent
Too ping'a	Delicacy	We la'rük	Gnash
Too pit too'uit	Onion	Wing ar'ok'to ak	Dance in honor of fiancé
Too'poop	White fish	Wing ik'to ak	Puberty
Toopt'u	Windpipe	Woi'tik	Light weight
Toop tu'ra ken	Throat	Woi'tuk	Light weight
Too puk'e rook	Two houses	Woi tu row'nek	Very light
Too puk'er u'it	Many houses	Wo ne to'ak	Jaw
Too puk'zrook	One house	Yaw hoo'tet	Music
Too tau'let	Eared owl	Ye kik'a	Hug
Too ti lu'a	Grandfather	Ye o'bet	Hill
Too to'alo	Salt meat	Yo ak'al u	Live
Too'tok	Chin labrets	Yo'ke	Live
Too to'kwok	Moose	Yor'a yok	A kind of fish
Too tong'ik pi	No deer		

NUMERALS.

- | | |
|--------------------------------|---|
| 1 A Tow'shek | 15 E ke me ak |
| 2 Hi'pah, or mal'ho | 16 E ke me ak a tow'shek |
| 3 Ping i shute | 19 E nu'e nok o tal'ia (20-1) |
| 4 Se sam'at | 20 E nu'e nok |
| 5 Tal'e ma | 30 E nu'e nok ko lin'ik (20+10) |
| 6 E chug'e ret, or ok vinile | 40 Mal'ho ke'pe ak (2×20) |
| 7 Tal'e ma-nal ro'nik (5+2) | 59 Mah'ho-ke'pe ak-ko'nik che pah ak to (2×20+10) |
| 8 Tale ma-ping i shu'nik (5+3) | 60 Ping'i shu-ke'pe ak (3×20) |
| 9 Ko ling'o tal ia (10-1) | 100 Tal'e ma-ke'pe ak (5×20) |
| 10 Ko'leet | 400 E nu'e nok ke pe ak (20×20) |
| 11 Ko leet a tow'shek (10+1) | |

ESKIMO-ENGLISH VOCABULARY—Continued.

GEOGRAPHICAL.

Herschel Island	Imp'na rok	Cape Thompson	Imp nah'puk
Return Reef	Oo lik'to me	Cape Seppings	Ke che mud luk
Barter Island	Noo boo'a	Cape Blossom	Kik ik tow ruk
Colville River	Neg'a leh	Kotzebue Sound	E'lu
Meade River	Kol u gru'a	Cape Spanberg	To go'tet
St. Clair River	Koo gar'o	Cape Lowenstern	Ke pud'luk
River west of Colville	Ik pek'pung	Schismareff Inlet	Oo pe shuk'a ru it
Point Barrow	Noo'wooh	Cape Prince of Wales	Kin e'gan
Cape Smyth	Oot ke av'ic	Fairway Rock	Oo ke'e ok
Coast Point Barrow		Krusenstern Island	Im ok'leet
to Pearl Bay	Im'nowk	Ratmanoff Islands	In el'lect
Pearl Bay	Ping i shu'gu mute	East Cape	No'whok
Franklin Point	At ten ok'mute	Coast northwest of	
Point Belcher	Se zar'o	East Cape	Kot leet
Point Collie	Koog mute	Coast southwest of	
Wainwright Inlet		East Cape	Az re go'a
River	Kook	Kings Islands	Ov ke'yok
Village south of		Sledge Islands	Ah ya'ak
Wainwright's	Ke la man tow'ruk	Cape Douglas	Ong ne'ak
Icy Cape	Oo too'kok	Port Clarence	Nook
Point Lay Village		Great Lake east of	
and River	Kook pow rook	Port Clarence	Im ak'a zrook
River 39 miles east of		Point Spencer	Pe rod'l it
Cape Lisburne	Pet meg e'a	Water Place Port	
Cape Lisburne	We'vok	Clarence	Oka veen ok
Point Hope	Fig a rok	St. Michaels	Tash'uk
Point Hope River	Kook'puk		

In the above vocabulary the words are spelled phonetically, letters being given their natural English sounds; k is substituted for c, except in ch, and k takes the place of q. Where g occurs it has the hard sound, as in "gas." — (N) is for Point Hope and North Coast; —. . . (B), Point Barrow; —. — (D), Diomedes and Cape Prince of Wales; —. — (K), Point region back of Port Clarence; —. — . . . — (Kev), rivers between Novatok and Point Hope; —. —. . . (KP), Point Lay.

The vocabulary is the result of four years' study and practice, one year with natives alone, when no English word was heard. It has been rewritten and corrected every four months.

JOHN W. KELLY, 1885-1889.

ESKIMOS IN SIBERIA, FROM CAPE BEHRING TO EAST CAPE.

ANGLO-ESKIMO VOCABULARY.

In this vocabulary y is always hard.

Symbols—

East Cape	. . .	(e. c.)
St. Lawrence Bay	. . . — . . .	(s. b.)
Inland Deermen	— . . . — . . .	(d. m.)

Symbols—Continued.

Plover Bay	. . . . .	(p.)
Cape Tchaplín	. . . — . . .	(e. t.)
St. Lawrence Island	. . . — . . .	(e. t.)
Cape Behring	—	(b. e.)

Anchor	Oo u're	Boots, fancy	Ko lip'se kan
Arm	Tas'luk	Boots, water	Ko ve'u ke
Aurora	Ka yo a yok	Boots, deer	Bo'ne ye kok
Ax	Ka ka le'ma	Box	Se u'suk
Baby	Tal no'whok	Boy	Muk gil'ge
Bad	Suk'a luk	Bracelet	Tol yo'a
Bad man	Suk a lu'uke	Brant	Luk'luk
Badger	Hue'to	Breasts	Mum mu'ha
Badger	Nue'to	Breasts	Mam'ma
Badger	Ke u'ye	Breeze	Kow o'a rok
Badger	Ne tong'ook	Brother	Yo'ope
Band	Ok now'oot	Button	Nuk to'wha
Bay	Snuh'ok	Button	Too to'kwok
Bead	Shung ow'ro	By-and-by	Ki'wa
Bead	Ow ga'be	Calm	Kap'se nok
Bear, white	Room'ka	Cartridge	Ya pis'ka
Bear, white	Naw o'a	Certainly	Whing ya'e
Bear, white	Naw'ook	Clam	Pco'noon
Bear, brown	Pah kin'ok	Clear	Ah vak'luk
Bear, black	Ka ing'a	Cliff	Imp'net
Bed, go to	Mun ra'mok	Cloudy	Kil la'luk
Bell	Wun'ye	Coat	E rin
Belt	Tap'che	Coat	At'kook
Big	Ne main'kin	Codfish	Toongo'ou
Big	Ong'a re	Cold	Ho tang'a
Bird	Kah wag'a nin	Comb	Soo'nek
Black	Tak nil'er gie	Come	Tug'a
Black skin	Mun'tuk	Consumed	A bang'eta
Blood	Owk	Cord	Im'who
Boat, open	Ung'yet	Cotton	Koo we'a
Boat, closed	Ky'ak	Crab	Kang ko'lo
Boots	Pe lek'it	Crab	Kang'kok

ESKIMOS IN SIBERIA, FROM CAPE BEHRING TO EAST CAPE—Continued

ANGLO-ESKIMO VOCABULARY—continued.

Crab	Ne ot/ke	Hare	Oo kwa/jek
Crane	Sho/kwa	Hare	Oo kaw'che
Crazy	Okt nek'to	Hare	Oo kaw'chuk
Crazy	Na sho/kwok	Hare	Na lu'a tot
Curlew	Na to'chet	Harpoon	A'yo ukt
Curlew	Do'chet	Hatchet	Ki'n
Dance	Kan ka'ro	Hawk	Tok'luk
Day	Ka vok'tuk	Hawk	Che a kaw'ret
Dead	To'kok	Heart	Ka sha'hok
Deaf	Tus luk'tuk	Hermaphrodite	On ah/shuk
Deer	Toom'too	Herring	Kob loo'ra
Deer	Toom'ta	Hill	Ni'ret
Deer	Ko rong'a	Hit	Ti gu'ok
Deer	Il wil'loo	Hole	Oot ke me'kluk
Devil	To'nok	House	Mung to'ha
Dog	Kig'mek	House, underground	Mung lah
Dog	At ki ne	How many	Kap seen'a
Dog	Kig meen'rook	Hungry	Nin gung'e ta
Door	Kot'pek	Husband	Oo wing'a
Drawers	Ne'pa	Ice	Se'ku
Dream	Ka va nok'too ma	Iron	Pil win'tin
Drum	Sow woo'guk	Ivory (walrus)	Too koh'a
Duck, eider	Kwal'la	Ivory (walrus)	Too'wang
Duck, eider	Kwad'la	Ivory balls	Up klut'e tit
Duck, eider	Too'nuh	Jaw	Ow'e look
Duck, eider	To'brok	Jelly fish	To ret'kok
Duck (loon)	U wy'n wa	Jelly-fish	To ret kot'ka
Duck (diver)	Ka ing'ik	Jelly-fish	King'co
Duck, widgeon	Kong'wok	Killer (orca)	Ne gau'e
Duck, crow-bill	Ot'pah	Killer	Shung'sho
Duck, old squaw	Sang sek'a hoy ik	Kiss	Sing nah'a look
Duck, (puffin)	Chu kwil'puk	Knife	Wot le'a
Eagle	Ka wag'puk	Knife	Chow'wik
Eagle	Wed'le	Knife, pocket	Om kwot'wa
Ear	Se'guh	Know	Ne she'muk
Ear-ting	Kwo pow'yet	Lake	Na'peek
Eat	Nin gum'e ta	Lamp	O'rak
Eat	Neg'a	Lance	Kal loo yok
Egg	Man'cak	Land otter	Nan'net
Enough	As in'o	Leg	Ir'ag o
Ermine	Ah me ta'too	Line, whale	Pa rekt
Ermine	To wy'ka	Line, large	Tap'kwok
Ermine	Ah me'klu ke	Lip	Kun'yuk
Eye	E'ye	Louse	Koo muk
Face	Ke noak'a	Lynx	Ta pah'let
Father	Ah tok'a	Man, native	Yoke
Fathom	Yok'tuh	Man, native	Kot'loun
Feet	E'te yet	Man, negro	Tow'il ery-yoke
Fight	Kwu'te	Man, white	Kot'il ery-yoke
File	E tam'nok	Man, white	La lute'wa len
Finger, first	Tig'ch	Marmot	Seck'eek
Finger, second	Ah kle'uke	Marmot	An uk'keo
Finger, third	Ah lunk'to	Marmot	E'li
Finger, fourth	E tel'ko	Mast	Na poah'yak
Finger, thumb	Koom'luk	Matches	Nak'set
Finger nail	Stoke	Me	Oo wung'a
Finished	Too plit'ko	Medicine	At ha'ga
Fire	Ook'took	Mine	Pung'a
Fly	Ma ning'la	Mine	Hum'neen
Fly	Rok'wa	Mittens	La'leet
Fog	Ka go'took	Mittens	Ah ya poich chung'wa
Foreigners	Tan'u tan	Moon	Ten'kuh
Fox, red	Il'wah	Moose	Oap'ka
Fox, red	Kah vin'ok	Mother	Nag'a
Fox, white	Tre'gu	Mother, my	Oo wung'a nag
Fox, white	Doo'loo	Mountain	Ni'rek
Fox, white	Kot le'a	Mountain sheep	Ken'nek
Fox, white	Tah'o wok	Mountain sheep	Te pal'et
Glove	E'het	Mouth	Kan'ka
Go	Ow e tok'to	Mustache	A mo'wah
Good	U pin uk'took	Nail	To ko'a
Goose, black	Luk luk'puk	Naked	Me tom'elkook
Grass	Wook	Near	Kun a too'rok
Grindstone	Te chin'na	Needle	Se'kuh
Gull	U a'ya	Needle	Se'koon
Gull, tern	Koh'u ma	New	Nu tow'ok
Gum (of whale)	Sok'o ro	No	A bung'e to
Gun	Too'wuk	No	Wing'a
Hair, human	Noo'yok	No, will not	Wing a wing
Hair, human	Noo'ya	Nose	Ke'nowk
Hair, human	Kit swe'a	Now	E'ute
Hair, animal	Nees'kwo	Oar	Ya bo'kwa
Hammer	Yup'pa	Oil	Me se'ak
Hand	E'net	Oil skin	Kal'tuk

ESKIMOS IN SIBERIA, FROM CAPE BEHRING TO EAST CAPE—Continued.

ANGLO-ESKIMO VOCABULARY—continued.

Oil skin	Ke tig'a	Sled	Kom me ke
Old	Oo too'kwo	Sled	O'ro-go'ro
Open water, big	Mok'look	Sleep	Ka'vek
Owl, snowy	Tok'a lo	Small	Pilo'kin
Owl, snowy	Ha ne'pa	Smell	Nah'hah
Paddle	An ow'ok	Smoke	Poo'yok
Paint	Ung a oo'shok	Snow on ground	An ne vak'a poon
Pantaloons	Ke he'ik	Snowing	Kong'ek
Pantaloons	Ka now'tin	Snowshoe	Wool wuh'yak
Pantaloons, deer	Ip pe ha'ha wa	Spear, whale	Oo'a nok
Pick, or mattock	Seet'look	Spear, seal	Too'kwa
Plenty	Nim ka keen	Stand up	Muk koo'vuh
Plenty	Ab a e lok'tuk	Star	E la lu'ke tah
Poke, seal bag	A wot'kuh wuk	Starfish	Tas'ki ville
Pot	Koo ka'ne	Starfish	As'ka vo che
Pot	Moo'ha	Stocking	Pum'ya
Ptarmigan	Tal'et	Stone tool	Wil um'ok
Puffin	Koob ro'a	Stoop	Goak'tah
Puffin	Pe ni'a	Summer	Keek
Quick	Shu kwil'nuk	Sun	Shi kin'ya
Quick, very	Shu ki loog'tin	Teeth	Koo'tit
Rain	Nip'chook	Thimble	Tig'eh
Raven	Kwil'wit	Thread	Kle'puk
Raven	Mut tuk'look	Tobacco	Cha lu'pa
Ring, finger	Long ko'hoit	To-morrow	Oo got'tek
River	Ni'wuk	Tongue	Oo'leh
Rum, drink of	A kwim'yek	Turbot	Col su gu am
Sable	E le'yet	Turbot	Al scrag'a'nek
Sack	Cho klo'wok	Vise	Pum chu'wuk
Sail	Ting a lan uk ok	Walrus	I'wok
Salmon	Kwad lu'pe	Walrus	Chit'chu
Salmon	Too in'a	Walrus skin	Mun goo'na
Salmon trout	Ah'cho	Water	Im'uk
Sand	Kua'uk	Water, drink of	Ne kwe'sheak
Saw	Til he gew'na	We	Oo mung'ham
Scissors	Poo jook'tat	Whale, bowhead	Ok'kuh wuk
Screw	Tap'pe tok	Whale, bowhead	Bo zruk
Sculpin	Ki na'ga	Whale, gray	Ung to'hok
Sculpin	Oo'rok	Whale, finback	Te po'hok
Seal, common	Al mu'chuke	Whale, humpback	Tng wo'hok
Seal, common	Nat'chok	Whale, narwal	Poo'jak
Seal, common	Mam'lek	Whalebone	Ook lung'a
Seal, common	Nat'suk	Whalebone	Sho'kok
Seal rope	Tap'kwa	Whale flukes	Kom'is tok
Sexual	O yo kwot'e ka	What do you wish	Cha lu'ga la
Sexual	Oo u look'in	What do you wish	Pe ra kot'ka
Ship	Ung ye ok'puk	Wife	A lik'ha
Shirt	Loo'luk	Wind	An o'ka
Shovel	Poo'goodt	Winter	Sho'ka
Shrimp	Kung'a ra	Wish	A lu'ga nu
Shrimp	King'yak	Wolf	Kun la'ga
Shrimp	Ok shuk'se ruk	Wolf	Oo koo'a
Shut (door)	Ted li pat'ka	Wolverine	Kap'se
Shut (door)	Ma kot'u	Woman	Ok'an ok
Sing	La lug'era	Woman	Now'skat
Sink	Ki lu goo'ta	Woodcock (golden plover)	Too'lik
Sister	Ni yig	Wrestle	Too'a waik
Sit down	Ko a ko'a	You	Shu'pa
Sit down	Ok'o noke	You	Hun
Skin	Ah me we je k	You	Hun'yun
Sled	Kom mi'a		

ESKIMO-ENGLISH VOCABULARY.

A bang'e ta	Consumed	A lu'ga me	Want
Ab e lok'tuk	Plenty	A lunk'to	Third finger
Ab'e look	Arctic Ocean	A mow'at	Mustache
A bung'e to	No	A ne'yok-a'poon	Snow on ground
A gab'tik	To-morrow	An o'ka	Wind
Al'cho	Salmon trout	A now'ok	Paddle
Ah ha'ga	Medicine	An uk'e a	Marmot
Ah kle'uke	Second finger	As in'o	Enough
Ah me klu ke	Ermine	As'ka voche	Starfish
Ah me'ta	Ermine	At'kine	Dog
Ah me we'we je k	Skin	At'kook	Coat
Ah tok'a	Father	A wot'kuh wuk	Seal poke
Ah vak'look	Clear	A youwkt	Harpoon
Ah ya poich'chung na	Mittens	Bo ne ve'kok	Deer boots
A kwim'yek	Drink of rum	Bo'zruk	Bowhead whale
Al mu'chuke	Seal	Cha lu'ga la	What do you wish
Al scrag'a nek	Turbot	Cha lu'pa	Tobacco
		Chit'chu	Walrus

ESKIMOS IN SIBERIA, FROM CAPE BEHRING TO EAST CAPE—Continued.

ESKIMO-ENGLISH VOCABULARY—continued.

Cho klo/wok	Sack	Kot pol'u	Door
Choro/nok	Deer horns	Kow'o a rok	Breeze
Chow/wik	Knife	Ko ve'uke	Water boots
Do'chet	Curlew	Kuh'ya	Lip
Doo'loo	White fox	Kun at oo'rok	Near
E'het	Hand; glove	Kung'ara	Shrimp
E la lu ke ta	Star	Kun la'ga	Wolf
E la'yet	Sable	Kun uk	Sand
E'li	Marmot	Kwal'lu	Eider duck
E'tren	Coat	Kwil'wit	Raven
E'tan/nok	File	Kwute	Fight
E'te get	Feet	Ky'ak	Covered canoe
E'tel'ko	Fourth finger	La'leet	Mittens
E'ye	Eye	La lug'a ra	Sing
E'yute	Now	La lute'waleu	White man
Geak'ta	Stoop	Long ko ho'it	Finger ring
Ha ne'pa	White owl	Loo'luk	Overshirt
Ho tang'a	Cold	Luk'luk	Brant
Hue'to	Badger	Lukluk'puk	Goose
Hun	You	Ma kot'u	Shut door
Hun yun	Yours	Mam'lek	Seal
Il'wah	Red fox	Mam'ma	Breasts
Il wil'loo	Reindeer	Man'eak	Egg
Imp'net	Cliff	Ma ra ning'ta	Fly
Im uk	Water	Me mlel	Seal
Im'who	Cord	Mos'kwok	Animal hair
Ip pe ha'ha wa	Pantaloons	Me tom'el kook	Naked
Ir'ago	Leg	Mok'luk	Big, open water
I'wok	Walrus	Moo'ha	Pot
Ka go'ay ok	Anura	Muk gil'ge	Boy
Kah vin'ok	Red fox	Mum ma'ha	Breasts
Kah wag'a nin	Bird	Mun goon'a	Walrus skin
Ka'ng'a	Black bear	Mung' o'ha	House
Ka kaie'ma	As	Mun ra'mok	Go to bed
Kal loo'yok	Lance	Mun'tuk	Whale meat
Kang'kok	Crab	Mut tuk'look	Raven
Kang'ko le	Crab	Nag'e	Mother
Kan'ka	Mouth	Nah'huh	Smell
Kan'ka re	Dance	Nak'set	Matches
Ka now'tin	Pantaloons	Na lu'e tat	Hare
Kap'se	Wolverine	Nam'net	Land otter
Kap seen'a	How much	Nan o'a	White bear
Kap se'nok	Calm	Nan'ook	White bear
Ka sha bok	Heart	Na'pek	Lake
Ka va nok'too ma	Dream	Na poah'yak	Mast
Ka'vok	Sleep	Na sho'kwok	Crazy
Ka wag'puk	Eagle	Nat'chok	Seal
Ke be'ik	Pantaloons	Na to'chet	Curlew
Ken'nek	Mountain sheep	Nat'suk	Seal
Ko noak'a	Face	Neg'a	Eat
Ke tig'a	Oil skin	Ne gan'ne	Whale killer
Ken'yo	Badger	Ne kwe'she ok	Drink of water
Kig meen'rook	Pot	Ne mam kin	Big
Kig'mok	Dog	Ne ot'ka	Crab
Kil la'luk	Clondy	Ne'pa	Drawers
Ki lu goo'too	Sink	Ne she'mok	Know
Kin'a ga	Sculpin	Ne toong'ook	Badger
King'ik	Diver	Nim ka'keen	Plenty
King'oo	Jelly-fish	Nin gum'e ta	Hungry
Hing'yuk	Shrimp	Nip'chok	Rain
Kit swea	Human hair	Ni'ek	Mountain
Ki'u	Hatchet	Ni ret	Hill
Kle'puk	Thread	Ni'vuk	River
Ko a ko'a	Sit down	Ni'yig	Sister
Kob loo'ra	Herring	Noo'ya	Human hair
Kob ro'a	Puffin	Noo'yok	Human hair
Koh'u ma	Tern	Now'skat	Woman
Kol ip'se kan	Fancy boots	Nue'to	Badger
Kol'loim	Woman	Nug a luk'pe	Go to bed
Kol su'gwam	Turbot	Nuk koo yuk	Stand
Kom'is tok	Whale flukes	Nuk to'wha	Button
Kom'me a	Sled	Nung'luh	Under ground house
Kom'me ke	Sled	Nu tow'ok	New
Kong'wok	Widgeon	Ok an'ok	Woman
Kon'ik	Snowing	Ok'aw ak	Bow-head whale
Koo ka'me	Pot	Ok mine'ok	Big duck
Koom'luk	Thumb	Oknek'to	Crazy
Koo'muk	Louse	Ok'o neke	Sit down
Koo'tit	Teeth	Ok'pah	Crow-bill duck
Koo we'a	Cotton	On ah'shuk	Hermaphrodite
Ko rong'a	Deer	Ong'are	Big
Kot il e ry yoke	White man	Oo'an ok	Whale spear
Kot'lea	White fox	Oo kaw'ehe	Hare

ESKIMOS IN SIBERIA, FROM CAPE BEHRING TO EAST CAPE—Continued.

ESKIMO-ENGLISH VOCABULARY—continued.

Oo ke'mek luk	Holo	Tap'che	Belt
Oo klung'a	Whalebone	Tap'kwok	Cable
Oo koo'a	Wolf	Tap pe'tok	Screw
Ook'took	Fire	Tas'luk	Arm
Ook wad lu'pe	Salmon	Te chim'na	Grindstone
Ook wa'yek	Hare	Ted li pat'ka	Shut door
Oo'lah	Tongue	Ten keh	Moon
Oo loo'kwo	Old	Te pal'et	Mountain sheep
Oo mung'hum	We	Te po'hok	Fin-back whale
Oop'ka	Moose	Tig'eh	Forefinger; thimble
Oo u look'in	Intercourse	Tig u'ok	Hit
Oo u'ro	Anchor	Til he gew'na	A saw
Oo wing'a	Husband	Ting a lan uk'ok	Sail
O'rak	Lamp	Tis ke ville	Starfish
O'ro-go'ro	Sled	To a waik	Wrestle
Ow o tok'o	Go	To'brok	Elder duck
Owk	Blood	Tok'a lo	Small owl
O yok wot'cka	Intercourse	Tok'a uke	Sick
Pah kin ok	Brown bear	Tok look	Hawk
Pa'recht	Whale line	To ko'a	Nail
Pe lek'it	Boots	To'kok	Dead
Pe lo'kin	Small	To'nok	Devil
Pe ni'a	Puffin	Too'in a	Salmon
Pe rak ot'ku	What do you want	Too kah'a	Walrus tusk
Pil'wint in	Iron	Too'kwa	Seal spear
Poo'goodt	Shovel	Toolik	Golden plover
Poo'jak	Narwal	Toom'ta	Deer
Poo'jook'tat	Scissors	Too'muh	Elder duck
Poo'noon	Clam	Toon goo'u	Codfish
Poo'yok	Smoke	Toon'too	Deer
Pum chu'wuk	Vise	Too plit'ko	Finished
Pum'ye	Stocking	Too to'kwok	Batton
Pung'a	Mine	Too'wang	Walrus tusk
Rok'ua	Fly	Too'wuk	Gum
Room'ka	White bear	To ret'kok	Jelly-fish
Sang sek'a hoy ik	Duck	To ret kot'ka	Jelly-fish
Seek'eck	Marmot	Tow il'er y uke	Negro
Seet'look	Mattock	Tu'ga	White fox
Se'guh	Ear	Tug'a	Crane
Se'foon	Needle	Tung wo'hok	Hump-back whale
Se'ku	Ice	Tung yo'a	Bracelet
Se'kuh	Needle	Tus luk'tuk	Deaf
Se u'suk	Box	U'a yeh	Gull
Sha lig a not	What do you wish	Uk shuk'se ruk	Shrimp
Shi kin'ya	Sun	U lik'a	Wife
Sho'ke	Winter	Ung a oo'shok	Paint
Sho'kok	Whalebone	Ung to'hok	Gray whale
Sho'kwa	Crane	Ung ye ok'pak	Ship
Shu ki loog'tin	Very quick	Ung'yet	Boat
Shu kwil'nut	Quick	U pin uk'tuk	Good
Shung ow'ro	Bead	Up kut'e tet	Bali; missilo
Shung sho	Whale killer	U wy'u wa	Leon
Shu'pa	You	Wed'le	Eagle
Sing noh'a luk	Kiss	Whing'yo	Certainly
Snub'ok	Boy	Wil um'ok	Stone tool
So ko'ra	Whalo gum	Wing'a	No
Soo'nek	Comb	Wing'a wing	Will not
Sow woo'yuk	Drum	Wool wuk yuk	Snowshoe
Stoke	Finger nail	Wot le'a	Knife
Suk ala'yuke	Bad man	Ya bo'kwa	Our
Suk'a luk	Bad	Xapis'ka	Cartridge
Tah'o wok	White fox	Yoke	Man
Tak nil'er ge	Black	Yok'tuh	Fathom
Tal'let	Ptarmigan	Yo'o pe	Brother
Tal no'whoh	Baby	Yup pa	Summer
Ta pal'let	Lynx		

CHAPTER XXVII.

EDUCATIONAL MATTERS OF INTEREST IN VARIOUS STATES.

ARIZONA.

Report for 1895-96, Hon. T. E. Dalton, superintendent of public instruction.

The census of children has increased since the year 1895 to 16,936, being 1,027 more than in that year. Of this number 76 per cent attended the public schools some time during the year. The attendance at private schools added would raise to 82 per cent. The average of actual daily attendance, however, was only 45 per cent, a fact which, in the opinion of the superintendent, shows the need of an effective compulsory educational law.

The increase in the number of school districts during the year 1895 was 4, making the number now 223. Increase in number of teachers is 3, the whole number now being 224. Some reduction in wages has taken place. Duration of school term was 6.34 months, an increase of about one-third of a month. The number of new school-houses built in the biennium is 20. Table of receipts and expenditures is added.

At one of the meetings of the Territorial board of education (June 20, 1896), among the instructions given to teachers was the following interesting one regarding corporal punishment:

"Any teacher, before inflicting corporal punishment upon a pupil, must first notify the parents or guardian and one member of the board of trustees of his or her intention at least one day before such punishment is to be inflicted, stating the day and hour at which the punishment will be inflicted, and extending an invitation to such parent or guardian and one trustee to be present. The punishment must not be inflicted in the presence of the school."

The report urgently recommends a uniform course of studies in the entire Territory.

The report comments upon the fact that, notwithstanding the severe responsibilities of the superintendent of public instruction, his position is dependent upon one appointing power, which subtracts from its dignity. He contends that, as in other States and Territories, he should have control over county superintendents, trustees, and teachers, and be allowed an adequate salary. The matter is argued at some length. So it is with the provision of the school law which makes the county probate judges ex officio county school superintendents, whether or not they have had experience in teaching. Recommendation is made of some provision of law whereby the standards in grading in county schools by county board examiners may be brought at least to some nearer approximation to conformity. The report, indeed, advances the opinion that these boards should be abolished and their duties assigned to the county superintendent.

The new law for apportionment of school funds, although liable to some objections, has proven to be in the main satisfactory. Some carelessness in the too rapid increase in the number of school districts is complained of, as well as the inefficiency of the existing compulsory school law which the attorney-general has decided to be "inoperative and void."

ARKANSAS.

Report for 1895-96, Superintendent Junius Jordan.

While the value of property in general has dwindled, taxes for school purposes have been maintained. The work of the county normal schools has served to increase greatly competency among teachers and bring about a better system of grading. There has been a notable improvement in schoolhouses, apparatus, and other school appointments. Appeal is made for greater force in the superintendent's office, because of the increased number and burthen of its duties. Notwithstanding the urgent calls from every county in the State in that behalf, the superintendent

was enabled to visit only about one-fourth. Change is earnestly asked in the matter of school directors, many of whom are wholly incompetent, some using the office mainly for the purpose of putting in favorites, and many of whom neglect even the nominal work of making official rules required by law at their hands. It is claimed that present conditions make change from the districts to the town system indispensable.

The report asks for abolition of the office of county examiners and creation of that of county superintendent, with liberal salary. If the former is to remain it is recommended that it be elective, in order to remove it from the influence of politics, candidates being required to stand examination before the State superintendent.

The country schools, although yet far behind what it is desirable they should become, have improved under the influence of the county normal schools. The report recommends advance in the programme of all common schools.

By an act of the general assembly of 1895 a normal school was required to be established for every county in the State, to continue in session for one month. This has been a notable success. Among many things said by the report upon this subject is the following:

"I feel authorized in saying that the money appropriated by the normal for the two years past has done more good for the public schools of Arkansas than all other movements of like nature that have been set on foot. Nor can we afford to stop where we are. The two years were experimental years, but the results show such gratifying success that I feel it my duty to urge on the legislature a continuation of the appropriation for two years more. At the end of that time the State will be able and the necessity apparent for the establishment of one or two permanent normals."

The reports of county examiners, in the opinion of the superintendent, show more and more the inefficiency of the system of directors.

The money received from the Peabody fund, which was \$2,750 in 1893 and in 1894 \$3,300, has been "utilized in normal work, supplementing the State appropriation in those counties when the attendance was so large and important as to require one or more teachers and in extending, in some instances, the session of one month allowed by the State to five or six weeks, as the case demanded." Normal schools were held for three months in five towns—Jonesboro, Prescott, Hope, Normal, and Forest City, the last two of negro faculties.

The question of uniformity of text-books which prevails in some States is discussed at some length, the superintendent's views being adverse to it beyond the schools that are under the control of their own special boards of control. In view of the great differences in teachers as to culture, habits of thought, and methods of teaching, it would seem impracticable to attempt to carry it throughout the State.

On the whole, what has been done in the matter of education in the State since the beginning of the public system is to be highly commended and is auspicious of happy consequences. It requires much time for a people, however unembarrassed by public, social, domestic, and individual constraints, to become familiar with a policy of great universal importance which has been newly introduced into their life. Such familiarity was necessarily prolonged during the throes of political reconstruction after a disastrous war and the financial struggles, which ever since its passing have been continuous. It is most noteworthy that the people have cheerfully submitted to the taxation necessary for the prosecution of a purpose whose value has year after year been more clearly recognized.

CALIFORNIA.

GREAT PUBLIC LIBRARIES IN THE UNITED STATES.

By EDWARD S. HOLDEN.¹

The present decade has witnessed the foundation of several great libraries and the reorganization of others. The movement has not come too soon. Library organization in the United States has been studied with success, and we have a school of librarians whose intelligence and fitness is beyond praise. By their congresses and by their printed papers the main principles, and more especially the details, of their work have received a thorough examination. It might seem that there was little left to be said on matters of organization and policy. But a great library has to meet the wants of a very varied constituency, and it may not be impertinent for one of the outsiders and tax payers to present a few considerations, from the non-technical point of view, which relate rather to principles than to details. I recollect a sight-seer at the Naval Observatory of Washington who asked to be furnished with a volume which had cost the Government \$8 to print. He was highly indignant when his request was denied. He was a tax payer, he said, and demanded

¹ Reprinted from *Overland Monthly*, August, 1897.

the volume as his right. Admiral Rodgers made a short calculation on his blotting pad and came to the conclusion that, as one of 50,000,000, his visitor's share was less than 5 cents, and thereupon tendered that coin in payment. There are 75,000,000 of us now, and the share of each is small. But each one has a right to be heard at least.

The 75,000,000 people do not all want nor need the same thing. There are 14,000,000 school children, for instance, with special needs. It is vital to our continuance as a nation that they shall be taught to comprehend the fundamental principle of all government—liberty with order—but it is not necessary, nor practicable, nor desirable, that they should all be instructed in the higher walks of literature or science. The gates are open to all; but only a few will enter—can enter.

The school child absorbs. He does not add to knowledge, though he may do so. This chance must be kept in mind and he must be considered as a possible creator. The first duty of some libraries is to reach everybody in the community, beginning with the lowest minds and going as high as may be. This is precisely in keeping with American ideas at present, and the duty is not likely to be forgotten. The scores of libraries (of which the Boston Public Library, with its 575,000 volumes, is perhaps the best known type) that provide every possible convenience for their constituents make it certain that the library will soon be brought to every door. The humblest has only to ask. The college library regards the wants of a different class, and, in general, provides for them admirably. The libraries of Harvard (474,000 volumes), Chicago (280,000), Yale (215,000), Columbia (160,000), are excellent examples. A large and increasing proportion of the men who are to shape the fate of the Republic in the next century will be furnished by the colleges. Fine scholarship, balanced character, originality, open and flexible intelligence, directive power, are fostered in academic shades. Enlightened public opinion is essential in the Republic. This will always be formed by ideas originated by a very small number of thinkers and subsequently adopted by millions of citizens. It is indispensable to educate the whole mass of voters intelligently to select and receive their standards of action, but it is vital to encourage by every practicable means the creation of such standards by the comparatively few.

In every great city—Washington, New York, Chicago, San Francisco—at least one great library should be maintained whose first duty is to meet the wants of the very highest class of students, and to create and foster insight and distinction of character. Just as we maintain the public school as a great conservative force—a reservoir of intelligent citizens—so we should, in a proper proportion, cherish all influences which tend to the production of the very highest type. And a great library is a mighty influence of this sort. It is taken for granted in this place that both ideals can not be perfectly subserved by a single organization; that it is fundamental to determine at the outset what the ideal is to be; whether to begin at the highest and work down, or at the bottom and work upward. If the assumption is doubted, I ask any teacher of experience to say whether it is or is not essential to grade our children in the public schools into classes of like accomplishments; whether it is not advantageous to dissociate the older from the younger students in college; whether a mixture of very different elements is not likely to degrade the higher proportionally more than it will raise the lower; whether learning has not a more intense spirit in the upper levels. The readers in a library are, of course, not brought into close association like the students of a school. But it is of the highest importance which ideal is held up by the fundamental organization. An example will illustrate this. It has been proposed, first, to make the National Library at Washington strictly a library of reference—primarily for scholars; and second, to make it a lending library for Congress and for city readers. Is it indifferent which plan is adopted? Will the library be the same institution a century hence in the two cases? Will it have had the same effect upon the life of the country? It is a matter that can be debated which of the two plans is better. The present point is that they will lead to very different results in the end, and that the right plan must be chosen at the outset.

The main argument of this paper is that there is pressing need for influences which will create and preserve the highest scholarship and culture, and a prospective danger unless our coming leaders are trained; that it is not sufficient to train the followers; and finally, that a few libraries, one in each great city, should be organized in the interest of scholars, primarily, sacrificing whatever must be sacrificed to attain this end. One of the strangest phenomena of our democracy is its rage for uniformity and conformity. Variety, originality, and independence must be deliberately fostered, as well as prized. The effect in this regard of the old Astor Library in New York, with its dignified hospitality to serious students—making their higher interests its own—has been simply incalculable. Taking a single instance, it is impossible for me to remember without gratitude the weeks I spent as a lad, a generation ago, in its alcoves where the whole resources of its magnificent

collections were freely opened. I had been introduced as a student, and no further recommendation was needed. Not long since I had occasion to make a short research in a large library in the East conducted in a different spirit. There were telephones, branches, a microscopic shelf classification, pneumatic deliveries, and everything "modern." The reader was taken charge of, and every part of the "business" was done like the manual of arms, but finally it was business and not scholarship. It was a surprise to escape from the automatic mill without a pink ticket containing an abstract (by the library assistant) of the books I had consulted. In its way it was all admirable, but the high spirit was absent. Of course "business methods" are essential and these were intended to encourage, not to deter. The only just criticism is that the assistant (and the reader) was obsessed by them. This result need not follow, but it points to a danger in the "newest" methods; which is to fail to see the forest by virtue of looking too intently at the trees. The difference in these two libraries arose simply from a difference in ideal—in fundamental plan.

Under its new direction the Astor Library, one of the constituent parts of the New York Public Library (which comprises the Astor, Tilden, and Lenox foundations), is still to be faithful to its old traditions. Its relations to scholars will remain as before, and it will leave to other departments of the public library the care for the general interest. If the argument of this paper is correct it will be necessary to draw the lines of demarcation sharply. These problems have hardly yet arisen on the Pacific coast, but they will arise, for they are fundamental. The direction of our future development will depend in no unimportant degree on the solution that we adopt in the Sutor Library and other great foundations of the sort.

There is a widespread fallacy with regard to the use of libraries which is "modern," and all the more dangerous because it is partly true. It is assumed that any and every library is doing its best service when its books have the maximum circulation.

Elaborate statistical tables are printed to show how many volumes have been drawn this year as against last year, etc. The more drawn, the more fully is the library performing its function. This is not always so. Take the special case of a public-school library, for example. Is it better for the community that a high-school lad should read a dozen volumes of Jules Verne's in a six-month, or that he should spend the same time over a single volume of Plutarch or Froissart? The statistical tables try to cover such cases by dividing the books issued into classes (history, fiction, philosophy, etc.). But even here the point is missed. The usefulness of the library depends solely on the benefit the readers derive from the books they draw. This may well be greater when few books are drawn than when twice the number are issued. Reading is no virtue in itself; and if it were, the value of reading is certainly not proportional to the number of pages read. The trivial attitude of mind which is fostered by the multitude and cheapness of modern newspapers, magazines, and books has impressed everyone. A trivial-minded child makes a trivial-minded citizen. The library must not measure its usefulness by the multitude of its issues. All these points are obvious enough—even trite—but a caution against such fallacies, bolstered by statistics, may not be wasted. Many librarians, and more boards of trustees, are still disposed to accept mere movement for advance.

Another popular fallacy relates to the kind of knowledge which makes a competent librarian. Roughly speaking, he is supposed to know everything. The last man who knew everything was Dante. Since his time all living scholars have had to specialize. They should know at least one thing supremely well, which will insure their power to learn other things for themselves, and their ability to put students in general on any desired track. It is nothing short of absurd to expect a scholar to-day—either in science or literature—to be a master in more than one or two departments. All that can be asked is a thorough knowledge of one part, a thorough acquaintance with its relation to other parts, and a minute familiarity with the bibliographic aids by which books are sifted and compelled to yield what they contain, the whole of this informed with the scholar's enthusiasm, method, and desire to communicate. Living among books gives an astonishing acquaintance with small details which may serve to impress the inquirer or the library trustee; but caring for them and using them gives the spirit of research which is the sole important matter.

It is not a little remarkable that so few of our librarians are themselves authors. It would seem, as the materials for authorship lie all about them, and as their attention is daily called to books which are needed and not yet written, that they would be inwardly compelled to supply the lacks they see. The explanation of this aridity of a learned profession in the United States (it is not so in foreign countries) is that our librarians are overworked. They tend to become, not scholars, but clerks of high degree. If this is a correct explanation of an undoubted fact the matter calls for a remedy.

A library is an immense cyclopedia of all knowledge. The librarians should be specialists, and if they have proper support will become authors. The last edition

of the *Encyclopædia Britannica* contains contributions from nineteen scholars of the staff of the British Museum on the widest range of subjects. This is precisely as it should be. Our own National Library in Washington should be reorganized with such a staff of specialists, each presiding over his own department. Every important book in each department of knowledge will be recommended for purchase by a competent judge. The bibliography of each special subject can be kept up to date. The whereabouts of rare books which the National Library does not own will be known. No such book can be offered for sale without the knowledge of the Librarian. Questions from any citizen in the whole country on any conceivable subject can be referred to the persons best qualified to reply to them, or at least to set the inquirer on the proper track. Such an organization as this can serve the whole country, not merely a group of citizens, and will make the library veritably national, not simply local.

A great library, to be ideally complete, should contain every book that may be called for by any student. But practically there is no such collection on earth, nor will there ever be. A library must content itself with the possible, and use its resources in seeking after the most useful. This principle has an immediate application and a very striking one in the case of the National Library at Washington, which has just moved into its splendid home. If any collection in the country should be complete this should be. But all around it are the special libraries of the different Government Departments, each one of which has been most carefully supplied with the very best special books, chosen by experts. There are more than a score of such Department libraries in Washington (Light-House Bureau, Surgeon-General's Office, Patent Office, etc.), and they contain in the aggregate nearly 400,000 volumes (many duplicates). It seems clear that what is required is not a reduplication of such volumes in the National Library, but rather a complete catalogue of these 400,000 departmental books always on hand in the central library. The making of such a catalogue might well be undertaken by the National Library for its own use, and its buying of new books controlled by the knowledge that such a catalogue would give. Every book that can be obtained should be available in the capital, but of two books not in the National Library that one should be purchased which is not to be found in one of the Departments. This very simple policy can not be carried out until such a catalogue as is described has been made, and the time is ripe to provide it.

One of these Department libraries—that of the Surgeon-General's Office (104,000)—has taken the problem into its own hands and carried it to the extreme limit of perfection. Under the leadership of Dr. Billings the library has been treated as if it were a vast book—a single work—and indexed as such, page by page. The subject index is printed in 16 large quartos. Such an elaborate index is a magnificent contribution to pure science, but it is not needed in most cases. A simple list of the books would be sufficient. We have a right to expect bibliographic contributions of the sort from the staffs of the great libraries of the country. Though much has been done the lacks are very far from being supplied.

Just as special libraries, like those of the Washington Departments, are of immense value when they surround the general collection, so it is important that the general librarian should be himself surrounded by specialists. This necessity is recognized abroad, as has been said. At the British Museum or in the national libraries of Berlin and Paris an inquirer can have, at the shortest notice, an expert opinion on a point in numismatics, Arabian history, art, science, mediæval metaphysics, the economics of the Roman Empire, or last year's movement of commerce in the Manchester ship canal. Where can we point in America to such a staff? Our scholars are dispersed throughout the faculties of our colleges. There is no central institution of the sort; nor are our library staffs organized so as to attract specialists. Many scholars are indeed to be found in our libraries, but they are generally overworked and underpaid. Our tendency has been to use the library income in perfecting the details of a system, and to proportionately neglect the one important matter, which is to encourage scholarship.

In the matter of copyright books a small change in our system—one often proposed—would produce a great benefit. At present the Government gives its protection to authors in return for two copies of each work printed. Both of these copies are deposited in the National Library. In England five copies are called for, which are placed in five different libraries (London, Oxford, Cambridge, Edinburgh, Dublin). If the United States required three copies instead of two (not a very heavy tax when we consider what is given in return), one of these might be deposited in Washington, one in Chicago, one in San Francisco, with manifest advantage to the author, to learning, and to the public. It would be thereafter certain that the risks of fire and public enemies would not endanger all three examples of a printed book. The present system makes everything depend on a single repository. We shall soon be in a position to defy public enemies at the national capital; but the risk of fire and accident always remains.

Whether, and how far, the great library should extend its scope to include great collections of paintings and the like is a question too large to be considered here. It is not a little remarkable that we have in the country, as yet, no systematic and orderly collection of fine copies of the great paintings of the world. The originals we can not have. The Nevada millionaire found to his surprise that it was impossible to compete in this respect with "those kings." Fine and faithful copies we can have, and at no extravagant expense. Such a collection intelligently made would be an immense educator and a source of permanent pleasure. The other extremity of policy should be considered also, namely, the direct encouragement of originality in our own artists, rather than the education of their pupils and of the public. The artist-popes of Italy—Raphael's and Angelo's popes—were perpetually seeking new works; and thus perpetually contriving new opportunities. Room was made for Raphael's frescoes by sweeping away those of Perugino and Cortona. Wall space to spare there must be in all great buildings. Let the architect provide suitable light, and perhaps the pictures may be forthcoming, either by private gift or by public appropriation. To pass through a hall of noble statues is no bad introduction to a working day among great books.

There are many other points of interest and of prime importance which suggest themselves in connection with the era of library reorganization which has now set in all over the country. Perhaps the foregoing are the chief ones. If we are to be blessed with many great libraries in this country let us resolutely devote a few of them to the interest of the scholar and of the specialist, making this our first concern, and being willing to sacrifice all lesser interests. It is to them that we must look for the creation of new ideas, of new plans, of new applications of old conceptions. So far as it is practicable to provide for the interests of those who absorb knowledge, and of those who create it, by a single plan, this should be done. The fundamental matter is to realize that both ideals can not be followed in all cases, and to make up our minds that the interests of the scholar shall be safeguarded in at least a few of the greater establishments. We may safely leave to the smaller ones their no less important duty.

CALIFORNIA SCHOOL REPORT.

Report for 1895 and 1896, Hon. Samuel T. Black, superintendent of public instruction.

The report declares that within the last five years has been a greatly enhanced interest in education throughout the State. A notable impulse was given by the establishment of the Leland Stanford University. The number of students there and in the State University is more than four times that formerly in the latter. To each has been attached a department of pedagogy, to which a far larger number of students than was expected resorts.

The schools enumerated in the public system are primary and grammar schools, evening schools, normal schools, and technical schools as may be established by the legislature, or by municipal or district authority. The report says: "Evening schools have been established in nearly all the cities of the State, and are doing a noble work. While little has been done in the way of technical schools proper, departments of manual training have been established in many of our cities and larger towns. Two of the normal schools are provided with manual training departments and are doing good work."

High schools have been raised to the dignity that their students, having completed the course, are prepared to enter the university.

The normal schools, being designed purely for the education of teachers, are mainly technical. Graduates from grammar schools being admissible therein, the academic studies necessary to be further pursued have led to fixing the course at four years. If the law were such that high-school preparation were required for admission into the normal schools, the course in the latter might safely be reduced to two years. By this means they, as they ought, might be made professional schools, as are those in other professions. To this end thoughtful minds generally are striving. Some quite pointed observations are quoted from the report of the committee of fifteen. One of the paragraphs is here inserted:

"It is a widely prevalent doctrine, to which the customs of our best schools conform, that teachers of elementary schools should have a secondary or high-school education, and that teachers of high schools should have a college education. Your committee believe that these are the minimum acquirements that can generally be accepted; that the scholarship, culture, and power gained by four years of study in advance of the pupils are not too much to be rightfully demanded; and that, as a rule, no one ought to become a teacher who has not the age and attainments presupposed in the possession of a high-school diploma. There are differences in high schools, it is true, and a high-school diploma is not a fixed standard of attainment, but in these United States it is one of the most definite and uniform standards that

we possess, and varies less than college degrees vary or than elementary and local standards of culture vary."

Yet the committee maintain that high-school graduation must be of unexceptionable reputation and completeness, else applicants be subjected to close examination.

Considering that the high schools get no aid from the State, it seems surprising the number that have been established by private initiative. At the writing of this report there were as many as 98, with 381 teachers, whose average salary was over \$1,000. Their buildings are not far from \$2,000,000 in cost. The average of daily attendance is 78 per cent of the number enrolled, thus being in excess of that in the elementary schools, which is 71 per cent. This liberal support voluntarily extended augurs strongly that this secondary system will in good time receive from the State the aid which has been plainly shown to be merited. The university has shown appreciation of their importance, as seen by the following language in this report:

"The State University has adopted a system of accrediting high schools, whereby, on account of the high order of work done, their graduates will be admitted to the university, on the recommendation of the principal, without examination. During the last year as many as 67 were thus complimented. In the list, however, were several private academies."

Besides the three normal schools supported by the State, there is one which is fostered by the city of San Francisco. The course is one year, in which only the theory and art of teaching are taught.

Although there was not time to visit the various orphan asylums of the State, those which were visited showed good, humane management.

The normal schools from time to time have raised the standard of admission, and gratifying increase of applications come not only from high schools but even from those holding only primary and grammar graded certificates. These institutions, besides their set curricula, are doing much of what the report styles "seminary work" among teachers, through teachers' circulars and other agencies.

COLORADO.

Report for 1895-96, Mrs. A. J. Peavey, superintendent of public instruction.

Mrs. Peavey begins with candidly admitting that the system of public schools suffers from serious defects.

"The laws have been changed from time to time, and lack not only harmony but are confusing and difficult of interpretation, and should be thoroughly revised. The rights of superintendents are circumscribed, and those of the school directors are too unrestricted."

Yet it is said that improvement has gone along the educational lines, especially in what the superintendent calls "ethical culture." Quite a number of voluntary associations have been formed, including parents, with teachers and other officials. These have resulted in creating considerable inspiration in several localities.

A serious movement has been contemplated for some time to modify the office of directors. It was recommended that the school system have two departments of administration, one for supervising instruction and the other for managing the business. The report says that this change is very much needed in the State.

"With all deference to the faithful and consecrated ones, in many instances the school fund is being wantonly and unrighteously wasted; men and women who have made a failure of their own lives and enterprises are to-day occupying these positions, and they are not only engendering factional differences, but are evading the law in every possible way in order to loot the treasury and rob the children of their rights. . . . Let the directors give our schools the same permanent equipment as is given to all other professions, unvexed by the murky minds of politics, the unrighteousness of favoritism, or the fear of sectionalism. . . . The standard of teaching would be elevated just as soon as it was understood that a man or woman was to be employed, not to pay a political debt, but to serve the public; not to occupy a certain position and draw so much pay a month, but to find it, and earn by honest work the money that is paid out."

In general the superintendents are reported as doing honest work; but there are a few exceptions in those who have been devoted mainly to furthering political schemes.

A notable change has lately taken place in the make-up of superintendents, of whom women have increased during the present administration from one to twenty-six; and the new appointees, it is declared, have done faithful, efficient work.

There has been considerable improvement in schoolhouses.

It is recommended that all instructors and directors applying to teach in normal institutes, of which there are thirteen in the State, should have testimonials of fitness from the State board of examiners. Ten of these institutes were held during the year 1896, with notably good results.

Compulsory education has been much more effectually enforced. The falling off in Arapahoe County has been far less, being only $4\frac{1}{2}$ per cent of those in attendance upon public schools. This would be diminished considerably further if that in private schools were counted.

The State board of examiners held nine sessions. The conditions of getting diplomas are very stringent, and they are gradually raising the standard of the teaching force.

A very large number of decisions are printed in the report, that were given by the superintendent upon questions submitted by her subordinates upon several subjects. Among those seeming particularly noteworthy is the following touching use of the Bible in schools:

"Neither the constitution of the State nor the statutes touch directly the reading of the Bible or prayer, or any other form of religious or devotional exercises, except to forbid that observance or participation shall be compulsory. The spirit of the constitution permits religious exercises in school if nothing sectarian is introduced and the trustees do not object."

DENVER SCHOOL REPORT.

Report for 1896; Aaron Gove, superintendent.

The report dwells at some length on the various studies in the school course, as German, music, physical culture, and drawing. The department of sloyd was introduced six months ago, and has been studied by quite a number of pupils in the eighth, seventh, and part of the sixth grade.

Kindergartens have become notable favorites, their number having been doubled during the year. The superintendent, under instruction of the board, opened 20.

Much attention has been paid to cooking and sewing.

It is a boast of the superintendent that school funds are the more easily raised and bear less heavily upon the people because of the fact that there are no outstanding bonds of the city on which interest is to be paid.

On the subject of clubs among students of the high school, the principal, Prof. William H. Smily, has to say the following:

"With the exception of the lyceum and attic society, the cadets, and the athletic associations, the school gives no countenance to societies, but invites the cooperation of the home in checking the formation of small clubs and the holding of socials."

The report discusses, under the head The Public Library, the question of the quantity of books on fiction it is proper to have there. The decision is to cut down gradually the present list until it includes only what is "distinctively standard."

Appended is the charter for the support and regulation of the schools of Denver, approved February 13, 1874, as amended February 2, 1876. It appears to be a carefully prepared paper and intended to provide for all contingencies in school life. Among them we note the following salutary provision:

"62. Any child coming to school without proper attention having been given the cleanliness of his person or dress, and whose clothes need repairing, shall be sent home to be properly prepared for the schoolroom." And this:

"63. Text-books are furnished to pupils by the board; but books can not be taken from the school building except by special permission of the principal."

Teachers' certificates are valid during only one year after their issuance. The following serves to show that extreme care is taken in the matter of obtaining and retaining teachers:

"The teachers are elected by the board of education, but first must be present at an examination and receive a legal certificate to teach. The examination is both oral and written, occupies three days, and embraces reading, spelling, English grammar, physical and descriptive geography, arithmetic, elements of algebra, United States history, English literature, elements of vocal music, methods and theory of teaching and drawing."

Those in kindergartens, besides these, must hold State certificates for kindergartens, issued only by the constituted kindergarten authorities.

CONNECTICUT.

Report for 1895 and 1896, from the State board of education to the governor, and from the secretary, Hon. Charles D. Hine, to the board.

Attention is directed first to the law forbidding child labor in factories, passed in 1886, amended by that of 1887, by which appointed agents could compel school attendance. These agents are reported to have done their work with diligence and with excellent results. In this respect the last year, 1896, was notable. Increase in

attendance within the five years last past has gone beyond increase in enumeration, notwithstanding quite a number of withdrawals to private schools. Not that the evil has been entirely abated; for, despite all attempts thereto, it yet exists to an unhappy extent, and is regarded as the very greatest impediment to educational success.

Serious complaint is made of the incertitude and partial inefficiency of the rules regarding teachers' examinations. On this head the report thus speaks:

"The object of these examinations is to secure trustworthy evidence of fitness to teach. While there is a law requiring local examinations, these examinations do not raise the standard of teaching, nor keep out the inefficient and untrained. Whether disregarded willfully or negligently, the administration of the law relating to examinations is lax, and is an open door to the unqualified and disqualified."

To the law of 1886 establishing evening schools, an amendment was subjoined in 1893, enjoining the board of education to compel attendance of the illiterate between 14 and 16, and although considerable good has been achieved, yet inspection of factories shows that a considerable number of these unfortunates avoid the search of those charged especially with the care of their cases.

The State has three normal schools, with capacity for 700 students.

The report calls special attention, which it urges at considerable length, to an extended report of the secretary on the subject of high schools. Among the influences supposed to be operating to their hurt are the colleges. We give an extract from the discussion of this point:

"Only about one in fifteen of those who enter the high schools of this State afterwards go to college. If any of the fourteen are badly educated, the fact is not demonstrated through any accepted test. If, however, the one who takes the college examination does not pass this examination, his school is thought to be tried and found wanting. It is therefore natural that the best teachers should be set by the principals to teach the small college classes. This, of itself, would be bearable. The existing evils result largely from the fault that college examinations are adopted to test the amount of memorizing that has been done, rather than the intellectual power that has been acquired. The college classes have to be got ready for an examination—not educated. They can best be prepared, as things now are, by securing the memorizing of lessons through the tests of the oral recitation, and by a skillful mechanical drill. We can not justly criticise the purposes or methods of those who are engaged in preparing boys and girls for college. Their work is laid out for them by the college authorities. It is, however, unfortunate that most high school principals and most of the best teachers should be, perforce, accustomed to narrow ideas of education. From this it results that the thousands of scholars who are not going to college are also set to memorizing lessons instead of being wisely educated." This question, referring the while to the overmuch time spent with Latin and Greek (which, in the board's opinion, ought not to be taught to those who are not to go to college) is elaborately discussed. The report of the secretary in general appeals for a more modern and workable system of education, for better preparation for teaching, and for extension of higher education to all the children.

A table is added giving reports of the agents to whom is intrusted the duty of enforcing the law appertaining to child labor. A part of its violation is due to manufacturers who employ children within the law's provision, relying for protection upon parents' certificates. To remedy this, one of the agents recommends that certificates of age, instead of coming from parents, should be gotten from the bureau of vital statistics in the counties and towns where they were born.

There are some interesting things in the reports made to the secretary by the teachers. One of them speaks of what he regards serious evils. Among other things he says:

"The foregoing statistics suggest:

- "1. The inadequate pay to many teachers.
- "2. The great difference between the wages of women and men (\$42 to \$84).
- "3. The great number of persons allowed to begin without preparation—a monstrous abuse of children. . . . Half of the teachers in the State do not receive more than \$8 per week, or \$288 a year. Out of this grows a crop of evils. The well qualified are justly uneasy, and seek better pay and permanent tenure. The poorer districts are depleted for the benefit of the richer, and the children bear the burden of incompetency and change."

The State still holds to the twofold system of school administration. "One, the original town system, is distinguished," says the report, "by a single board of officers, and a direct, efficient, and reasonable method of doing business. The other, the district system, is distinguished by two independent sets of officers, the one hiring and paying teachers and caring for schoolhouses, and the other examining teachers and supervising the schools."

DISTRICT OF COLUMBIA.

Report for 1895-96, Hon. J. W. Whelpley, president of the board of trustees.

The attendance both at day schools and night schools has increased over the last year, due, perhaps to some degree, to the system of providing free text-books. It is surprising, the board contends, that with appropriations hardly adequate, so much of good work has been done in education. They earnestly maintain that the average salaries of teachers are too low, being sensibly below those paid in most of the other cities. They reiterate the appeal for an assistant superintendent and for a conveyance for the distribution of text-books and other supplies to the various schools. Notwithstanding the recent construction of new buildings the schools are yet overcrowded, and many pupils are limited to half-day's tuition. Especial need in this respect is for the manual training schools.

Attention of the Commissioners to kindergartens is again besought. Observation has satisfactorily established their utility in preparing very young children for the primary schools.

They also request of Congress a more effective law than those now existing for compulsory attendance at school, and they earnestly represent the need of a general system of frequent medical inspection. Not alone the capacity of children in regard to hearing and seeing, and the means of correcting individual safety should be inquired into, but their seats, desks, supplies of light, study rooms, cloak rooms, play grounds, with unceasing watchfulness for appearance of serious contagious diseases.

The report of the superintendent, Hon. W. B. Powell, shows a considerable increase in enrollment of pupils, and he gives elaborate statistics of all subjects under his supervision. He urgently repeats the request for a delivery wagon and man for conveyance of books and general school supplies, a matter which has grown too large to avoid giving much inconvenience to the present force of employees. Sanitary considerations in connection with these supplies seem to become more and more important with the accumulation of worn-out books. The superintendent, after much observation in this regard, expresses the opinion that "the only consistent system or rule of furnishing books is to give the child the book, when he enters school, to hold him responsible until it is worn out, but to let no other person use it. The plan would be in the interest of cleanliness and good health, and therefore to be commended aside from considerations of contagion.

The superintendent with much earnestness repeats the crying need of more buildings to remove the unhappy pressure into half-day schools, of which there are more than 250 in the city.

The work in the normal school is much commended, and promises yet better results to come from the extension of the course from one to two years, which will go into operation the coming year. He argues that the board of education should restrict the work done in this school to learning more definitely what, and how intelligently to teach what is known as the common school branches.

In regard to sanitation the superintendent, regarding it of increasingly exigent importance, suggests to the Commissioners to apply to Congress for a medical commission, directed to examine at frequent brief intervals the sanitary condition of all school buildings, and at stated intervals to examine pupils and direct teachers in the disposition of cases of sickness or other physical infirmities.

It is claimed that advance has been made in the attempts to give a greater amount of individual teaching. Experimentation has led to more intelligent groupings of those pupils of similar capacity, development, and receptivity.

The report of Superintendent Cook, of the colored schools, contains some interesting matter. The habit of corporal punishment, although not get entirely dispensed with, is gradually becoming extinct, suspension and other things being substituted. Similar opinions with the rest are held by him about kindergartens, and the need of more school accommodation. The high school, among others, has outgrown the enrollment of its pupils.

All the reports furnish detailed statements of all items composing the educational endeavors of the District. It is gratifying to note the excellent repute in which the teachers are held. High praise of their culture, disciplinary capacity, and fidelity is generously bestowed by those whose office is to inspect their work.

FLORIDA.

Report for 1896, Hon. W. N. Sheats, superintendent.

Much apprehension was felt for the schools as well as for all other business enterprises in the State by the appalling disaster wrought by the memorable freezes in the State, the first in December, 1894, and the last on February 8, 1895. The mag-

nitude of that disaster people outside have perhaps never justly conceived. The report says of it several things, of which the following is a portion:

"Those living outside of the State and not engaged in the cultivation of tropical fruits and vegetables have but slight appreciation of what is meant by a 'freeze,' which impoverishes the rich and takes away the visible means of subsistence from tens of thousands of industrious citizens in one night. Groves which had given employment to thousands of laborers, yielded large incomes, had required many years and much capital to grow, were worth the bare land the next morning. The effect upon the State was the same as if every manufactory in New England without insurance had been burned to the ground in one night."

In view of the universal distress the county commissioners, by request of the governor and the executive council, withheld collection of taxes until the fall of the year. Yet the public schools had won so much favor from the people that reduction of the school tax was not made. Indeed this could not have been done, because assessment for education had been made mandatory by the constitution. The result was that beyond some lowering of salaries, shortening of terms, and delay in establishing schools which were expected to be started, educational interests underwent little suffering.

The rebuke of the delay and negligence of county school officials administered in the foregoing report seems to have had intended good results, as the showings made by them are in the main satisfactory in the matter of clearness and accuracy.

The statistics show a very slight falling off of the several items since the freeze. With the exception of the year 1895 there has been a constant increase in the number of pupils enrolled and in daily attendance. The decrease in the number of teachers has been mainly among those of lower grades and by the union of some small schools, in which better if fewer teachers were employed.

Counting the whites alone in the enrollment, it is claimed that the percentage of school population is greater than the average for all the United States, greater than the New England, and only a little lower than the North Central, and it is a gratifying fact that, whenever enrolled, white children and colored attend with like punctuality. In this respect Florida, it is claimed, leads every Southern State, as it does in the number of school days.

There is great difference among the counties in the length of the school term, the longest for both races being 157 and the shortest 72 days, 8 below the number required by law. The disparity is peculiar to neither race, in several counties the colored schools being in this respect ahead of the white. It is suggested that the maximum limit of the school levy should be abolished, and it is asserted with confidence that such action would be ratified by the people.

The law passed, in accordance with the recommendation of the superintendent, for the uniform examination of teachers met at first with much opposition and from sources whence it was expected, a class on whom the report pours some ridicule, and it congratulates that such opposition has subsided almost entirely before the evident benefits resulting from its operation. In the matter of framing questions for such examinations the superintendent, in view of the delicacy and other things attending them, asks for the appointment of a commission of two or more special experts to perform the work, arguing that the small cost incurred would be far remunerated by the value of the service rendered, part of which would be prevention of the jealousies on the part of such as for political or other special reasons seek the position and indulge in unreasonable complainings when disappointed in that behalf.

It is noteworthy that whereas it is made by the State constitution optional among the counties to levy a school tax anywhere between 3 and 5 mills, the number is constantly increasing of these which come up to the maximum. Even after the great freeze there was falling off in only two counties. Every one of them, with exception of three, levies at least 4 mills, and not one went as low as the minimum.

It is claimed by the report that with the exception of Texas the average of teachers' salaries is above that in any other Southern State.

Regarding that delicate, difficult problem, the education of the colored race, we give the following extract:

"The race is receiving all the educational advantages they are capable of appreciating. Their schools are as closely supervised as any others, the very best teachers are secured that can be had, and they are paid better salaries than the same grade of teachers are paid in any other part of the country, North or South. And further than that, every possible encouragement and help is given them to prepare for a better grade of work. Besides a well-equipped State Normal College, equal advantages are offered their teachers in summer schools and institutes. It is my opinion that the race needs, more than anything else, to be let alone by their overzealous friends, and given time to work out their own destiny. . . . The race is manifesting, as a whole, as commendable ambition to improve its condition as any race in like intellectual, social, and financial conditions under the sun. . . . The people of the State

are willing to be taxed for their education, and to extend to them every assistance except to lower their own social status, that they may elevate by a mite the negro's. . . . Any assistance rendered from abroad in the attempt to better the condition of these people by the charitably disposed will be most heartily welcomed unless it is attended with the insult to the public sentiment of the State in trying to educate white and black side by side in the same schools."

GEORGIA.

Report for 1895, Hon. G. R. Glenn, State school commissioner.

The present system of public school education in the State is "totally and radically inadequate," and the legislature is urged to come to its help. The commissioner had already visited the schools in every county in the State except ten, and would visit these before the meeting of the legislature. This observation has convinced him of the sore needs of very many rural districts whose meager facilities of getting education for the children has been one of the principal causes of that constantly growing exodus from the country into the towns, which, in his opinion, tends to hurt the general well-being of the State.

Investigation of criminal statistics in many of the counties shows that far larger amounts have been expended in the prosecution of criminals than toward education. From this fact the commissioner argues that, the greater number of crimes being committed by illiterate persons, saving would be made by making more efficient provision for education of the people, and he cites the great diminution of crimes in England, which are plainly shown to be attributed to the increase of intelligence.

Commendation is made of the results of establishing teachers' institutes. These have been held in conformity to law, experts being hired to conduct the meetings. This expert is most inadequately paid for his services, the wages, \$25, often being exhausted by expenses, leaving nothing for his work. For the purpose of providing better payment for such valuable work, the commissioner combined several counties in the last year.

A large space is given to the evidently rapid increase of education among the negroes. It is maintained that on the whole they have made good use of their opportunities, and the commissioner trusts that in good time they are to become of much increased value to the State. He says:

"By nature the negro is impulsive, by nature he is sympathetic, by nature he is emotional and easily excited; he is instinctively loyal and generous. If the good qualities of his head and heart are wisely directed by proper educational processes, he can become, and I believe will become, a most potential factor in aiding the Southern people to work out their industrial problem. It is a great mistake to suppose that education hurts the colored man and unfits him for service. A little false education and misdirected education may do this, but the natural and normal development of the life and character of the negro, as has been shown already in so many notable instances, will make him a most valuable aid to us as a people. I find, wherever I have gone in the State, a growing disposition on the part of the intelligent colored men to show their sense of gratification for the aid that the white people of Georgia are giving the race by cultivating the kindest and most helpful relations between themselves and their white neighbors and friends."

The commissioner calculates that 250,000 children of school age do not attend school. The greater part of the latter are in rural districts, where a majority of the children labor on the farm. Besides, as he says, "the schoolhouses in the country are so uncomfortable that the schools must be held in the spring and summer."

Some improvement has been made in the matter of reading circles through the praiseworthy instigation of the county school commissioners, a fact promising good results in the growing professional spirit generally among teachers, leading them to increased habits of becoming acquainted, through reading, with general literature outside of text-books.

Much congratulation is indulged on the entire success of the normal school at Athens, which is now under the management of Mr. S. D. Bradwell, former State school commissioner. Pupils from at least eighty counties are in attendance, and interest amounting to enthusiasm prevails among them and the professors.

Much praise is bestowed upon the Georgia Normal and Industrial College at Millledgeville, founded upon the highly satisfactory report of President Chappell. The rush to this institution has been noteworthy. At the opening, which took place only a few days before the issuing of this report, more than one hundred applicants had to be rejected, notwithstanding the fact that a large building had been recently erected which furnished accommodations for 135 additional students.

The Georgia Agricultural College at Dahlonega, getting an allowance of only \$2,000 from the State, far overpays, it is claimed, in returns.

The Georgia School of Technology at Atlanta, under the management of Lyman Hall, president, is fulfilling the expectation of those who were foremost in suggesting its foundation.

The Georgia State Industrial College, intended for colored youths, situate at College, a suburb of Savannah, designed to give instruction in mechanical and industrial arts, is reported to be doing well.

ILLINOIS.

CHICAGO SCHOOL REPORT.

Report for 1896, Daniel R. Cameron, president of the board of education, Albert G. Lane, superintendent of schools.

It is a gratifying fact that the new sittings provided during the year were fully up to increased enrollment. The latter has gone to 215,784, an increase over last year of 14,404. Increase of sittings have been equivalent to sixteen twenty-room buildings.

It seems a misfortune that the financial resources had to be reduced.

Under the head of "Need of more responsible management" many well-considered observations are made. Want of entire certitude in the educational laws makes inevitable occasional conflict of claims among some school officials, and it is intimated that a more certain and strong authority should be intrusted to the governing head in the system. The report says:

"A clear, well-balanced mind is seldom at conflict with itself, hence the wisdom of making selection of one respectable head of affairs, to whom may be committed the management of the same, but who is empowered to work out his own plans with an eye single to an accountability that is commensurate with his trusted powers. . . . It is my belief that a competent man of affairs, with large executive powers, conversant with men and values, . . . if chosen in the capacity of, let me suggest, a business director of all its business affairs, subject always to review by the board, at a liberal salary, would, by the introduction of business methods into the administration of our affairs, so effect a saving in our expenditures as would compensate for his salary many times over and bring about a more rational system of procedure in all our business relations."

The board has accepted from the board of commissioners what was known as the Cook County Normal School.

Suggestions are made regarding vacation schools for the children who can not leave the city during July and August and regarding the introduction into the high schools of a course upon commercial interests for the purpose of having men trained for foreign service and correspondence.

Organization has been effected under the law of the last legislature providing a pension and retirement fund for disabled teachers. The pension board consists of the board of education, the superintendent of schools, and two members to be annually elected by teachers and employers.

INDIANA.

Report for 1895 and 1896, Hon. David M. Geeting, State superintendent.

The report appeals to the general assembly for additional school legislation. One is that high-school accommodations be furnished free to common-school graduates; another that teachers' licenses should be given by the State superintendent, thereby making them valid throughout the State; another that a law be enacted providing for qualification of county and city superintendents; another for a district library system; another for authority in the State board of education to recognize certificates from other States.

The report discusses and clearly defines the word "uniformity" in the law, showing that it means that actual advantages of every kind must be distributed equably. It says:

"While the boys and girls of the cities and towns have access to the privilege of high schools free, the children of the rural districts have been shut off from these privileges, except in some of the best counties and townships. . . . The school laws of the State not only grant to township trustees the privilege of establishing higher departments of learning for the children in the country districts, but I believe they compel these officers to furnish these advantages to all who are sufficiently advanced."

Yet, so the report says, the law is so framed that the trustees, if they see fit to do so, may refuse. Enrollment is shown to be much larger in townships wherein State advantages may be had than elsewhere. The following are among the concluding words of the superintendent on this subject:

"I believe that if every township in Indiana would support a good high school, so

that every child would have advantage of the same free, it would be only a few years until we would have as large a voluntary attendance in the public schools in the rural districts as a compulsory law would give."

The report urges a change in the license law so that examination papers may be graded by the State superintendent and become a State instead of a county license. As it is there are now as many as ninety-two different standards, the result of which is that in some localities there are excellent, in others very poor, teachers. The change proposed would equalize school advantages, equalize ways, do away with personal partisan influences, and allow to county superintendents time to plan their proper work.

Complaint is repeated in the matter of incapacity of many county superintendents, the law unfortunately prescribing no educational qualification. Quite a large space is given to this subject, which has been much discussed among county superintendents, the views of many of whom are against those presented in this report.

Again the report calls attention to the fact that the State delays to recognize teachers' certificates granted in other States. This operates to the hurt of teachers going into other States and having their certificates ignored, because, as it says, "many of the States, particularly in the West, are authorized to extend such courtesies only to such States as reciprocate the favor."

The State manual and uniform course of study is reviewed at considerable length. The Teachers' Reading Circle and the Young People's Reading Circle advance in development.

There are two grades for State licenses—one for a period of eight years, termed a professional license, the other for life, called life State license.

The eight years license is obtained after having gotten consecutively two of thirty-six months, but holders must pass examination before the county superintendent prescribed by the State board of education, whose approval must accompany the license.

The report gives with some minuteness an account of the various school funds. The Congressional township fund, beginning with the grant of land by Congress in 1816, which, by permission of that body, was sold in 1827, and the proceeds became a trust fund. Another is the State's share of the surplus revenue of the United States distributed in 1836. This is called the surplus revenue fund. Another is the bank-tax fund, raised upon the State's interest in the State bank established in 1834. Another is the saline fund, dating back to an act of Congress in 1816 regarding the salt springs within the then Territory. Another is the sinking fund created in 1834. Another is what is known as the seminary fund, created in 1816.

County institutes have advanced much in importance. Some needed improvements are recommended. One is that the State board of education "or other educational body" be empowered to certify to the fitness of teachers; another that in township institutes attendance should be made compulsory, and another for the more liberal compensation for instruction. The institution needs more compact and intelligent organization. This would do away with the want of money, much of which is dissipated by lack of such organization as is recommended.

The report gives a history of the Indiana University. This is accompanied by excellent photogravures of several of its buildings. Increase in students becomes constantly larger, those in the summer courses of 1896 being more than in the entire year ten years back.

The question whether the State should adopt compulsory education is discussed at much length, various "factors" mentioned and enlarged upon, one of these being that while school enumeration in 1896 was 798,917, enrollment 529,345, attendance was only 392,015.

KANSAS.

Report for 1895 and 1896, Hon. Edmund Stanley, State superintendent of public instruction.

The want of normal training schools for preparing teachers is much regretted. The work of the normal institutes has been of great value. Institutes have been held in every county during periods extending from four to ten weeks, and the competent instructors in them have brought about much improvement in the teaching force. It is desirable and so recommended that these institutes be made professional schools in order, among other things, to secure entirely satisfactory persons to preside over them. At present they are under control of county superintendents, although the conductors and instructors are selected by the board of education, and the evidences of their qualifications of every sort must be made clear under a series of requirements notably exalting.

Under the title "Management and supervision of the common schools" there are many well-considered observations. The report argues for the State's assuming entire supervision and control over all that is employed for organizing and conduct-

ing the schools, to which end the first essential is high-grade teachers. It is unfortunate that no larger per cent of the teachers can be supplied by the normal school, and that choice must often be made among those of inadequate preparation beyond mere academic work. In view of this condition the report earnestly recommends the creation of at least two additional normal schools.

Commendation is bestowed upon the work done in private and denominational schools. Regarding the latter the report says:

"Competition with the public-school system causes these schools to be less dogmatic and sectarian in their work, while at the same time their existence and influence tend to emphasize the importance of moral and spiritual development as a part of the education the child should receive in private, denominational, and public schools alike."

There are several striking observations under the head "legislation." It is contended that under the district system, as now existing, the schools are local rather than purely public. Every district determines the length of its school terms, with little exception the tax to be levied for its support, and under certain conditions may discontinue them altogether. In existing conditions of property disposition, some districts are very far behind others in educational advantages, as to competent teachers and duration of school terms, although subjected to higher educational taxation. It appears that no district can be disorganized as long as it has more than two qualified voters, nor where there are any debts upon it. Women as well as men being qualified electors, it is not seldom that a single family can control the organization, a fact which sometimes results in gross abuses. It seems most strange that under a show of educating one or two children a maximum levy of tax is imposed which, under one and another pretext, accrues to a single person, who is said, with apparently entire aptness, to be "owner of a school district." The report makes the following recommendation:

"That in all districts having less than five legal electors the county superintendent be given the power to appoint the members of the district board, select the teacher, make the levy for school purposes, and determine whether a school shall be maintained in the district or provision be made for the education of the children in other schools and at the expense of the district."

Admitting the difficulty of putting forth any definite legislation regarding the tenure of teachers, it is a sore evil—the too frequent changes among them and other school officials. At present both teachers and superintendents, in some cases by the time they have become well used to their positions and familiar with their duties, are required to give place to new. The term of superintendent is two years. Such changes in supervision are less frequent in the city.

The report argues that teachers' certificates should be made for a longer period, and that high grades in examinations should be made permanent credits with their holders. Teachers' examinations, it is contended, should be held about the time for opening the schools.

The present superintendent dissents from the views of his predecessor touching uniformity of text-books in all the schools of the State. In his opinion, those suited to pupils resident in cities are not always suited to those in villages and rural schools. Uniformity in this regard leads to sameness, which is hurtful both to training and development. The objection applies to every kind of school, graded and ungraded. There seems to be point in the following language:

"State publication is unsafe as well as expensive. Should this plan be attempted, the chances are we should get a poor grade of books, and when the cost of copyright, plant for manufacturing and work in handling are taken into account (for all these must be paid for by the people), we must expect the same results that others have experienced—an expenditure of more money for inferior books than the best would cost in the open market."

The report cites the States of California and Indiana in support of his argument; and further, that books thus published by the State are of inferior quality, and liable to become worn in comparatively brief time.

The superintendent urges that the standard for admission to high schools should be uniform, that gradation is a necessity in all schools, and he strenuously insists, like his predecessor, upon such legislation as will make provision for what is termed "the gap" between the common school and the college.

KENTUCKY.

LOUISVILLE SCHOOL REPORT.

The report for 1896 is from E. H. Mark, esq., superintendent, and is preceded by an address from Albert A. Stoll, president of the school board, and reports of the several committees. The following is taken from the president's address:

"I can not refrain from calling attention to the fact that in many respects it is

believed the course of study now in use in the schools is too heavy. In my humble opinion too much time is taken up with studies of little or no value, to the detriment of many cardinal branches of practical education, and it is to be hoped that steps will soon be taken to remedy this objection. Too much can not be said of the importance of an increase in the school revenue. It is highly important that the revenue of the public schools should be increased yearly, yet the past year shows a decrease."

The address urges especially the pressing need of erecting an entirely new building for the girls' high school, suggesting that the one now used be given up to the boys. The fund needed can be raised only by direct taxation, but it is asserted that the people would submit to it cheerfully.

The committee on salaries and supplies recommended increase in the salaries of several of the teachers in advanced positions, and that the schedule of salaries in general be based on the principle that all should be according to the rank and meritoriousness of services, instead of averaging them, as at present, between the highest and the lowest salaries paid. All teachers should have set before them the sure prospect of rising wages according to increase in their professional experience and value.

The continued increase of school children makes necessary frequent rents of rooms, as well for colored children as white.

A historical sketch is given of the earliest attempts to found a manual-training high school since its induction into the country at the Centennial Exposition at Philadelphia. The hostility of trade and labor unions long obstructed these attempts, but persistence was at last rewarded and the school was founded in May, 1892.

The plan of instruction followed in the manual-training high school, says the report, "is such as will fit boys of ability who are mechanically or scientifically inclined, and who may have neither the time nor means to continue at our school after they become 17 or 18 years of age, for positions of usefulness in the various productive and construction pursuits. It also prepares students who desire to continue their education in technological branches for the best engineering and scientific schools in this country."

Attendance on the evening schools had decreased from last year, owing mainly, as the report believes, to the hard times. Out of 1,150 whites enrolled, the average attendance was 639.1. It was 861 among colored pupils in an enrollment of 1,867. Corresponding falling off for the same reason was in the high schools.

The total number of pupils enrolled during the year in the day schools was 24,860, of whom 5,071 were colored. The average daily attendance among whites was 15,311; among colored, 3,258.

MAINE.

Report for 1895, W. W. Stetson, State superintendent of common schools.

The legislature, in compliance with the suggestion of Mr. Luce, late superintendent, repealed the law of biennial reports. The new superintendent cordially indorses the change, which brings the superintendent in more frequent and close communication with subordinate superintendents, teachers, and other school officials.

The decrease in the whole number of different pupils attending school at any time during the year is accounted for by the law raising the school age from 4 to 5 years. The increase in the average length of the time during which the schools were open is said to be owing to the fact that the town system, while reducing the number of schools, increased their length. There has been some increase in the amounts paid for text-books and other school appointments, and it is a gratifying fact that such things cost only about one-third of what was paid under the old system. The superior value of the town system over the old is quite notable in the decrease in the number of ungraded and increase in that of graded schools. There has been abandonment of many of the schoolhouses whose condition was poor, which led to the erection of an increased number of those well suited for all purposes.

The superintendent visited two hundred of the rural schools, with a view to becoming acquainted as accurately as possible, by personal inspection, with their condition and needs. Among these were several in the extreme portions and most sparsely settled. Of these, in the elaborate investigations had by him, 6 per cent were ranked as "excellent," 21 per cent as "good," 32 per cent as "fair," and 41 per cent as "poor," or "very poor."

The circumstance is noted that inferior schools are not peculiar to sections uncultivated and remote from educational centers, but are scattered throughout the State. Some of the best are to be found in the former, and a few of the very foremost are in towns most advanced. Even among teachers, there are some who, claiming to be graduates of institutions of respectable standing, yet are among the poorest, appar-

ently little cultured in text-books and woefully devoid of knowledge outside of them. Some of them are extremely young, in one case only 15 years old.

Another matter was made manifest in the examination of the rural schools. This was an occasional glaring advertisement of tradesmen's wares on the walls. One of these was of a highly exalted brand of tobacco.

It speaks not well for these districts that so many of the children quit school at a too early age. Eighty-seven per cent in them were under 13 years, and, as far as could be ascertained, those who had left had not gone to higher schools. Unfortunately, this tendency has been increasing for some time past, notwithstanding the law, which requires every child between 5 and 15 years to attend school for at least sixteen weeks in every year. The average of attendance in the schools attended was 21, average length of term ten weeks, and the average age of pupils between 8 and 9 years. The weak point in them, as appears from these figures, was not so much in the small attendance as in the early age at which pupils are withdrawn.

A very small number of the rural schools were supplied with books and other appurtenances for supplementary work in studies. None had what might be called libraries. About 90 per cent were supplied with maps, but the majority of these were old and of little worth. About 50 per cent were supplied with some sorts of charts. Bookkeeping, civics, music, drawing, instruction about plants, minerals, and animals hardly obtain at all.

The superintendent urges the creation of a State board of examiners for deciding upon the applications of teachers. The liberal sum (over \$500,000) appropriated by the legislature demands that its distribution should be in the hands of capable experts.

The report for the normal school refers to the fact that the trustees at their meeting in March arranged for a three years' course of study. This gives facilities to students who desire to do advanced work.

It commends the great benefit to education of the law providing for the State certification of teachers. Applications have been made for them by a much larger number of teachers than was anticipated.

The last legislature provided for holding at least three summer schools. A yet larger number was held, and although such institutions are new among the people the attendance was good, being more than double that of a year ago.

1896.

The report for the year 1896 is from the same superintendent, W. W. Stetson.

An increased interest in schools is quite apparent among the people at large. The old typified and stereotyped reports "that everything in the line was going on quietly and satisfactorily" served to hinder investigation and inquiry, and people were about settled in the notion that the schools were doing reasonably well, at least as well as could be expected under the circumstances. But close personal investigations by an expert superintendent showed numerous defects. These, as he could not honorably fail to do, he laid bare, and called public attention to them.

The statistics of school superintendents exhibited some rather curious things. There could hardly be greater variety in a like number of officials in other positions. They are of many vocations. Thirty-five per cent (the greatest) are farmers; the rest are teachers, physicians, housekeepers, merchants, lawyers, clergymen, carpenters, lumbermen, laborers, druggists, journalists, fishermen, postmasters, engineers, painters, stonemasons, blacksmiths, and one each of express agents, bookkeepers, guides, saw filers, surveyors, ferrymen, barbers, printers, manufacturers, haberdashers, railroad postal clerks, dairymen, and spinsters. Four per cent devote all their time to this business. The rest devote such time as they are willing to take from their personal affairs. This shows that selections are made indifferently among those who are not expected to have much fitness for their positions or busy themselves much in looking after its responsibilities. The report shows a large portion of the schoolhouses in poor condition, with yards of insufficient, some even of undefined, areas.

Seventy-one per cent of the teachers are residents of the towns in which they teach, 12 per cent are of kin to some of the superintending school committees, and 5 per cent by marriage or business association.

Some very interesting things are said under the head of "Statistical curiosities;" more so under that of "Waste," in which the greatest item is the wages paid to teachers, who, in every quality desirable for the work for which they are employed (intellectually and in respect of personality), are woefully deficient. The employment of such teachers is what the report styles being "economical to the point of the most reckless extravagance."

MARYLAND.

Report for 1896, Hon. E. B. Prettyman, secretary State board of education.

The subreports coming in from county examiners and the principals of State academics and schools receiving donations from the State all show gratifying improvement in education.

It appears that hostility to the public system, although continuing, is constantly diminishing, and is directed rather to individual things than to the whole. Attempts were made at the last legislature to have school commissioners elected by the people, instead of receiving their appointment from the governor. It is hardly probable that, if such a law had been passed, it would have failed to be speedily shown imprudent and impracticable and been repealed. In the meantime, however, much harm might have been done, which it would have taken several years to cure. As it is, the average among such examiners is acknowledged to be high. Among them are the most prudent, thoughtful men, who study the school problem with sincerest intent for whatever is best for the conduct and operation of the schools. If elections were held by the people, such men or a majority of them would refuse to run for offices, elections to which are to depend upon partisan machinations, with which they would shrink from entangling themselves, and they would be sought by a class whose eagerness to obtain them would be the more fiery according to their incapacity to the discharge of their functions.

Much felicitation is indulged on the passage of the free text-book law. It is claimed to have largely increased attendance and elevated the standard of education generally.

Among the many recommendations for the consideration of the committee on programme for the next session are the following:

Sufficient State funds to pay all teachers' salaries.

Salaries of all teachers throughout the State to be arranged between the State board of education and the city and county school boards.

County funds to pay strictly local expenses of schoolhouses, furniture, fuel, etc.; county supervision by school board.

Separation of the offices of State superintendent and principal of the normal school.

Separation of the offices of county examiner and secretary and treasurer of the county boards.

Obligatory annual sessions of teachers' institutes and associations in all the counties of the State.

The consolidation of rural schools and the transportation of distant pupils at the public expense.

A number of well-considered suggestions occur in the last page of Mr. Prettyman's report in behalf of the State board, of which he is secretary, and at the same time ex officio State superintendent. He was one of the most earnest among the supporters of the free text-book system. He claims that the annual appropriation fixed by the last legislature of \$150,000 has served already to increase attendance from 10 to 30 per cent. He urges, among other things, provisions for additional and higher grade of teachers' certificates; that is, high-school certificates. The appeal regarding the essential need of separating the two highly responsible positions, at present united in himself, is in the following words:

"It has been repeatedly urged that there should be a separation of the duties of the principal of the State normal school from those of the State superintendent of public instruction. It is manifest, in the present condition of the public-school system of the State, after the experience of thirty years, and considering its gradual but steady development, that one person can not perform the duties pertaining to the two positions named. . . . It is impossible for the normal school principal to give it proper attention and also attend a teachers' institute in each county in the State, visit the high schools, conduct the voluminous correspondence of the education department, prepare the annual State report, and perform the other duties now required by law. He is obliged continually to elect between conflicting duties. This is the only State in which such manifold duties are united in one office."

MASSACHUSETTS.

Report for 1894-95, Hon. Frank A. Hill, secretary of State board of education.

Comment is made in the beginning on the gradual assumption by the State of active control over the subject of State education. This has been done thus far gradually, because of the indisposition of many towns to part from the exercise of what they have been deeming vested rights. Yet the obvious advantage of having

superintendents who have been specially trained for their service has tended to overcome this reluctance. The board recommend that supervision be extended on geographical lines. For the formation of districts by town meetings they would substitute school committees, who are in position to be better acquainted with the subject.

They argue, further, that since the establishment of the system of district superintendents they, the board, should be invested with the power of examining and issuing certificates, and that provision by law should be made for the additional force which such increased responsibility would make necessary.

The State has now ten normal schools, whose results have been highly valuable to general education. This is so apparent that the board insist that hereafter candidates who have not passed through those schools should be required at least to give evidence of proficiency corresponding with that of those who have.

The normal schools are declared to be advancing satisfactorily, each with its own peculiar distinctive features, which are owing to different individualities among teachers, individualities with which the board wisely deem it improper to interfere. All of them except two are coeducational, Framingham and Salem being for girls only. In each are declared to be teachers of much ability. This fact, as well as the constantly enhancing value of high-school education, is considered by the board as lessening the preference for private schools, yet shown by many parents.

The board intimate an intention to move for a compulsory law regarding desks, chairs, and other furniture.

In the matter of the normal art school the standard was raised in 1895, requiring candidates for entrance to have a high-school diploma or its equivalent. The difficulties arising from lack of opportunity for those fitting to be teachers to observe the drawing work done in the schools of Boston have been removed by permission received from the latter to observe and teach there.

It has become a matter of serious consideration as to whether those susceptible of considerable improvement in schools for defectives ought to be sent back home after attaining the degree of improvement possible or kept within the institutions. It has been found that in many cases such return is not desirable on the score of what is best for the invalid, and they have been retained. But this course has served to overcrowd the schools and hinder the taking in of many to whom there is a crying need of being received. In view of the difficulty in drawing sharp lines between the most gifted of the feeble-minded and those least so among the normal, much painstaking and even much delicacy in dealing with the subject will be required. The board commends it to the legislature as one deserving of careful consideration and liberal expenditure of moneys in providing for whatever is decided to be practicable.

School attendance for the year shows a large increase, 11,984 larger than that in the enrollment of children between 5 and 15. This increase is attributed to the large numbers outside of these ages who attend schools and to the growth of kindergartens and high schools.

In the matter of the comparative numbers of men and women teachers, the preponderance keeps with the latter. The men, however, are gaining somewhat, the present ratio being about 1 to 10. The secretary admits that the teaching force must be made up of women mostly, but contends that their preponderance has been too great. Referring to the year 1886, he says "while the number of men is 14 less than in that year, that of women is 2,371 greater."

The disparity between the wages of men and women is yet great. Yet the secretary regards it not as unreasonably so as it appears, and for this reason:

"It should not be forgotten, when we comment unfavorably upon this disparity, that the men almost invariably hold positions of directorship, or of superior responsibility, and that when women are put in any of these higher positions, as they sometimes are, their pay is not much, if at all, inferior to that of men. It is certainly far above the average paid to women. This is conspicuously true in those cases in which women serve as superintendents of schools, their pay being the same usually as that of men holding corresponding positions. On the other hand, if there is a class of positions that are commonly filled by women and that grade alike in pay, the salary of the man who is occasionally appointed to serve in this class is likely to follow that of the women in it. Here we have, as it were, exchange of positions—women taking their place among men and men taking their place among women—in which it appears that compensation rests more upon the popular estimate of the magnitude of the position filled than upon considerations of sex.

The secretary makes some very judicious remarks upon the tendency of methods which have been constantly improved upon to teach pupils other things besides knowledge of text-books, such as development of taste, exaltation of character, more just views of the purposes of life—in short, cultivation of all elements needed in the making of manhood and womanhood.

1895-96.

The constant advance in education and in the development of the State system in Massachusetts is very notable. Interesting is the following extract from the article headed "Schools and teachers" in the report for this year:

"It appears from the school returns of 1895-96 that there were in the State 9,153 public schools, taught by 12,275 teachers. Of this number, 4,540 received some training in the State normal schools, and 3,903 have completed the prescribed course of normal instruction. . . . As the schools of a country are inevitably what the teachers make them to be, reason, experience, and even public sentiment seem now in favor of limiting their selection and employment to those who by natural and acquired qualifications are specially prepared for their work. The State will soon be provided with normal schools, thoroughly organized, sufficient in number and conveniently located for the instruction of teachers required for the public schools. . . . In the opinion of many prominent educators the time has come when school boards should be required to employ no other persons as instructors of their public schools than graduates of normal schools or those who have had an equivalent for teaching. If necessary, the small towns should receive special aid from the State to enable them to comply with this requirement."

In addition to the six already existing four others are in rapid process of establishment. In connection with these institutions it is intended to create what are termed practice schools, by which those expecting to become teachers may acquire some experience in that line before entering upon it.

A part of the educational system is a board of agents who, although without control over the management of schools, visit them, observing the condition of buildings, text-books, etc., state of school attendance, courses of studies, and afterwards report on these to higher officials. They also conduct teachers' institutes, and have been notably efficient in aid and encouragement of smaller towns to form themselves into districts for the employment of union school superintendents. Detailed reports of their work are appended.

Much stress is laid upon the value of school supervision and its extent in the State. The report says:

"Supervision has, by the voluntary action of the towns and cities, steadily won its way into public favor, until 259 towns, embracing 93 per cent of all the school children in the State, have their schools under the care of intelligent superintendents.

"There are now 94 towns not under supervision" says the report. "These are mostly small country towns, many of them heavily burdened with taxation for the support of schools and other town purposes, but especially needing the benefits which flow from skilled supervision. Some of these towns have voted in favor of uniting in a district for the employment of a superintendent, but are unable to effect such union by reason of their relations to other towns and cities. They may be nearly or quite surrounded by towns of too high a valuation to unite in a district entitled to State aid, or by towns now under supervision, or by those indifferent or averse to the plan."

Recommendation is made of such changes in the law as to render such supervision universal.

The number of high schools has grown to 257, being 5 greater for the year. Education therein is provided for children from towns where high schools are not required by law. An act of the legislature provided for reimbursement of tuition to towns of less than \$500,000 valuation. This will serve to bring secondary education within attainment of every child in the State.

The advantages in manual training, as the law makes no distinction in that respect between boys and girls, are now favorable to the former, some of the things taught being practicable for both, while others are not so, such as foundry, machine, and other such work.

An important feature in the system of education is the maintenance of evening schools, that are located mainly in manufacturing towns wherein children, because of employment, can not attend in the day. As many as 30,000 of these attend near 700 schools. Since 1886 every town of 50,000 inhabitants is bound to maintain an evening high school. The chief difficulty is irregularity of attendance, due mainly to being voluntary. It is not believed to be well to extend the compulsory law in the case. Some remedy it is hoped will come from rendering schoolrooms more attractive and placing the schools under the charge of especially skillful teachers.

As many as 4,000 teachers attend teachers' institutes, seventeen of which were held in 1895, conducted by the secretary and State agents. They are regarded as institutes of great value.

Regarding provision for the blind, deaf, and feeble-minded, the following is some of the language of the report:

"Massachusetts makes provision at her own expense for the care and education

of all her deaf mutes and deaf children without any limitation as to the age of such beneficiaries, and without regard to the wealth or poverty of their parents or guardians. All such pupils are sent to the American School at Hartford, Conn., the Clarke School at Northampton, or the Horace Mann School at Boston. The State also makes ample provision for the education and support of the blind at the Perkins Institution and Massachusetts School for the Blind at South Boston." This business is intrusted by the board to a committee of its own members, associated with whom is its secretary.

The subject of truancy, under direction of the legislature of 1895, has been under investigation of an expert examiner, and further amendments to the law in case are being considered.

The concluding words of the president of the State board are so thoughtful and pointed that we shall give them in full:

"In the judgment of experienced observers the public schools are in danger of being overcrowded with work. The number and character of the studies now introduced into courses of public instruction are such as to prevent the best work being done in any of them. Some of these studies heretofore supposed to be important, such as the language we speak and write, are in danger of being greatly neglected. It would be well for the public schools of the Commonwealth if a new State course of instruction, founded on recognized principles of education, could be made in accordance with the concurrent opinion of the ablest and most experienced educators. Such a course should be simple in requirements, and adapted to the nature of the growing child as he passes through the different stages of his natural development."

The secretary in his report discusses the fact that in many of the smaller towns the teachers are all women. Benign and indispensable as is the influence of women, yet it is regarded a misfortune when pupils at no stage come within that of men, and thus fail of acquiring certain degrees of robustness that only men are capable of imparting.

This report, after giving statement of the extremely liberal provision made by the State, discusses the much mooted question of the relations between State and local taxation. We give the following brief extract. Alluding to the former it says:

"These measures have all proved helpful to the small towns, materially reducing great inequalities of school burdens, and making it possible for them to improve their schools. They have left untouched, however, many other excessive inequalities; nay, they have served to increase those inequalities somewhat, as when a town heavily burdened to support its own schools is not aided by the State, but nevertheless contributes its own share toward aiding other towns."

The report closes with this summary of recommendations:

(1) Universal and permanent supervision of the public schools; (2) professional training either in a normal school or in some equivalent way for all new teachers; (3) partial State participation in the support of all the public schools. Other recommendations are on truancy, more satisfactory definition of high schools, system of sabbatical years and summer scholarship for the refreshment and inspiration of normal school teachers, and additional general expert service.

BOSTON SCHOOL REPORT.

Report for 1893-94, Edwin P. Seaver, superintendent of public schools.

The tables show that the number of pupils belonging to the day schools have increased to 65,588, an average increase for the last five years of more than 1,000. The report, outside of the usual statistics, is occupied mainly with a discussion, extended, elaborate, and very acute, on secondary school studies, founded upon the "Report of the committee on secondary school studies appointed at a meeting of the National Educational Association, July 9, 1892, with the reports of the conferences arranged by this committee and held December 28-30, 1892."

Regarding this report Superintendent Seaver says:

"Public high schools in particular have been distracted, and their courses of study have been wrecked by their striving to fulfill two separate purposes at the same time, namely, to give preparatory training for college, and to crown elementary education with a brief finishing course for practical life. The committee of ten have made recommendations which, if generally adopted, will unite these divergent purposes into one, and so give to the work of secondary schools throughout the country a desirable unity now wanting as well as enhanced strength and virtue. The deplorable gap which has long existed between the public high schools and colleges, in so far at least as the great majority of high-school pupils is concerned, will be closed up." The report, arguing that mental habits may begin to be formed anterior to 14 years, contend that elements of various studies heretofore reserved for high schools may well begin in lower.

The committee, with becoming reserve, do not ask assent to their entire report, recognizing that several of its findings may well be considered debatable. Yet it is with much confidence that a change of relative duration in the high schools and those below is recommended. The rule in Boston is that 9 of the years from 6 to 18 be given to primary and grammar schools, and the remaining three to the high schools. What is recommended is that the former be reduced to eight years and the latter raised to four. This change would not apply to the two public Latin schools whose courses extend already to 6 years. Into these schools, moreover, none are admitted except those with declared intention of getting a pinch of college education. Yet for many children such intentions can not be formed so early, and it is a hardship upon others in whom has not been developed fitness for the college course until after long stay in the high school. To remedy both these evils it is needful to open not only a direct road from the high school to the college, and in the words of the secretary, "not one road only, but two, three or four roads." It is regarded a highly important step toward the end sought by the committee of ten when Harvard College decided to accept substitutes for Greek among the requisites for admission.

The four courses recommended by the committee are the classical, the Latin-scientific, the modern language, and the English. How a fourth year can be added to the present three years' course is discussed, and suggestions offered, as that Latin and German or French and concrete geometry be begun in the fifth year, that algebra be studied in the last year of the grammar-school course, that spelling be learned incidentally from any subject studied and not from a spelling book, and others.

Uniformity, that leading idea of graded-school systems, is handled with much acuteness, and shown, in some respects, to be unreasonable and hurtful. In order to make the changes practicable it will be necessary to make revision, recastings, and transfers in schools and classes, the importance of which the secretary admits, provided satisfactory adjustment of other questions is had, a matter which to him does not seem very difficult. These would be dealt with by the board of supervisors, if the school committee should decide to adopt the changes proposed or any portion of them. Another important matter is the view that was taken by the leading principals of schools who for some time past have had the subject under consideration.

1894-95.

Number of pupils belonging to the day schools, 67,487, an increase of about 2,000.

The report deals mainly with the grammar schools, and discusses the questions how many more pupils take more and how much more, and how many take less and how much less than the course, which theoretically is six years. Minute calculations are made and considerations are taken of absence, differences of dates of entrance, etc.; added to these varying conditions of health, mental and moral weakness, domestic circumstances, which affect all schools. Yet much of the delay, it is argued, comes from inefficient teaching and indiscreet management of promotions. Says the report:

"To the unequal operation of one or the other or both of these causes may be attributed the very considerable differences observable among the schools. . . . There must be great difference in the management of promotions when we find a full half of the pupils in some schools taking six and a half or more years of actual attendance to finish the course (as in several schools herein mentioned), while in others only five and one-half years or less time was required by a majority of the pupils to finish the same course."

The report contends that in some cases certain tendencies of all graded schools have greater influence upon teachers than is just, such as excessive drillings and reviewings in order to bring classes to a satisfactory average, a habit which tends to concentrate attention upon pupils of medium capacity and industry, to the neglect both of those that are particularly bright, who can dispense with it, and those who are so dull or indocile whose timely elevation is hopeless. It is recommended, and it is contended to be practicable, to make several divisions even of the same grade. Such divisions, instead of being delayed to the end of a session or of a term, should be made in their midst whenever found to be desirable, even when change of room is not to be had. Some teachers who are especially judicious do this now, as there is no inhibition against a teacher beginning the next year's work before the end of this, whenever the pupils are prepared for the rise. The report also recommends that the time spent on the grammar-school course could be shortened to the four years' course, which, though containing the same matters, are divided into four grades instead of six. This offers opportunities for shortening the course in the grammar schools both in the beginning, and in the beginning of the second half; and, it is argued, the same methods of advancement ought to be practiced in primary schools, which are in greater need of increased effectiveness of teaching than the grammar schools. These are overcrowded, the old quota of 49 having been raised to 56, and this, the report contends, from motives of economy erroneous and hurtful.

An exhibit of the number of divisions in each grade shows the tendency to organize with the smaller divisions in the upper and the larger ones in the lower grades, an unreasonable inequality it is believed.

A considerable space is devoted to what is styled "enrichment" of the grammar-school course by the introduction therein of Latin, French, algebra, geometry, and physics, according to recommendations of the superintendent, and good results are confidently expected from what, it is hoped, will be voluntary action in its behalf on the part of masters. In this connection further remarks are made against strict uniformity, and the necessity of greater individuality in work according to varying degrees of health and mental ability.

Praise is bestowed upon the working of the evening high school, attendance in which during the last year was 73.5 per cent, a little less in the Charlestown and East Boston branches.

For the normal school an annex of a "practice school" is warmly pressed, a matter easily done in a city numbering 55 grammar schools. Considerable space is given to discussion of the parental school under the control of the school committee, and against certain ideas concerning which, being a penal institution, remonstrance is solemnly urged, the intent herein being not punishment for crimes but reformation of the wayward by inculcating intelligent self-control.

The report is supplemented by other reports from the several supervisors.

1895-96.

Number of day pupils, 69,315.

Excellent work has been done in manual training, including kindergartens and the primary schools, and recommendation is offered for courses in clay modeling for both the grammar grades and for high schools. Remarks are made upon the extension of mechanical drawing, wood working, and while paste-board construction within moderate limits is commended, it is complained that in some schools it has been carried to needless excess. Some space is devoted to work done in the mechanic arts high school, the free evening drawing schools, and to the cooking now taught in fifteen public school kitchens.

In accordance with the recommendations of the committee of ten, the course of study of some of the grammar schools has been "enriched," and it is debated whether or not foreign languages and other high-school subjects should be introduced into the schools below. The matter is made voluntary with grammar-school masters, who will be guided by their own judgments as to its practicability in individual cases. This will need some modifications of existing courses.

The superintendent recommends changes in the suburban high schools by which also students, both boys and girls, could be prepared for college.

Regarding the introduction of advanced industrial instruction in existing high schools for girls, as many persons advocate, the report, apprehending this to be inexpedient, suggests creation of another institution specially for that purpose.

MICHIGAN.

UNIVERSITY OF MICHIGAN—QUARTER-CENTENNIAL CELEBRATION OF THE PRESIDENCY OF JAMES BURRILL ANGELL, LL. D., JUNE 24, 1896.

Regent Cocker's Address.

While the university is greatly indebted to the State for its generous aid and support, the State is indebted to the university for its direct and wholesome influence on the educational system of the State, and for the able men it has trained to promote the varied interests of the Commonwealth and to honor its name in State and national affairs. It is, therefore, fitting, on this the twenty-fifth anniversary of Dr. Angell's inauguration as president, that grateful acknowledgment should be made in behalf of the State of its indebtedness to the distinguished teacher who for so many years has devoted himself to its educational interests.

It is greatly to the credit of the early settlers of Michigan that they took care that "good learning should not perish among us." They were brave enough to face every danger and wise enough to found a university. While Michigan was still a Territory, and its population numbered only 6,000 or 7,000 persons, an act was passed creating a university. Our first lawgivers were not willing that knowledge should be dependent on the chance charity of generous men of wealth. They established for all time, as far as this State is concerned, the great principle that "the education of the people is a public duty," and that the appropriation of public money for this end is a legitimate public expenditure. They did not propose that learning should be buried in the graves of their forefathers.

The relation between the State and the university is so close, and the influence of the university on the general welfare of the State is so great, that to shape and give proper direction to the work of the university is a grave responsibility. Few can appreciate the difficulties that the president of a State university has to meet. There are so many and so conflicting views as to the relation of the State to higher education, so many changes in the governing board, so many local prejudices, and so much uncertainty regarding State appropriations, that an institution like our own encounters greater dangers and requires greater wisdom in administration than do other institutions of learning whose policy is largely fixed by tradition, and whose interests are conserved by a rich and powerful body of alumni. To place the university in the front rank of the great schools of learning with their rich endowments, to make the State known and respected abroad through its university, and in spite of opposing influences to make it the crowning glory of the State, require the highest wisdom and the rarest skill. All friends of the university gratefully recognize the indebtedness of this institution of learning to the distinguished scholar and teacher who now presides so ably over its interests.

Not alone as a college president has Dr. Angell won distinction. He is a recognized authority on international law, and his writings and public addresses on the important questions of the hour have justly commanded general attention. The National Government, recognizing his exceptional fitness, sent him as minister plenipotentiary to China to negotiate a revision of an important treaty, and twice he has been selected by the Government of the United States to serve on important commissions. Whether as a representative of the university or of the State or of the National Government, he has worthily performed the duties intrusted to his care. The university rejoices in his well-earned distinctions and the State is justly proud of his achievements.

Some one has said that "the worth of a college, whether Eastern or Western, of the Old World or the New, consists not in its history or its material equipment, but in the men who compose its teaching force." This is especially true of this university. Its buildings are unpretentious, its endowments meager, its gifts few in number, and its life free from imposing ceremonies or impressive distinctions. From humble beginnings and without the associations of a venerable past it has rapidly grown and developed. Men of broad views and rich scholarship have served in its faculties and given breadth and character to learning. The university has been richly endowed with great teachers, if not with ample revenues. Its presidents have been gifted and scholarly men, who with rare skill have shaped its policy. During the twenty-five years of Dr. Angell's administration the university has grown wonderfully in the number of its students and in the breadth and character of its work. While it has carefully preserved what is of value in the methods and traditions of the older schools of learning, it has kept pace with the pressing demands of modern life. The fact has been duly recognized that a systematic and thorough training in the practical problems of the times in which we live is the prime function of a university. The idea has been rapidly gaining ground that the universities throughout the land should be the great centers for the solution of the increasing number of economic questions that are crowding upon the attention of the people. Unless proper direction is given to the discussion of these perplexing questions there is danger of rash and hasty conclusions that may involve the country in needless embarrassments or in hopeless confusion. While the study of the classics will always be sought for special lines of work and for the broad and generous culture which they bring, it is becoming more and more apparent that the student must also be made familiar with those practical problems that enter into the general life and future welfare of the nation. Modern research has revealed so many new and unexpected sources of knowledge and suggested so many different lines of investigation that the character and whole plan of college training has been undergoing a change. President Elliot in a recent address eloquently said that universities are no longer "merely students of the past, meditative observers of the present, or critics at a safe distance of the actual struggles and strifes of the working world; they are active participants in all the fundamental, progressive work of modern society."

But it is not for me to describe the changes that have taken place in the courses of study or to enumerate the additions that have been made to the departments of the university during the administration of Dr. Angell. His associates in the university senate will fittingly refer to these.

To me, Dr. Angell, has been given the pleasant duty of offering the congratulations of the board of regents to you, its presiding officer, and of bearing willing testimony to the respect and esteem in which you are held by the several members of the board. Of your loyal affection for the university and of your zeal in promoting its varied interests we have had repeated and abundant proofs. To you the university is largely indebted for its present efficiency and for the honorable position it now maintains among the great schools of learning. I know of no greater distinction than wisely to have shaped the destinies of a young and vigorous insti-

tution of learning, and of no greater honor than worthily to have earned the confidence of a great body of students. I can wish nothing better for the university than that you, its honored president, may long be spared to direct its affairs and to honor the State with your public services.

Address of the university senate.

MR. PRESIDENT: The senate of the university brings to you on this auspicious day, which commemorates the completion of your quarter centennial of service, its tribute of grateful recognition and personal esteem.

We congratulate you and the university on the brilliant record of the past, and express to you our heartiest and best wishes for the future. As we turn back to the day of your inauguration we recall with deep emotion the glowing words of welcome spoken to you by Dr. Frieze when you were inducted into the presidency. "To this work of high promise," said he, "we have called you; leader in this grand educational enterprise we have made you. We sought one to take the helm who possessed at once the vigor and enthusiasm of youth and the calm prudence and patient waiting of riper years. We sought one of kindly heart and resolute will, of disciplined mind and cultured taste, equally at home in the seclusion of the study and in the public assembly, familiar with the institutions of foreign lands as well as our own, holding loyally to all that is good in the past, yet generously accepting all that is good in the present, and crowning all these gifts and attainments with the faith and the life of an earnest Christian. We pledge you our fraternal sympathy, our devoted friendship, and our unwavering support."

Looking back over the years that have since intervened, we mark these words as a prophecy of what we believe has been proved true, and we rejoice to-day at the fulfillment of these bright hopes.

You came to the university at a critical time, when she stood at the parting of the ways. The days of her infancy were ended. The plans of her great founder, President Tappan, were waiting for more complete development. President Haven and President Frieze had guarded well the traditions already established, and sought to incorporate new ideas with her life. But the true university ideal was still but little more than an ideal, toward the realization of which we have been working all these years under your wise and inspiring leadership.

During this period of twenty-five years the growth of the university has been truly remarkable. Its resources have been trebled; its students have increased from 1,200 to 3,000; its staff of instruction has grown more than four times as large, while the scope of its work has been extended by the addition of four new departments—the schools of dentistry, of pharmacy, of homeopathy, and of engineering. Within the department of literature, science, and the arts have been created several important chairs, while numerous facilities in the way of laboratories and seminaries and lectureships and apparatus have given added strength and value to all courses of instruction. But, as you have often taken occasion to remark, Mr. President, bigness is not greatness, and we find the most satisfactory and convincing proofs of the success of your administration in those less palpable but more valuable improvements and advances that are more spiritual than material, and that constitute most clearly the essential elements of a true university. As such elements we would name, first, the closer articulation of the university with the organic system of State education, of which it is the head. Under your fostering care this relation, which was instituted just before you came to us, has been made more vital, and has become increasingly fruitful of good both to secondary education and to the university.

Another element of university progress is the development of the elective system, and the opportunity it affords for advanced work and scientific investigation. Of the beneficial results of this system, in the way of promoting scholarship and of giving to the life of the university a more mature and earnest spirit, there can be no doubt.

This catholicity of purpose, this breaking down of the traditional class distinctions, and this wide *Lehrfreiheit* have not been purchased at the price of solidity and discipline; and this happy result we owe in no small degree to your wise conservatism and broad outlook over the whole field of education. Closely related to this movement for wider choice of studies and greater independence of a routine curriculum is the effort to foster graduate study, and to build up that higher side of the university that in the end must measure its real character and influence.

Twenty-five years ago no graduate work, properly so called, was attempted. At present we have graduate courses of study in all departments of the university. To no one subject have your reports called more urgent attention than to the importance of building up the most distinctive part of a true university.

Closely allied to this forward movement is the constant advance made by our professional schools in their methods and standards of instruction. In looking over the record of these past years the conviction is gained that the university has in no

other direction made greater strides than in this. Twenty-five years ago there was no examination for admission to any one of our professional schools; to-day preliminary training that covers the equivalent of a good high-school course is required by all our professional departments.

Then the term of both the law and the medical schools was six months for two years, and the instruction was given chiefly by lectures. Now our medical schools require a registration of four terms of nine months each, and set a standard for graduation that is as high as that of any medical school in this country, while the law school has lengthened its course to three years of nine months each, and has signally raised its standard of graduation. In all these departments the old style of instruction has been materially modified or superseded by modern methods, in which laboratory practice and scientific research hold the most prominent place.

The year before your induction into the presidency the doors of the university were first thrown open to the admission of women. What was for a time a bold experiment has become an established success, and hundreds of young women who have worthily enjoyed the full privileges and advantages of the university on absolutely equal terms with young men are glad to bring you their tribute of gratitude for your just and wise administration, by which the interests of women in this university have been made secure.

The entire life and spirit of the university during this period which we pass in review have been marked by a steady growth in good order and decorum, in friendly relations between pupils and teachers, and in all that makes for a wholesome intellectual and moral atmosphere.

That amid much and necessary diversity of interest there has been so much harmony and unity in our councils as a senate and in the different faculties is due in no small measure to your impartial conduct of affairs, your broad and generous views, your charitable spirit, and your gracious courtesy. That the university has safely passed through many crises, has gained respect and influence throughout our State and the entire land, is to be attributed in large degree to your skillful management, your experience in educational work, and to your high character as a citizen and as a man.

We congratulate the university, Mr. President, upon the reputation you have justly earned for her—a reputation not bounded by the seas, but cherished also in the fair Orient and in the centers of European learning as well as at home. We recall with feelings of highest pride how our own National Government has thrice summoned you to high service in diplomacy and council. We are glad also to remember that in the discussion of the great educational problems of our day your words are ever welcomed as those of one who has authority to speak.

But most of all, we who have been associated with you these many years admire and esteem you for what you have been to us and to this beloved university. The cheerful and serene temper in which you have borne the heavy burden of your duties, the kind and gracious manner in which you have helped us to fulfill our tasks, the spirit of hopefulness for the future of this institution with which you have inspired us, the numberless tokens of personal kindness you have shown to us—all—it is these daily ministrations of your life—if you will pardon what Plato would call too much downrightness of speech—that endear you to us all. Our memories thrill to-day with sacred recollections of the past, and we fancy we hear mingling with our words of greeting voices from the silent land of those beloved colleagues who twenty-five years ago stood here to bid you welcome to this post of honor, but who are with us now only in memory and in spirit, to join with us in these expressions of our esteem and praise.

In closing these congratulations, Mr. President, the members of the senate are cheered by the hope that the same bond which has united us all these many years in common work and interest may be cemented still more firmly by future years of companionship in the great work in which we are engaged. May that divine Providence that has blessed you so abundantly in the past still attend you and prolong your days of fruitful service to this university, to which so much of your life has been given, and may the blessing of heaven be vouchsafed to her who during all this time has devoutly stood at your side to aid you, and who by her deeds of kindness and helpfulness has made herself the friend of all our university community.

Whatever be the future of this university, your work in its behalf shall be an abiding possession of good influence and power, and shall constitute one of the chief elements of its greatness and renown for all time.

Resolutions of the State Teachers' Association.

Whereas this year completes the twenty-fifth anniversary of President Angell's connection with the University of Michigan;

Whereas during that time the growth of the university has been marked not only by a large increase in the number of its students, but by the wisdom and enlightenment of a most liberal educational policy;

Whereas the high schools of the State, and through them the common schools, have felt the inspiration and uplift of a close connection with the university, hundreds of young men and women of but moderate means having thus been led to set their faces ambitiously in the direction of university life and culture; and

Whereas in this respect no university in the country can be said to have exerted so widespread and salutary an influence upon popular education—an influence due in no small degree to the ripe scholar and able executive who has the management of the university in charge:

Resolved, That we, the teachers of Michigan, do hereby most gratefully express our appreciation of his eminent services to the cause of popular education in our Commonwealth;

Resolved, That while we congratulate him upon the distinguished success of his administration in the past, we do also express the hope that his genial presence may be spared to the State yet many a year to carry forward the interests so dear to his heart.

President Angell's response.

Gentlemen of the Board of Regents, of the University Senate, and of the State Teachers' Association: I beg to return my sincere thanks to you for the kind words with which you greet me on this the twenty-fifth anniversary of my inauguration.

But my gratitude is mingled with a sense of humility as I consider how far, in my opinion, your estimate of the value of my services exceeds their real worth. The partiality of your friendship has ascribed to me merit far beyond my deserts. But the friendship is most dear to me, and this touching manifestation of it from those with whom it has been my rare good fortune to labor for so many years almost obliterates from my memory for the moment my failures and shortcomings and disappointments, which have sometimes oppressed me in my work. Your words embolden me to believe that those who know me best are persuaded that however I may have fallen below their ideals and below my own, yet with devotion to the interests of the university and of the State, and with the consecration of whatever powers God has bestowed on me, I have striven to do my whole duty. No higher reward could I hope or wish in return for my years of toil, with all their fatigues and anxieties, than the assurance from you, who best of all men know the difficulties that have been encountered and the results that have been accomplished, that my work has not been altogether fruitless.

But I should fail to do justice at once to the truth and to my own feelings if I did not hasten to say that all my efforts would have been in vain if I had not been counseled and assisted by so true and faithful men on the board of regents and in the faculties. The fidelity with which regents who had large business interests or engrossing professional duties have given time and thought and labor to the university has been an indispensable element in its success. I know of no university which has been better cared for by its official guardians. I am glad of this opportunity to thank the present members of the board and their predecessors for their unvarying kindness and helpfulness to me. I remember with tender interest that nine who have served on the board with me have died.

What university has had a more choice collection of men in its faculties during the last quarter of a century than this? It is they who preeminently have made the university what it is. In my service and companionship with them is found one of the dearest memories of my life. Alas! that in so many cases the companionship has already been severed by death. Out of the one hundred and seventy teachers now here, only seven were here when I came. You have quoted from the hearty greeting which my old teacher and life-long friend, Dr. Frieze, gave me on the day of my inauguration. How valuable were his counsels; how dear was his friendship to me to the day of his death; how in our long walks we used to dream dreams of the coming greatness and power and beneficence of this university. Many of these dreams, thanks in large part to his labors and influence, have already been realized in fact. Besides him death has snatched away how many noble and distinguished men, who had long served the university: Williams—good old Dr. Williams, as we always love to call him—Douglas, Sager, Cocker, Morris, Olney, Winchell, Campbell, Walker, Wells, Watson, Palmer, Crosby, Lyster, Ford, Dunster, the brothers Cheever, Elisha Jones, and, last of all, the venerable Felch. One has only to call this roll of illustrious names to understand why students from all parts of the Union and from the nations beyond the seas have flocked to these halls. They have been drawn hither to sit at the feet of these great teachers, and of others like them, who, thank God, are still spared to us.

I can claim no merit save that of having heartily cooperated with these learned and wise instructors. Large as is our body of teachers, we have habitually followed one rule, which, in my opinion, has been of inestimable service, both in promoting the proverbial harmony and friendliness among us and in securing wise legislation

and successful administration. That rule is, never to make any important innovation on the vote of a bare majority, but to wait until we are substantially agreed on the wisdom of a change before introducing it. So we have wrought together with one heart and one mind, and in the enjoyment of the most delightful social relations.

If I have accomplished anything here, it is mainly because my colleagues, from the oldest to the youngest, have so heartily stood by me, have been so patient with my shortcomings, have so promptly responded to every request, nay, to every suggestion, which I have made. Never was a president surrounded by more helpful and loyal associates. My heart runs out with gratitude to them for the innumerable acts by which they have lightened my burdens and made my tasks a pleasure.

Nor would I forget to-day how helpful have been the relations which the students have chosen to maintain with me. Several thousand have come and gone during these twenty-five years. My heart is bound by the tenderest ties to the great company of students whom I have seen going from these halls year after year. Nothing gives me keener joy or more pride in the university than to see them worthily occupying positions of influence and usefulness. No more pleasant experience comes to me than to receive their cordial greetings wherever I go. Their affection for their alma mater is an endowment more precious than untold treasures of silver and gold. Because we are sure of their devotion to her, we are full of hope for the future.

I beg to assure my friends of the State Teachers' Association that I appreciate most highly their words of welcome to-day. Nothing have I had more at heart during all these years than the cultivation of the closest relations between the university and the schools. Nothing has been more helpful to the university than the cordiality with which the schools have responded to our approaches to them. I believe that thus the schools and the university have been able to render most valuable aid to each other, and so to make the Michigan system of public education worthy of the high commendation which it has so often elicited from competent observers. Nothing could give me higher satisfaction than to know that my sincere efforts to cooperate with the teachers in this valuable work have in their opinion been of any service.

May I express my great gratification that you have invited representatives from our sister universities to be present with us to-day, and that so many of them have been kind enough to honor us with their presence. I have only fulfilled your desire in seeking by every means in my power to cultivate the most cordial relations with other colleges and universities. You have often heard me announce my belief that no good college or university hurts another good one. It is only the unworthy institution that cherishes envy of another. We have always tried to learn all that was profitable to us from every other university. We hope that by some wise and brave experiments we too have thrown light, which other institutions have been glad to gain, on certain problems of higher education. There is work enough for us all to do. Great has been the revolution in college methods and administration within my recollection. We gladly send our salutations to all the sisterhood of colleges and universities, and express our ardent desire to cooperate with them in all efforts to enhance the value of the higher education for this and the coming generations.

And now, my friends, I hope it is not inappropriate for me to return my thanks to all who have evinced an interest, so unexpected to me, in the celebration of this day; to my two friends whose lofty verse and stately music are so happily married in the ode we are about to hear; to this concourse of my neighbors from this city, my beloved home; to the many citizens gathered here from all parts of this State; to the alumni from all sections of the country; to numerous college presidents who have sent me kindly messages; to the public press of many cities and towns. I willingly believe that the interest in the celebration is mainly interest in the university. I greatly prefer that it should be so, but for the many gracious words and acts that I am compelled to interpret as words and acts of personal kindness to me I am most humbly and profoundly grateful.

I am deeply touched by the delicate but positive recognition in the address of the services of my wife to the university; for aid in unnumbered ways through all the vicissitudes of these years, especially in the social responsibilities which fall here upon the president's house, she is entitled to share with me to the full whatever honor this day can bring to me. In her name and in my own I beg to thank you.

In the course of nature the day is not remote when some other man must take the official responsibility which has for a quarter of a century rested on me and which has so greatly increased since I assumed it. I pray that he may be a stronger and wiser man than I have been. I am sure that the kind consideration which regents and faculties and students and the public have shown to me make a strong and wise man more willing than he might otherwise be to accept the high and sacred trust. If such shall prove to be the fact, the celebration of this day will have amply justified itself. Meanwhile, for myself, allow me to make my closing like my opening words—thanks, thanks, my heartiest thanks.

DETROIT SCHOOL REPORT.

Report for 1896, William E. Robinson, superintendent of schools.

The report suggests that the doings of the board, except the appointment of teachers and such other business as should be conducted in executive session, should be more often and clearly before the sight of the people in general, and that less use of committees be made in matters which might be and should be determined in full meeting of the board, sessions of which should be weekly instead of bimonthly, as heretofore. It suggests that no matter involving expenditure of money (except when of inconsiderable amounts) should be determined at the session into which it is introduced.

The report admits some want of carefulness in the selection of sites for school buildings. It offers felicitations on the approach of completion of the new firmly equipped high school, yet it suggests that there is danger of overestimating education as at present conducted there, and that it should be made more practical. The following are some of the words upon the subject:

"Why not establish a course eliminating the classics and polite languages, and in its stead supply shorthand, typewriting, commercial bookkeeping, banking, and matters of everyday business. Out of the 30,000 children at present in our schools, our experience has shown us that less than 2,000 will ever enter the high school and less than 150 ever graduate; and it seems to me that even before the high school is reached this matter of practical everyday education should be attempted."

Other changes are suggested in other schools, as for introduction of bookkeeping into the eighth grade of the grammar schools. A school for the deaf and dumb has lately been created, but as yet there is no report.

The report apprehends that moral suasion in school discipline is being carried to excess. The following will be more or less interesting according to readers' views upon the subject:

"Is it not possible that the increasing number of incorrigibles may bear some relation to this sentimentality? I know that I am terribly heterodox in even suggesting that a good sound thrashing occasionally would be of more benefit to a capricious, spunky youngster than all the goody-goody talks so correctly advocated. We are getting too many mama's pets and Lord Fauntleroy's, and I fear our system has a tendency to perpetuate it. Give us more good, healthy, moral discipline; more Sanfords and Mertons and Tom Browns." Some other very plain things are said upon the unreasonableness and injustice of exacting of teachers, by use solely of suasion, to reform and refine boys upon whom discipline at home has had no such influence.

The superintendent appeals earnestly for such added appropriations as will supply the great want of sufficient school accommodations for pupils, whose annual increase in numbers is 2,500. The high schools are specially lacking in this respect.

The report admits that the expenses in running the night schools have been followed by only meager results, and it recommends that "a few schools judiciously located, with a course of study involving some of the features of a higher education, be opened for the coming year."

The report contends that a kindergarten department should be attached to every school, arguing that in that case the great length of time justly complained of being spent at school would be materially shortened.

Enrollment of pupils for 1895-96 was 34,756; an increase from last year of 1,919.

MINNESOTA.

Report for 1895-96, Hon. W. W. Pendergast, State superintendent.

The teachers' reading circles have increased to the degree that they are now in nearly every county in the State, reaching even to several far outlying districts. The system of issuing certificates for work done therein has served to stimulate emulation.

The growth of school libraries has been notable, the volumes of 185,400 in 1894 having increased in 1896 to 336,806. This increase, though most striking in wealthy communities, has yet been going on constantly in almost every county, and efforts are made to extend it to remotest and least favored sections.

The free text-book system has increased greatly in favor and production of good results.

"Within two years after the passage of the law nearly one-half the districts throughout the State have fallen into line, while at the present time not less than 60 per cent of all districts are loaning text-books to pupils free of charge, and always with the most marked satisfaction. In fact, it appears to be a matter of only a short

time when all of our districts will have abandoned the custom of selling at cost and be enjoying the benefits that follow the adoption of the free text-book plan."

Under the system of local option it seems impracticable to establish uniformity of these text-books, as is so earnestly desired by superintendents generally.

Teachers' institutes, after having accomplished much good, have been gradually giving way during the last three years to those more energetic institutions—the summer schools. The latter tend far to supplement the normal schools, whose accommodations are for numbers far below those in need of them. They bring to every county competent educators, who give judicious courses of study that are adapted to the various individual and sectional conditions.

These schools have become of so serious importance, that many superintendents have seen fit to limit to 16 years the age of attendants. Despite several inequalities attending the operations thus far, the judgment in their favor has become general with county superintendents, boards of education, boards of trustees, and teachers.

The rural schools are reported to have made much progress during the two years last past. The report says:

"The stronger educational spirit pervading the rural portions of the State is another unmistakable evidence of progress. This appears in better buildings, greater attention to sanitary conditions, tree planting and otherwise beautifying the school grounds, improved appliances, free libraries and text-books, appreciation of and demand for professional teachers."

A notable increase in libraries also has gone on within this period and in books. These now average 60 volumes in 1,853 libraries.

The report suggests that the labors of the county superintendent in many cases are disproportionately onerous. In some counties they have over seventy schools, visitations to which require much time and considerable sacrifice.

Benefits are already manifest in the operation of the law empowering the high-school board to extend aid, under prescribed conditions, to village and town graded schools below that rank.

The prevalence of many small schools, it is suggested, can be remedied only by adoption of the township system. As the legislature does not yet decide for this, it is recommended to "stop dividing districts which have no more pupils than can be advantageously taught in one school, and to unite very small contiguous ones where it can be done without great inconvenience to the most distant pupils. It is frequently the case that those who live farthest off can be conveyed to and from school in the winter at much less expense than that of maintaining a separate school."

Regarding the charge made by some that the high schools under the present system are mere stepping stones to the university, it is suggested that a change in their curricula be made and they do different work from that specially designed to fit for the university.

Work in the normal schools constantly grows more important. Their enrollment has greatly increased, and they are counted upon to do far more than any other class of institutions to lift the primary schools to a proper plane. They are counseled, however, not to make their instruction conform to that of the high school, the aims of both being entirely different. Normal schools, when rightly conducted, enable teachers to make effective the drill which will fit pupils for the high schools. An act of the legislature of 1895 providing for normal instruction in high schools has been disappointing to its advocates, only five having adopted it. It is claimed, however, that in these results have been satisfactory. There seems to be some defects for which the report suggests a number of changes, as that those who intend to teach without going through the university shall devote the third and fourth years of the high schools to more training in common branches than that given in the grammar schools and that a year's work in teaching take the place of one of the preparatory high schools.

The university grows with noted rapidity, numbering 2,467 students, with 241 professors.

Notwithstanding the praise bestowed by the report on the continually improving condition of free education it disavows entire satisfaction, admitting that in many respects there is essential need of amendment, as in a more proper preparation of teachers, in improved methods of school supervision, in so ordering that teachers who are found to be competent in all points are so treated and paid that their services can be longer retained. Thoughtful suggestions are made upon meetings of teachers and superintendents.

ST. PAUL SCHOOL REPORT.

Report for 1894-95, C. B. Gilbert, superintendent to the board of school inspectors.

It is unfortunate that, owing to the reduction in the budget by the city council, teachers' salaries had to be somewhat lowered. Notwithstanding this, however, it is claimed for them that their work has been done with undiminished earnestness and efficiency.

At some length is argued the necessity that teachers should be continually looked after and instructed in the art of teaching.

The superintendent contends it is a mistake that school finances are not entirely controlled by the board of inspectors, but are liable to supervision and revision of another board who are elected for another purpose and are not acquainted with educational systems.

The report has some observations upon correlation, in which, admitting its importance to a degree, it stops short of the extent to which it is carried by some of the disciples of Herbart. It also discusses the two tendencies in kindergartens—one toward formalism and the other toward freedom—and warns against too close adherence to unimportant details.

In the schools here, as in several other States and cities, a very decided trend toward vertical penmanship is noticeable.

The work of the Mechanic Arts High School and the Teachers' Training School is much commended, but serious remonstrance is made against too many subjects being studied daily in the high schools, which leave little time to students for use of library or counseling with teachers. Much regret is expressed for the fact that financial conditions hinder furnishing free text-books.

The following extract tells of a plan devised during emergency:

"The plan that was authorized by this board, and carried out for a short time during the last year, of allowing the children to make a fixed contribution of money to be spent for books, which books belong to the school, was an excellent one. In some schools it worked marvelous changes. The enthusiasm of the children over the abundance of new reading matter was great. In one building, where the children had heretofore been starved upon a single reader, the various classes read different books, varying from 6 to 15 in number. No better commentary is possible. The complaints were few, and came mainly from those people who never buy any books and from certain publishers whose books were not bought as much as heretofore."

This plan, however, the board thought best to do away with, and another is now being considered.

Some additions have been made to existing school buildings, and one new one has been erected. The supply, however, is far below pressing needs, which, under present laws regulating appropriations, have little promise of being fully met.

The number of pupils enrolled is 21,276, who are taught by 502 teachers.

Besides tables of statistics in the work of the whole system, the report contains a copy of the act abolishing the board of education and creating the board of school inspectors.

1895-96.

The report to July 1, 1896, is from the same superintendent, C. B. Gilbert, esq.

The report makes complaint of the great lack of material. These are some of its words:

"We greatly need more material for our work. Our course of study is broad, and, if properly administered by good teachers, means such an education for children as shall fit them for complete living, but in order that the greatest benefit may be derived from it a considerable amount of material of various sorts must be supplied. We especially need more books; good literature for children. This need is imperative. We get a little each year from the State, but it is not enough."

The board have decided to promise free text-books, in trust that necessary funds will be supplied. Another decision is regarding supervision. It is that in buildings with not more than nine rooms principals be relieved of supervision, for which a separate supervisor is appointed.

Manual training is doing so well that it is recommended for the primary grades.

We copy the following extract under the head "High schools:—"

"The most noteworthy features of the high-school department of our system this year have been the development of the minor schools and the creation and growth of the Mechanic Arts School. The Cleveland and Humboldt have each completed the junior year and in 1897 will graduate their first classes. . . . The Mechanic Arts School has had a fine year and graduated its first class in June."

Work in elementary English needs modification, better preparation being desirable for their entrance into high schools. Some enlargement of plan has taken place in the Teachers' Training School, in the matters of more practical surroundings and more systematic child study. Graduates have no difficulty in finding employment, such is the constant demand for them.

While the lack of sufficient school accommodations has been partially relieved, there is still much more needed.

The number of teachers grew to 528, and of pupils enrolled in day schools to 22,329.

MINNEAPOLIS SCHOOL REPORT.

The report for the year 1895 is from Charles M. Jordan, superintendent of schools, and it is preceded by an address to the board of education by M. Falk Gjertsen, its president.

In the latter claim is made that the system of high schools is better and their enrollment greater than those in any other city in the Union of similar size, the four now existing containing over 2,200 pupils.

For want of adequate funds for new buildings the schools have been crowded to a degree that is regarded a municipal calamity. Whatever was possible to be done for the overflow of pupils was accomplished by building annexes, and also by renting. The board were unable to obtain but 3 mills for the 4 mills tax to which it claims to have been entitled, and in vain sought issuance of bonds with which to meet emergencies.

The president refers with becoming pride to the enhanced care and adornment of late bestowed upon school grounds, the excellent orderly discipline by which principals control and conduct their classes, even in the evening schools.

The superintendent, after giving a statement of the various shifts made for obtaining of adequate room, by additions, etc., makes an urgent appeal for greater accommodations. He says:

"During the latter part of the year just closed at least 1,400 pupils were unable to attend school more than half of each day, on account of the lack of accommodations. Some pupils, to my personal knowledge, have not had a full day at school since they first entered in September, 1893. Others have spent all their school days thus far in annexes. There are some basement rooms yet remaining which will be suitable for school purposes. While they were not intended for schoolrooms, and are not in all respects fitted for the purpose, they are nevertheless much better than the ordinary annex which the board is now using. One thing is evident, that new school buildings are imperatively needed, and that they must be had in some way if the best work is done in the schools."

The pupils in day schools for the year numbered 29,623, an increase of 1,537. The increase of attendance was gratifying, being 97 per cent.

Cordial satisfaction is expressed at the operation of the rule abolishing written examinations as the sole tests for promotion. As cordial is that for the change requiring the teaching of vertical penmanship, which, it is confidently claimed, has been shown to be the best.

Much good has resulted from the Teachers' Library, toward whose support in the last year \$300 was contributed. The superintendent earnestly recommends that steps be early taken to furnish to all of the schools reference libraries. The fund for the support of high schools has indeed been such as to allow diversion of a portion in that way, but it has not been possible to do the like for the graded schools.

Evening schools have been kept during sixty-seven weeks, with an enrollment of 1,326.

1896.

The report for 1896 is from the same officials as last year.

The report of the president offers felicitations on the universally popular interest in the schools. We give the following extract:

"There are few if any cities outside of Minneapolis that can show an enrollment of 37,340 children in the schools to a population of 200,000, and it is a noticeable and encouraging fact that the business stringency, with its hardships for laboring classes, has in no way diminished their interest in the schools."

Most marked advancement has been in the industrial branches. The sloyd system has been advanced until it is now employed in the eighth grade, so that there is a continual course from the fourth through to the high school.

While several new buildings have been constructed, there is yet a deplorable lack of sufficient accommodations in the south and southwest, where large numbers of children are put in basements on double sessions, while the schools are much overcrowded.

In the report of the superintendent, this crowded condition, increasing constantly on account of increase of pupils, is dwelt upon at length and in detail. This increase for the last year has been confined to the second, third, fourth, sixth, seventh, and eighth grades, whereas decrease has been in the first and fifth grades and in the high school. Notwithstanding the unusual prevalence of sickness among children, attendance has been 97 per cent, the same as last year.

Sewing is now taught in the fourth, fifth, and sixth grades, and there is a continuous course from the fourth to the eighth grades, inclusive, for girls in domestic economy, and in the seventh and eighth for cooking, for which last there are three schools attached—the Adams, Blaine, and Winthrop.

Appeal is made for larger libraries for schools. The Teachers' Library, with over 6,000 volumes, is doing much good.

Time serves to strengthen the favor with which free text-books are regarded.

For trial of the two systems of penmanship, the vertical and the slanting, six schools were assigned to the former and the remainder to the latter. The decision is heartily in favor of the vertical.

Evening schools are increasing in favor and attendance, as from year to year they are coming to reach children of school age, a very decided preponderance of attendance heretofore being of those over 21 years of age.

MISSOURI.

Report for 1895, Hon. John R. Kirk, superintendent of public schools.

It opens with an urgent appeal for more care in the construction of schoolhouses and laying off school grounds with a view to sanitation, convenience, and taste.

Already city schools have recognized the importance of employing skilled architects to plan and oversee such work, and, besides the construction of new buildings, have gotten their services in the remodeling of such of the old as were susceptible of it. The case is unfortunately different in rural schoolhouses, which have been constructed mainly by cheap rural carpenters who have never even seen such a building that was constructed after modern methods. The superintendent visited as many as two hundred of these houses widely scattered, from the borders of Iowa to those of Arkansas, and he thus writes of them:

"With these evidences of existing conditions the conclusion is unavoidable that the children of the State are suffering enormous loss as to bodily health, strength, and vigor because of the unsanitary condition of our rural schoolhouses."

It is no comfort, the report argues, that the condition in Missouri in that respect is no worse than in many other States or that it is better than in some of them. This is not due to parsimoniousness in the people, but to want of intelligence in the investment of the liberal appropriations granted for the purpose. Any well-built schoolhouse can be sufficiently ventilated at a small cost, and only carefulness and some knowledge of the means are needed to make it so.

It is a matter of congratulation that the prominence taken by education in the mind of the public has wrought vast good, and in this special respect, that it is impossible for any one or more leaders of opinion to spring a system upon the people with expectation of its being adopted until they, who are to be responsible for it and affected by it, have had time and leisure to consider it. The report points with pride to the State University, the State normal school, to county teachers' institutes, to the multiplication of private schools and colleges, and the already 400 towns in the State that are aiming to establish high schools. "How," says the report, "to correlate, unify, and strengthen these institutions is a problem vast enough."

The first suggestion as to needed legislation made by the report is a system of more careful inspection and supervision of all rural schools. The superintendent, after making himself acquainted thoroughly with the conditions and methods of many of these, particularly in the southwestern section of the State, cites one county especially in order to show how schools could be bettered by the use of proper care.

This county is Jasper, the condition of whose schools is incomparably superior to that of those in the adjacent counties, and this is the cause of the difference:

"There is in that county an enthusiasm, a professional spirit, a standard of scholarship, an effectiveness of work done with which the schools of adjoining counties can not compare. But Jasper County has a man in the field every year. For two years or more she has done this. The county superintendents have been energetic, enthusiastic, professional teachers, ambitious young men who got out of town and worked. The schools of Jasper County are a monument to the intelligence of her superintendents and teachers, and to the progressive spirit of the people."

The report urges action on the part of the legislature for the efficient care of the feeble-minded children of the State, whose number is calculated to be about 3,000.

The report highly praises the efforts of the university to secure "articulation" with the secondary schools. Last year the legislature appropriated \$1,000 for the University Summer School of Science, and great good has resulted in the importation of instruction to the high-school teachers. This instruction is given both by the university professors and by skilled specialists in high-school work. Harm has been done, the report says, by confused conception of high-school work as distinct from the work of colleges, and it is contended that there are sixty or seventy institutions in the State called colleges whose names ought to be those of academies or private high schools.

While admitting that the work in the normal schools has been of great benefit, there are some things yet the report considers needed. It says, "Every normal

school should have a pedagogical laboratory. By this is meant a laboratory in the form of a model graded school of fifteen or twenty children in each grade, beginning, of course, with the kindergarten."

1896.

The report for the year 1896 is from the same superintendent. It begins with an earnest, thoughtful argument in favor of industrial education, answering the objections of those who are wont to style schools for that purpose as "shop schools," "trade schools," and "cooking schools." It cites the fact that prejudices have been so far overcome that work on a liberal scale has already been begun in the State University, and in Kansas City and other places.

"Manual training has the indorsement of our State University, as shown by provisions for certain classes of its students; the second largest city of the State puts about \$200,000 into a manual training high school. The manual training school of Washington University has long been well and favorably known; the industrial department of Lincoln University has cordial and general indorsement."

Attention is directed to the greater progress in form of such education that has been made in several other States when it has been established in institutions below high schools, beginning with the kindergarten. It is admitted that in rural schools such training has neither the same purpose nor the same necessity, yet there are things in which it would be found of much importance to the children of farmers, such as elementary principles that relate to the source, character, and reproduction of soils, and rotation of crops. They might easily have what ought to be known of the planting of trees, vegetables and flowers, the grafting of fruit trees, the care needed in their raising, the habits of noxious insects and the means of arresting their incursions. Then it is recommended that more instruction be given in the geography, fauna, and flora, not only of the State, but of other States and foreign countries. These would have, besides the valuable knowledge obtained, much greater influence than many suppose on mental development. An interesting report is given of the Kansas City Manual Training School. In that occur the following words, taken from a recent United States Government report, by Dr. C. M. Woodward:

"Manual training as an educational factor owes its existence to a widespread conviction that the education of the school has been dealing too exclusively with the abstract and remote, and not enough with the concrete and present," and there is given this statement regarding the aim of that institution, which is declared to be "to prepare students of both sexes for the practical duties of life; to furnish a training of head and hand, useful alike to all classes, regardless of future occupation, and fit for entrance into modern courses of the best universities. It is not a trades school."

The report deals with much plainness of the vastly unsatisfactory condition of rural schools. The following are some of the statements in this behalf:

"Missouri has over 9,000 one-room schoolhouses, each one under control of three directors—more than 9,000 separate independent school districts with more than 27,000 school directors, and these directors too often elected without regard to the fitness for position."

It may well be supposed that the argument against such a state of things is to the point.

On the subject of county institutes, the report declares that they are becoming slowly more useful as their importance becomes as slowly studied and appreciated. After setting down what are and what are not their purposes, it emphasizes the fact that these are wholly pedagogical, and until this truth becomes settled in men's opinions not very much of benefit is to be expected from the work done at their sessions.

The report is equally plain in discussing colleges so styled, and urgently asks that those which have much of the work of the mere academy should work for separation from it. In its opinion no college can exist, except in name, which is dependent upon tuition fees alone, and which has not an income-producing endowment of at least \$100,000.

The report, however, speaks with pride of the five State institutions which are well organized and well equipped. The State University, the three State normal schools, and the Lincoln Institute for colored people. The first, during the last five years particularly, has been growing with great rapidity. The creation of the office of high-school examiners is looked upon as of much importance, promising to contribute to bring the high schools into more definite relation with the university and with others above them. Gratifying accounts come from Lincoln Institute and the three normal schools. Of that at Warrensburg the report says:

"The board of regents last June established a chair of pedagogy. . . . This will enable us to concentrate the work of the course under one management, instead of farming it out among the teachers of other departments."

KANSAS CITY SCHOOL REPORT.

The report for the year 1896 opened with an address to the people of the district by R. L. Yeager, president of the board of education, followed by a report from J. M. Greenwood, superintendent, to which is appended returns of subordinate officials.

The address says that the amount raised by taxation for school purposes has not been adequate for the rapidly increasing needs of accommodations. During the year as many as forty-six additional rooms have been employed, and at the time of submitting the superintendent's report the schoolrooms were yet as crowded as ever.

It is earnestly desired to begin with manual training; the ground has been secured for the purpose, and it is hoped that the buildings will be ready for occupation by the end of 1897. The same is the case with the coming library building.

The following extract is from the observations concerning politics on school boards:

"It is a fact that in many places movements are being made toward non, or bipartisan and nonsectarian boards of education, while in quite a number of places such school boards have already been organized. This is as it should be, as by no other methods can school work be so well performed. The death knell has been sounded, we believe, to political boards."

The first movement toward kindergartens was not a success; yet the feeling in its favor has become so general that the board has decided to make another trial, which if successful will lead to general establishment of such schools throughout the city.

The Central High School, with its 1,800 pupils, is greatly overcrowded, but some relief is expected from the opening of the manual training school next year.

Much praise is bestowed upon the Lincoln High School for colored people. It was hampered for several years by the difficulty of obtaining competent colored teachers. This has at last been overcome, and the instruction is rapidly advancing in satisfactory, benign work.

The report indulges at much length in observations on many subjects, as the school and citizenship, the principal and the teacher, suggestions to principals on management, etc. It admits that more rapid improvement is needed in many schools. The following paragraph concerning enrollment, attendance, etc., we give:

"The total enrollment for the year is 20,008, a gain of 819 over last year's total enrollment. The average number belonging is 15,286, also a gain of 667 over last year, and the average daily attendance is 14,535, a gain of 770 over last year, while the teaching force remained practically the same."

School children are allowed very generous privileges in the public library. What is called a children's room has been set apart for several years for advanced pupils. These facilities are to be larger in the coming new library, and that special department is to be presided over by a librarian who has become thoroughly acquainted with all varieties of child literature.

ST. LOUIS SCHOOL REPORT.

The report ending in June, 1895, is made by F. W. Brockman, president of the school board organization, followed by one from F. Louis Soldan, superintendent.

Very large expenditures of school funds were made during the year, owing to peculiar circumstances. There has been a notable shifting of population toward the west, northwest, and southwest, so rapid as to be quite in advance of the means accruing for the provision of school facilities. As current revenues were not at all sufficient, it was decided to sell a part of what is known as the permanent fund property, rather than submit the citizens to additional tax during a period of unusual financial exigency.

Enrollment of school children in day schools during the year was 70,428, with average of attendance of 51,014 and seating capacity of 59,668 seats. As many as eight night schools were held from October to March, two of which were for colored pupils, whose attendance was over 2,000. The showing for kindergartens is good, being connected with fifty-four of the schools. We subjoin the following under the head "Teachers' relief fund:"

"At the biennial session of the legislature of this State, held this year, the act creating the fund for the relief of the sick and superannuated teachers was passed. . . . The Teachers' Aid Association has labored many years in this noble work, and by the act of the legislature its hopes have been crowned with success. . . . It is to be regretted that the law could not be made so as to require a specific tax for the purpose, but under the circumstances all was done that could possibly be accomplished."

Notable attention is given to sanitation in the schools of St. Louis, the regulations as to which require much circumspection on the part of teachers both in school time and during the hours of recreation.

Regarding promotions of teachers, a change has been made from the old system, by which ranking positions are filled in the schools wherein the vacancy occurs and not by transfer to others. These take place twice a year, in October and February. There are also two examinations a year for principals, or those applying for positions in the high school, the latter of which has the threefold end of finishing the education begun in the primary schools, fitting for entrance into college, though the number is but a small fraction of the whole, and giving professional training to women intending to teach. At present the normal school is embodied in the high school, and will so remain until 1897, when the last class will have graduated.

Considerable space is given to courses of study and discipline in all the schools, to the school for the deaf, and the colored schools, notably the Summer High School and manual training.

A new course of study has been introduced, the features of which, in the words of the superintendent's report, are:

"Conversational lessons on conduct and general ethical subjects, the selection of specific topics for instruction in natural science, the reference by book and page to supplementary reading in geography, and the selection of 'memory gems' for each quarter and grade."

MONTANA.

Report for 1895-96, Hon. E. A. Steere, State superintendent.

The report remarks upon the excellent results of the new school law, on which cheerful hopes had been set by those who prepared it. Some teachers, it is true, have dropped off, but they were such as were expected and desired to do so from inability to cope with the new requirements for certificates. The advances in many respects have been constant.

Yet the fact still remains, to the regret of all, that there is a large number of children in the State who do not attend schools of any sort. The report is pronounced in its recommendation of means to lessen this misfortune. It says, among many other things:

"I seriously recommend that a law be created to prevent any child under 14 years of age from being employed in any mill, factory, business house, messenger, or in any business whatever that would employ them during school. In fact, I would like to see children under 14 prevented from being employed as messengers at any time. This business necessarily leads them into all resorts of vice and thus makes them familiar with crime at an early age. . . . Just so long as we allow child labor, we shall have an uneducated class, and thus unprincipled men and women."

Other earnest pointed things on the subject are in the report.

Appeal for free text-books is again earnestly put forth. It has been hindered thus far by consideration of expense; but it is contended that after the first outlay this would be reduced within limits easy to be borne.

The normal school has not yet been completed. It is to be a very imposing building and the report trusts that it will be provided with funds adequate for its various needs. In the lack of such an institution, teachers' institutes have been doing what they could in the matter of assisting young teachers in preparation for their work in schools. But the short time during which they are held and the great number of subjects discussed keep such assistance from being of very considerable value. Slight as has been the change in the new law—raising the sessions from three days to five—even that has been attended with manifestly enhanced benefit. The principal lack heretofore has been of capable instructors. County superintendents, generally without much experience, rely upon the State superintendent, with whom it is not always possible to spend five days at everyone of these gatherings, twenty-three in number. It is recommended that all county superintendents, wherever it is possible, be required to hold institutes or summer normal schools of two weeks in the summer vacation, and it is suggested that several others be held at notable places, beginning with the university, which has already taken steps toward that end.

A favorable account is given of the State School of Mines.

The University of Montana was opened in September, 1895. Attendance, 135 for the first year, made satisfactory increase in 1896. Excellent results, it is claimed, have followed the action of the State board of education last year in establishing several accredited high schools.

NEBRASKA.

Report for 1895-96, Hon. H. R. Corbett, State superintendent.

High praise is bestowed upon the law passed since the last report, providing for free attendance at public high schools, completing the system of free education in the common and high schools and the university. Pupils may attend high schools

in a county not their own when more convenient, the tuition of 50 cents a week to be paid by the latter.

The ambition of some principals and school boards unfortunately leads to the undertaking of more high-school work than their districts could afford. The new law discourages such action, by fixing within definite limits the high-school work for every school; a plan which was approved by the university authorities. The law provided by special examination for entrance into high schools of those without certificates from lower institutions. The consequence of all has been a largely increased attendance. The general operation will be made more easy by the forthcoming course of study for country and village schools by the State superintendent with help of a committee of county superintendents named by the teachers' association.

The report claims that Nebraska has two laws which are in no other State. One providing for "district ownership of text-books" and the "free attendance of non-resident pupils at public high schools." Specification of the former particularly are given in sufficient detail. Both laws were submitted by the superintendent in circulars to the people resident in the several districts, and the answers are that a decided majority favor them. The report recognizes that the new law will serve to "bridge the last gap" in the school system, by securing to children in rural districts the same facilities of education in high schools as are enjoyed by those in cities and towns.

The report appeals strongly for the increase of salaries in the teaching force. Economy in this should be put behind that in almost every other department of the public service. Liberality serves not only to secure competent officials, but renders their work both more efficient and more cheerful, by imparting consciousness of receiving reasonable compensation for faithful service and rendering the occupation more nearly permanent.

Comment is made upon the teachers' institutes. Their financial condition is good, from the liberal allowances in their favor, yet there seem to be serious defects, growing out of the manner in which their prominent officials are appointed. The county superintendent acts as conductor, selects the instructors, and undertakes the whole management. Herein are occasionally, fortunately not often, to be seen evidences of action "determined by personal friendship and political obligation." Then his acquaintance among teachers, except in his own county, is often very limited, a matter which disqualifies for intelligent selection. It is recommended that institute instructors should obtain certificates from a State board of examiners.

Summer schools have increased greatly in favor and attendance. Confidence in their value has served to bring on establishment of several by private initiative. A large list is appended. In particular, that of the university is highly praised, both on account of the efficiency of the work done and of the fact that, no provision having been made for expenses, such work is done with little or no compensation.

The superintendent, with much seriousness, urges again, under the head "Normal training," the crying need of greater competency among teachers, which can be gotten, if not only, at least mainly, in training institutions. Of the 8,843 teachers attending institutes in 1895 only 2,051 had attended normal schools of some kind, while what training was received by the others was gotten at institutes. The State Normal School has advanced at all points. The unfortunate dissensions some time back, which grew mainly out of political complications, have been healed to a degree through the influence of the State board of education acting in harmony with the governor. The faculty work more in harmony, and attendance is constantly increased. In this bettered condition it will become incumbent upon the legislature to make necessary appropriation.

Mention is made of State examinations and certificates, State and normal diplomas, county superintendents' meetings (for whose time and expenses compensation should be made), meetings by districts, the common-school course of study, temperance instruction, the free high-school attendance law, and the high-school system, in which, within the last two years, has been developed a more systematic relation among those constituting it to the State department and to the university, all this being due to the new school law of 1895. The report maintains that the number of high schools which prepare fully for the university should be small, but that those students who have completed the course in smaller schools should have free access to them when desirous of preparing themselves for the university. If it be allowed to graded high schools to give such preparation, the university must suffer from doing much of high-school work, and the communities in which they are situate be overburdened by the support of a school course unnecessarily prolonged.

OMAHA SCHOOL REPORT.

The report for the year 1896 begins with an address before the board of education by Ira O. Rhoades, its president, followed by the report of Carroll G. Pearce, superintendent of instruction, to which is appended those from lower officials.

In the president's address allusion is made to the large increase in enrollment and attendance and the large decrease in resources. In the year 1891-92 the average of attendance of pupils was 10,370 and the resources of the board were \$459,598.62, of which \$249,000 was derived from saloon licenses. These figures have been changing during the period until now, when the average attendance of pupils is 12,630 and the revenues \$355,945.55, of which \$195,000 came from saloon licenses. The complaint made by some that too high salaries are paid to teachers is flatly denied by the president. Cheap salaries obtain inefficient teachers; yet these are lower here than the average in other cities. It says:

"Without quoting statistics which are a matter of record, I need only refer you to the salaries paid in cities of our size which proves that we are not only paying lower salaries, but that we are even far below the average. Especially is this so with regard to the salaries paid for supervision. Cities like Kansas City are paying principals of sixteen-room buildings \$1,800 per year, while we pay but \$1,400."

The normal training school is reported to be doing great good, but it seems hard that its graduates "under the rules," as expressed in the address, get smaller salaries than are paid to teachers employed from other cities.

The report recommends that arrangements should be made for daily visits by superintendents to the manual training department. Even as it is it has been doing excellently well.

The kindergartens have met considerable opposition. Says the report:

"They have been called fads, nurseries, etc., and the school board accused of supplying amusements for babies under school age. The kindergarten system is no longer an experiment, and it never was a fad. No children are admitted until they have reached the school age. If kindergartens were not provided for them, we would be obliged to open new first grades, employing higher paid teachers, fitting rooms with desks, etc., all of which would make an additional cost over the kindergarten."

Yet the address thinks that it was a mistake to open so large a number in the beginning. Hereafter care should be taken that the work in them be such that will assist the pupil in the work of the lowest grades, and be made part of them instead of kept separate as in this city.

The address recommends adoption by the board of civil-service rules regarding teachers who have had satisfactory experience, instead of having them subjected as now to the chances of re-election every year.

In view of increase of pupils and diminution of incomes, an earnest appeal is made to the city council to raise the levy of taxation in order to provide for this ever-growing need of greater resources. As it is, kindergartens and the lowest school grades do not enjoy full day sessions. It is admitted, however, that a mistake in economy was made in erecting so many small schoolhouses instead of a few large ones in the beginning. Some natural pride is indulged by an action of the board in 1894 whereby an insurance fund was created whose income has been invested in interest-paying warrants.

Experiment with vertical penmanship seems to have proven its decisive superiority.

NEVADA.

Report for 1895 and 1896, Hon. H. C. Cutting, superintendent of public instruction.

It proceeds in the beginning with announcement of the general inefficiency of the laws regulating the State educational system:

"The laws governing our schools are very defective, unintelligible, and weak. There are many good points in them, as every legislature since the first has amended them, but there is no system to our school laws and none to our schools. Many of our laws are unconstitutional, others are obsolete, and there is hardly one on the statute book that can be enforced."

The present superintendent prepared a system of laws upon the subject to be submitted to the legislature of 1897. At a teachers' institute held at Elko in December last the law, with certain changes substituted by the members, was agreed to be submitted, and good hopes were indulged of its passage. This law provides that the four district superintendents be added to the State board of education, making that board consist of seven members. It provides for two grades of educational and life diplomas, grammar and high school.

The most important article in the proposed enactment is that regarding district superintendents, who now are the same persons with the district attorneys, the businesses in the twofold offices being wholly incompatible with each other. The plan is to divide the State into four educational districts coextensive with the judicial districts, and, after allowing good salaries, to exact faithful work of the superintendents. Such a change, the report contends, would systematize school

work greatly and serve to overcome the frequent meddling with school affairs to the great hindrance of their efficient conduct. The report says:

"There are many districts in this State where a teacher with fifteen or twenty pupils is compelled to have from thirty-five to forty classes, as they do not dare to grade the school properly for fear of losing their position by offending some of the parents."

The present method of apportionment of funds on the number of children between 6 and 18 is characterized as an "absolute bid for dishonesty" and has given occasion to much dissatisfaction and strife, whereas apportionment according to school attendance would place a bounty on punctuality in that respect.

Regarding care of school property the report says: "No care whatever is taken of school property, especially in county districts, and the destruction and waste is something appalling. . . . Destruction of property is bad enough, but the careless and slovenly habit which such negligence fosters and breeds is ten times worse."

As in the preceding, earnest appeal is made in behalf of teachers' institutes.

By act of the last legislature every county in the State was allowed to erect a high school, to be maintained at its own expense. Elko is the one county availing itself of this provision.

Some remarks are made and recommendation offered on the subject of cheaper text-books. The report concludes with commendation of the progress of the State University, education for the deaf, dumb, blind, and feeble-minded.

Noteworthy is the diminishing number of school children. From 10,592 in 1880, the year in which it was greatest, it descended in 1896 to 9,089.

NEW JERSEY.

THE SESQUICENTENNIAL OF PRINCETON.

One of the most important events of the year in scholastic circles was the celebration by Princeton University of the one hundred and fiftieth anniversary of the signing of the original charter issued in the name of the College of New Jersey (October 22, 1746). The special significance of the anniversary which occupied three days, October 20-22 inclusive, lies in the fact that it was the chosen time for the formal assumption of the title of university, a name fitly expressing what had become the actual scope of the work even before Dr. McCosh resigned the presidency of the college. The committee of arrangements¹ which had been for two years elaborating their plans kept two points in view, namely, the exposition of past achievements and the presentation of the distinctive lines of university life for which the college had prepared the way. These conditions were set forth in the addresses of the president and members of the faculty, which thus formed the central feature of the three days' celebration.² The accompanying exercises of music, the interchange of greetings with other universities, the honors to invited delegates, etc., added greatly to the interest and impressiveness of the occasion.

As a preliminary to the sesquicentennial exercises and a recognition of the international unity of scholastic pursuits, the week preceding the ceremony was made the occasion for several series of lectures by foreign specialists.

With the exception of the course on the French Revolution and English literature, by Prof. Edward Dowden, of Trinity College, Dublin, these lectures were

¹ The efficient chairman of this committee was Prof. Andrew F. West, Ph. D.

² GENERAL PROGRAMME OF THE PRINCETON SESQUICENTENNIAL CELEBRATION.

An asterisk (*) indicates occasions on which academic costume will be used. Events indicated in brackets [], though not part of the academic programme, are given for the sake of convenience.

First day, Tuesday, October 20—Reception day.

10.30 a. m. *Academic procession forms at Marquand Chapel.

11 a. m. *Religious service in Alexander Hall.

3 p. m. *Reception of delegates in Alexander Hall.

4.30 p. m. *Presentation of delegates in the Chancellor Green Library.

9 p. m. Orchestral concert in Alexander Hall.

Second day, Wednesday, October 21—Alumni and student day.

10.30 a. m. *Academic procession forms at Marquand Chapel.

11 a. m. *The poem and oration in Alexander Hall.

2.30 p. m. [The undergraduate football teams of the University of Virginia and Princeton University will play on the University Athletic Field.]

8.30 p. m. Torchlight procession and illumination of campus.

The procession will be reviewed by the President of the United States.

Third day, Thursday, October 22—The sesquicentennial anniversary day.

10.30 a. m. *Academic procession forms at Marquand Chapel.

11 a. m. *The sesquicentennial celebration at Alexander Hall.

3 to 5 p. m. Reception to the President and Mrs. Cleveland at Prospect.

8 p. m. [Glee club concert in Alexander Hall.]

addressed to specialists, and brought together a body of men distinguished in the respective lines.¹

The sesquicentennial exercises were held in Alexander Hall, a beautiful building in the French Romanesque style, one of the most impressive of the new buildings, which illustrate on the material side the recent university ideal.

The body of the hall was reserved for invited delegates, including the presidents of the leading sister universities in our own country and the distinguished representatives of foreign universities. The delegates, numbering from 500 to 700, wore their academic robes, which gave a brilliant effect to the scene.

The principal exercises, in addition to the addresses by President Patton and Prof. Woodrow Wilson, here given in full, were the reception to delegates on the afternoon of the first day and the exercises attending the formal announcement of the university title on the morning of the third day.

On the former of these occasions Dr. Howard Duffield, of New York City, a son of Princeton, welcomed the delegates in an eloquent address. Responses were made by President Eliot, of Harvard University, on behalf of American universities and learned societies, and by Prof. Joseph John Thomson, of Cambridge University, England, on behalf of European universities and learned societies.

On the morning of October 22, exactly one hundred and fifty years from the date of the original charter of the College of New Jersey, Dr. Patton announced that the college "shall be known hereafter and forever more as Princeton University." This announcement, which elicited an outburst of applause, was followed by a statement as to the endowments that had been secured in anticipation of this event. The completed list was not ready, so that full details were impossible at the moment, but a total of \$1,353,291 was reported, with the work of the committee still in continuance.

When the enthusiasm excited by this showing had subsided the university proceeded with its first official act, which was the conferring of the doctor's degree upon a number of men eminent in letters, arts, and science.²

¹ LIST OF LECTURERS AND LECTURES DELIVERED AT PRINCETON UNIVERSITY, OCTOBER 12-19, 1896.

I.

Four lectures by Joseph John Thomson Cavendish, professor of physics in the University of Cambridge, England. Subject: The Discharge of Electricity in Gases.

II.

Four lectures by Felix Klein, professor of mathematics in the University of Göttingen, Germany. Subject: The Mathematical Theory of the Top.

III.

Six lectures by Edward Dowden, professor of English literature and rhetoric in Trinity College, Dublin. Subject: The French Revolution and English Literature.

IV.

Two lectures by Andrew Seth, professor of logic and metaphysics in the University of Edinburgh, Scotland. Subject: Theism.

V.

One lecture by Karl Brugmann, professor of Indogermanic philology in the University of Leipzig, Germany. Subject: The Nature and Origin of the Noun Genders in the Indogermanic Languages (*Ueber Wesen und Ursprung der Geschlechtsunterscheidung bei den Nomina der indogermanischen Sprache*). This lecture will be delivered in German in the English room, Dickinson Hall, at 10.30 o'clock, Monday morning, October 19.

VI.

One lecture by A. A. W. Hubrecht, professor of zoölogy in the University of Utrecht, Holland. Subject: The Descent of the Primates.

² Doctor's degrees were conferred upon fifty-seven distinguished representatives of sister universities or men eminent for their contributions to science and art. The foreigners thus honored were:

Karl Brugman, professor of Indogermanic philology in the University of Leipzig, Germany.
Johannes Conrad, professor of political economy in the University of Halle, Halle, Germany.
Wilhelm Dorpfeld, first secretary of the German Archeological Institute, Athens, Greece.
Edward Dowden, professor of rhetoric and English literature in Trinity College, Dublin, Ireland.
A. A. W. Hubrecht, professor of zoology in the University of Utrecht, Utrecht, Holland.
Felix Klein, professor of mathematics in the University of Göttingen, Göttingen, Germany.
Henri Meissan, professor of chemistry in the University of Paris and member of the French Academy of Science, Paris.

Edward Baynall Poulton, Hope professor of zoology in the University of Oxford, Oxford, England.
Andrew Seth, professor of logic and metaphysics in the University of Edingburgh, Scotland.

Goldwin Smith, fellow of Oriel College, Oxford, and formerly regius professor of modern history in the University of Oxford, Toronto, Canada.

Joseph John Thomson, Cavendish professor of physics in the University of Cambridge, Cambridge, England.

James London, president of the University of Toronto, Canada.

The honorary degree of doctor of laws was conferred in absentia upon two persons: Lord Kelvin, professor of natural philosophy in the University of Glasgow, Scotland, and Otto Struve, formerly director of the Observatory of Pulkowa, Russia.

The exercises were closed by an address by President Cleveland, which was followed with absorbed interest and elicited unbounded applause. This address is here reproduced in full.

The singing of the national anthem and the benediction by Bishop Satterlee closed the scholastic exercises of one of the most memorable celebrations ever held in the United States.

RELIGION AND THE UNIVERSITY.

A sermon preached in Alexander Hall on the occasion of the sesquicentennial celebration, October 20, 1896, by Francis L. Patton, president of the College of New Jersey.

(I Corinthians III, 11. For other foundation can no man lay than that is laid, which is Jesus Christ.)

The first charter of the College of New Jersey was signed by John Hamilton, president of His Majesty's council, on the 22d day of October, 1746. A second charter, still more liberal in its provisions, was obtained from Governor Belcher in 1748.

It was surely the day of small things when a little company of Presbyterians in the city of New York and its vicinity interested themselves in establishing a seat of learning in the Province of New Jersey as a means of providing a liberal education for young men intending to enter the ministry. The ineffectual efforts which they had previously made and their ultimate success bear striking testimony to the religious intolerance of the times, the more enlightened policy of President Hamilton and Governor Belcher, and the liberal spirit of the founders of the new institution, who, though Presbyterians by conviction and actuated in the main by zeal for the religious necessities of their own church, accepted without scruple a charter which gave no advantage to any denomination, and beyond a scheme for liberal culture made no specific provisions for the needs of any profession.

The spirit of the founders has been kept alive in their successors. The interests of the college have always been in the hands of religious men, and of men, I may say, belonging as a rule to a particular branch of Protestant Christendom, but it has never been under ecclesiastical control. It has served the church and it has served the state without in any sense being under the authority of either. The founders of the College of New Jersey did not establish a theological school with a preparatory department in arts; they established a faculty of arts with an embryonic department of theology. There is a great difference between the two methods, and this difference has determined the course of Princeton's subsequent development. The establishment at a later date in Princeton of a theological school under ecclesiastical control made it unnecessary and unwise to continue theological instruction in the college, and from that time until now the teaching force of the College of New Jersey has consisted of a single university faculty of arts. Thanks to the liberal policy of her founders, thanks also to the wise Christian spirit of those who have guided her course, Princeton College, though ever hospitable to new ideas and ever ready to recognize new truth, has, throughout her history, been true to the spirit of those who founded her, and has never had reason to feel that in any instance she has violated her charter, or been unfaithful to the moral obligations imposed by the labors and benefactions of the Christian men who have been interested in her welfare.

Considered in respect to nations and periods that are characterized by immobility, the lapse of a hundred and fifty years is not a matter that need call for special commemoration. But in this country the beginning of such a period antedates the national life. Princeton shares with her older sisters, Harvard and Yale, the distinction of a life coeval with our national independence, and she claims for herself a distinction, shared in equal degree by no other institution, of being a large factor in the making of the nation. Of the part that Princeton played in the revolutionary struggle; of President Witherspoon, who signed the Declaration of Independence; of the Princeton men, and particularly of Madison and Patterson and Oliver Ellsworth, who helped to make the Constitution of the United States; of the meeting of the Continental Congress in this place and under the roof of Nassau Hall, you will in all probability be told by another speaker on a later occasion. It is enough for me, having mentioned these names in connection with the political history of the country, to add to them the names of Henry and Guyot in science; of Jonathan Edwards and James McCosh in philosophy; of the Alexanders and Hodges in theology, and then to ask if I am making an empty boast when I say that Princeton has won for herself a conspicuous place in the intellectual history of America.

It has been the aim of those who have governed this institution to make and keep it a Christian college. The men who have contributed to its endowment and administered its affairs and taught in its class rooms have been Christian men. They have been men of deep conviction regarding God and his government, and they have

had high ideas respecting their responsibility for the use of time and money. There is in the history of the college, in what she has done and in what she has been saved from doing, in what she has achieved and in what she has escaped, abundant reason for profound gratitude. Filled, then, with these thoughts of the past, and standing upon the threshold of a new period in the history of this institution, let us give thanks to God for the good that has been done in His name by the men who have served it and the men who have gone out from it; and let us pray that to us upon whom devolves the responsibility of opening a new era in the educational policy of Princeton there may be granted that wisdom which shall save us from mistakes, and that grace which shall enable us to use for God's glory the power and influence that are given to us by reason of our place in the organic life of a great institution.

Our history, as I can not help believing, is also a prophecy. There has been ample time in that history for the line of tendency along which we are likely to develop to reveal itself, for there is an analogy between the history of an institution and the growth of an organism, and growth is recalcitrant to interference from without. You may shape your block of marble as you will, but you must be content to see the process of self-realization go on in the organism according to the logic of its inner life. There are universities that are made in obedience to the wills of their founders and with no tradition to conserve. They are free to shape their policy in unhampered independence of the past. But it is not so with us. We have come to be what we are through the slow growth of a hundred and fifty years.

We have our own ideas of education, which are in part the result of our experience and in part perhaps an expression of our conservatism. We give large place in our curriculum to contemporaneous knowledge, but we are unwilling to part with our heritage of Hellenic culture. We believe in specialization, but we also believe that the student makes a mistake when in his haste to win his spurs in some narrow field of inquiry he foregoes the advantage of a broad general education. Intellectual discipline is good, but it is not so important as high manhood; and eager though we may be to turn out from year to year a few men of high intellectual attainment, we deem it far more important that the great body of our graduates should be men of moral courage and religious convictions, public spirited, patriotic, and possessed of clear, balanced, and discriminating judgment in regard to public questions.

Princeton has a great work to do in science, philosophy, and literature. I have no doubt that she will do it well. I hope she will continue to do it in Christian rubrics without any loss of moral initiative or religious faith.

I confess that I am not without my anxieties when I think of the future of our American institutions in relation to their religion. I see no reason why I should not feel anxiety in regard to Princeton, for we can not hope to escape altogether from the operation of the forces that are potent elsewhere.

I feel inclined to-day, speaking not to Princeton men alone, nor in regard to Princeton specifically, to employ the time allotted to me in considering the relation of religion to the university. I do not know of any subject that could more properly be considered in a sermon addressed to an academic audience, nor do I know of a time when this theme could be more seasonably treated than that which is given me in connection with these religious services with which we begin our sesquicentennial celebration that is designed to commemorate the history of the College of New Jersey and to inaugurate Princeton University.

I.

I cannot better begin what I have to say on this subject than by reminding you of the fact that religion, and by that I mean, of course, the Christian religion, is the genetic antecedent of the university. It is true that we cannot impute a distinctively religious origin to the universities of Salerno and Bologna, and if we are looking for an explanation that will apply equally to all the mediæval universities, we must pay for our comprehensiveness by being correspondingly vague; and then we can do no better than say with Mr. Rashdall that the rise of the university is due to the spirit of association that spread over Europe during the middle ages, and that the universities were simply guilds of learning. Even then, however, it might be worth while to ask whether these guilds as illustrating the fellowship of kindred minds, did not receive a new impetus from Christianity, which itself was an expansion of the idea of higher kinship as expounded by the Saviour when he said, "Whosoever doeth the will of my Father in Heaven, the same is my mother and sister and brother." But whatever be the origin of the Southern universities, those of the North (and they are the prototypes of our American colleges and universities) were undoubtedly the outgrowth of Christianity. The religion of Christ gave man new ideals. It turned them from the quest of pleasure and the love of plunder to a life of contemplation and the pursuit of knowledge. It made them thoughtful, serious and reverent. Thinking is also religion, I believe Hegel somewhere says, and whether he is right or not, it is certain that the man who takes a serious view of life and has

learned to appreciate the deep mystery of being is not far from the place of communion with God. Christianity popularized philosophy. For the Christian's creed was a metaphysic; and the man who had been taught to believe in creation, the Incarnation, the Trinity, sin and atonement, was obliged in the nature of the case to have a very considerable theory of the universe. Many of us, I dare say, remember that we took our first lessons in philosophy in the pew, and that we got our first impulse to think through the sermon. I believe it is Stevenson who says that there is "a hum of metaphysical divinity about the cradle of every Scot." There can be little doubt, I think, that the religious training of the Scottish people has had much to do in making them the metaphysical people that they are. Christianity has done for the world what a particular type of it has done in a more marked way for Scotland. It has forced men to think. It has made learning a necessity for all who wish to be intelligently informed in regard to religion, and a particular necessity for those who were the official expounders of Christianity. The mediæval universities were, for the most part, in the hands of the clergy, because they had most need of them and could make best use of them; for it must never be forgotten that if to-day there are other professions that require quite as much learning as the clerical, there was a time when it was the only profession that required any. If now, in addition to what has been said, it be remembered that Christianity inculcated philanthropy and high ideas respecting the duties of citizenship, we shall see how largely, even when it is not confessed to be such, it enters as a constitutive element in the making of the modern university. The stages of university history can be roughly indicated, though we must not press the idea of chronological sequence too far. First came the democratic guild of scholars and masters devoting themselves to the study of law as in Bologna, or to scholastic divinity as in Paris, and living without endowments or even fixed places of abode. Then came the period of endowed foundations—and perhaps it would be as well to take William of Wykeham as a typical example of the great patrons of learning, for he, says Mr. Rushdall, "may be allowed the credit of having been the first college founder who required his scholars to say their prayers morning and evening and go to chapel daily."

Then, in the New World, came the colleges like those in New England, like Princeton, like Lafayette, like a multitude besides in the Middle and Western States, which were the direct outgrowth of Christian philanthropy, and which were established with the avowed purpose of giving a liberal education from the Christian point of view. Then came the State universities, and, last of all, the triumph of Christian philanthropy in the lavish use of wealth on the part of men like John C. Green, Johns Hopkins, Ezra Cornell, and John D. Rockefeller for the more complete equipment of existing institutions or the establishment of new universities. Now, though the circumstances attending the establishment of colleges and universities are different in different cases, and though the religious motive in the establishment of some of the more recent universities by private beneficence, and particularly in the establishment of universities under control of the State, is not so manifest as in the establishment of those which are more directly identified with the religious interests of a particular denomination of Christians, I am disposed to give Christianity credit for them all. I have not yet known of a State university where the profession of atheism was regarded as a desirable quality in a professor, and I happen to know of more than one State university where a sympathetic attitude toward revealed religion is regarded as an essential qualification for a teacher of philosophy. I am glad to have Princeton in that goodly fellowship of American colleges that have been established by Christian men and have been built upon Christian foundations. I believe that these colleges have done and are still doing a work of priceless value for the Church and for the State. And yet I sometimes wonder whether more use might not be wisely made of the State universities; whether a wise economy of resources, as in the newer States, might not suggest such an affiliation of various educational interests as would serve to throw around young men a distinctly Christian influence and at the same time open to them the opportunities of a wide range of study which only a large institution can afford to offer. I recognize very distinctly the fact that the ranks of the ministry have been recruited very largely from the smaller denominational colleges, and I must not for a moment be understood as in any sense detracting from the immense services which those colleges have rendered and have yet to render, or as implying that they deserve any but the most liberal support of the denominations to which they naturally appeal, when I say that at the present day it is a matter of some importance that a very considerable number of those who enter the sacred calling should be very intelligently informed in respect to the questions now involved in science and philosophy before they enter upon the professional study of theology; and that it would be a misfortune if the time should ever come when it would be the strong men of the weak colleges and the weak men of the strong colleges upon whom we should mainly rely to fill up the rank of the Christian ministry.

I do not wish, however, to ignore the fact that true though it may be that the universities are in a general way the offspring of Christianity, there are universities

(and Princeton is one of them) that may be regarded as distinctly Christian institutions, yet they are Christian rather in the conditions of their origin than in the contents of their curricula. Their object is not so much to teach religion as to teach science in a religious spirit. It is more in the way they teach than in what they teach that they deserve to be called Christian schools. Hence a Christian college is not to be judged by the amount of religion that it teaches, or the place it assigns to the Scriptures in its curriculum. In the colleges and universities of which I speak, Christianity underlies, informs, unifies, and is the unexpressed postulate of all instruction. And this Christian spirit that practically affects teaching without announcing itself, which presupposes Christianity without any irritating self-assertion, is on the whole the most effective. Not that it is to be expected that a Christian university should be reticent in regard to the truths of religion. Indeed, as I shall at present be at pains to show, it can not be. And so it has come to pass that the university has had its share of religious controversy. Very naturally; for when religion plants a seat of learning and installs the faculty it clearly says that religion is ready to be tried by rational tests. The child of the Christian consciousness, the university by and by becomes its critic. Born of Christianity, the time comes when it attains its majority and refuses to remain in ecclesiastical leading strings. This may seem ungrateful, but it can not be helped. The necessary consequence of the alliance between religion and the university is the rationalizing of religion. It is easy to see that the extremes of tendency are superstition on the one hand and infidelity on the other. Ecclesiasticism pure and simple may easily run to the one extreme; intellectualism pure and simple may as easily run to the other. How to be saved from either may be difficult; but we may be sure that the religion which in the last analysis will not bear examination must go down. "Credo quia impossibile" is not the basis of a sound apologetic, and whether it be Tertullian or Mr. Kidd who would have us think so, it can never be rational to believe in an irrational religion.

The rationalizing process may go wrong, but that is no reason why men should stop thinking; and a university is a very dead place if the men in it do not think. When, therefore, the masters of the University of Paris told the Pope that on a certain matter of dogmatic theology they were more competent to speak than he was, they were doing exactly what they might have been expected to do, and in doing this were the precursors of that movement which put so many of the universities of northern Europe on the side of Protestantism and made them the embodiments of the spirit of religious independence. When I say that the criticism of religion in the university is inevitable, I am not saying that it is the essence of the university that its teachings should be absolutely free. I have nothing to say here by way of objection to those universities where absolute freedom of teaching is the rule. There are universities I know where that absolute freedom would not be allowed. So far as Princeton is concerned, I find myself in very agreeable harmony with what one of my younger colleagues has said in a recent periodical. "Princeton," says Professor Daniels, "is definitely and irrevocably committed to Christian ideals. It has therefore, with reference to certain primary problems, already taken a definite position. It stands for a theistic metaphysic. Nor does it claim or desire any reputation for impartiality or open-mindedness which is to be purchased by a sacrifice of this, its traditional philosophic attitude." Princeton then, as we are told, "stands for a theistic metaphysic." The critic might say, if he were so disposed, that with equal reason it might be made to stand for something less; or might be made to stand for something more; and that there is something arbitrary about the boundary line that separates the kingdom of fixed belief from that of free discussion. Now, I venture to say that the weight of the sentence that I have thought sufficiently significant to quote lies not so much in what Princeton is said to stand for as in the fact that she is said to stand for something; and I can easily believe that the exact quantum of belief for which Princeton stands may be something about which individuals may now differ and may vary from age to age. What Princeton stands for really depends upon those who govern her. No matter what our origin was; what was believed 150 years ago; what Christian symbol or legend we put on the university seal; what moral obligations are imposed by gifts of generous benefactors, the exact amount of religious belief that this university will stand for can be determined only by the amount of belief that the trustees have the moral courage to enunciate in the form of a resolution. That will depend upon the state of public opinion; the degree of sensitiveness to public opinion on the part of men who hold the places of responsibility, and the amount of strong conviction ready for expression at any given time by the governing body.

This only shows how solemn the responsibility is which rests upon the twenty-seven men who control Princeton University. They have power to vote in the election of their colleagues, but no power to direct their votes after they take office. We have received this institution from a past generation and we hold it with absolute power of tradition to the next. We can not bind our successors. We may

install them with due solemnity of precatory phrase, but we can not predict or control their action. The sacred interests of Princeton are in our keeping. We have but a simple duty respecting their transfer to the next generation. St. Paul has expressed that duty in his own words to Timothy: "The things which thou hast heard of me, the same commit thou to the faithful men, who shall be able to teach others also."

II.

There is another phase of the subject with which we are dealing. It concerns the inquiry as to the extent to which religion, and particularly the Christian religion, should enter into the curriculum of the university. There are two extreme positions sometimes taken by those who express themselves upon this question. There are some who seem to suppose that it is proper and possible to exclude all reference to religion and confine the work of university instruction to strictly secular themes. Others, again, seem not to realize the changed conditions of university life and suppose that it is easy to carry on through the entire undergraduate curriculum a scheme of enforced religious instruction based upon an accepted type of thought in respect to the Bible and revealed religion. I am confident that a more careful study will show that both of these positions are wrong, and that nothing requires more wisdom, tact, and knowledge of the actual conditions of thought in the learned world than the problem of religion in the university. It is a very large subject, and I question whether it can be adequately dealt with by anyone who is not in actual contact with undergraduate life, and who is not aware of the ins and outs of thought in it, and who, moreover, is not by reason of professional study brought into close relations with the religious problems of the present day. For myself, I believe that in the early years of undergraduate life a course of elementary biblical instruction adapted to the needs of young men who are no longer school-boys, on the one hand, and are not yet students of philosophy, on the other, is a most important part of the curriculum; but I would not carry biblical instruction into the upper years of the curriculum, unless in point of scientific thoroughness it could compare favorably with the work done in other departments; and then, of course, I would not make it compulsory, though I firmly believe that advanced students in philosophy and literature should have the opportunity of seeing how the problems of literature and philosophy bear upon the Bible and Christianity. For if secular themes are to be discussed in a Christian university in a religious spirit and under Christian conceptions, it is no less true that religious themes must be discussed in a scientific spirit and according to scientific principles. It is impossible for a university to discharge its functions without declaring itself upon the great question of religion. The subject no longer lies within the easy possibilities of definition which existed half a century ago. Then the student of Reid or Dugald Stewart debated the question of mediate or immediate perception, or accepted the easy account of the mental powers as they were mapped out for him in the psychology of introspection, and seldom went any deeper. His religious faith was buttressed by a course of lectures on the evidences which treated as postulates what have since become some of the most serious problems of our times. There were religious difficulties to be dealt with, but they lay for the most part in a remote corner of the field of inquiry, and concerned questions like the days of Genesis and the extent of the Deluge. It is otherwise now, for the doctrine of evolution has made a great change in regard to the place of religion in the studies of the universities. Every subject is considered from the historical point of view and according to the genetic method. And whether we approve it or not, the religious problem is forced into prominence. A man can not study genetic psychology and metaphysics and the theory of knowledge at the present day without facing the problem of a separate and enduring selfhood and without asking whether the world is to be construed according to a theistic or a pantheistic metaphysic. It is idle for the theologians to attempt, as the Ritschlians do, to exclude metaphysics from theology; but it is just as idle for the philosopher to talk of excluding theology from metaphysics; theology is philosophy and philosophy is theology, so far as the question of the relation of God to the world is concerned. All problems in philosophy go back to two questions: whether God exists separate from the world and whether we exist separate from God. The fate of religion lies in the answer to these questions. When, therefore, the student is wrestling with the problems of metaphysics, he is putting his religious faith on trial. It is easy then to see the vital relations which the chair of philosophy sustains to practical Christianity, and the responsibility that one assumes when he undertakes to be guide, philosopher, and friend to the young man who finds himself obliged to seek for himself a fresh orientation in reference to his religious belief. Now, if one-half of our religion, or what is commonly called natural religion, is necessarily involved in the study of philosophy, the other half, or what is known as revealed religion, is as necessarily involved in the study of history. We should hardly think of excluding the history of civil-

ization from the studies of the university, yet it would be difficult, I imagine, to treat the history of institutions without reference to Christianity, or trace the history of ethical ideas without mentioning the New Testament, or the history of opinion in respect to social morality without regard to the Sermon on the Mount and the Pauline literature. These writings may doubtless be referred to without raising the question of their authority; but that question must be raised sooner or later, because the question respecting authority is involved in that of origin, and the question respecting the origin of the sacred books is involved in the question respecting the place of Christianity in the history of the world, and this again is part of the broader question respecting the meaning and the history of religion. Any theory that undertakes to explain human history must be adequate to give a rational explanation of religion. It is not merely because of its practical importance, but also because of its persistent universality that it has become the object of so much interest to the philosopher. Hence it happens that the most earnest students of the phenomena of religion are not always religious men, but men often who are anxious to show that their theories which destroy the value of religion are abundantly adequate to explain it. Now, when one enters upon the study of the history of religion, I do not see how he can content himself with the simple recognition of Christianity as one of the forms in which the religious consciousness has been manifested, or how he can avoid assuming some attitude in respect to exceptional claims that Christianity makes in its own behalf. He knows what attitude some of the philosophers are taking. They are becoming constructive theologians. They are lecturing on Jesus and St. Paul, and expounding the ethics and metaphysics of the New Testament in the interests of naturalism. What shall we do? Shall the agnostic be free to deny the claims of Christianity, and we be hindered from defending it? Now, I venture to say that the philosophical construction of the facts of Christianity is forced upon us by the conditions of thought under which we live and that there is no subject wider in its sweep, more imperative in its claim, and more momentous in the issues with which it deals, than the philosophy of religion. Into the making of it go one's psychology, one's ethic, one's metaphysic, one's history, one's literary criticism; and on it depends in greater or less degree one's social science, one's politics, one's jurisprudence, one's theology, one's religion. The day has passed when religion was regarded as something very important but not very interesting. There are too many, I fear, who do not regard it as important; but among philosophers it is generally conceded to be interesting. No well-appointed university can refrain from dealing with its problems. For us there can be but one of two positions. We must be silent and hand over the discussion to the skeptic, or we must show ourselves worthy of the high place we have already won in the department of religious philosophy and take a strong position on the side of historic Christianity. There is little doubt among us, I think, respecting the attitude that Princeton should ever hold. Leaving to the theological schools and to the appropriate ecclesiastical tribunals the discussion of questions in divinity on which the churches are divided, and standing aloof from sectarian controversy, it is our duty to hold ourselves ready for the defense of those fundamental truths in philosophy and in religion in the maintenance of which Christians of every name have a common interest. I hope that Princeton will always stand for belief in the living God, the immortal self, an imperative morality, and the Divine Christ. On this broad platform all the true friends of Princeton can meet, and here we must stand if we would be true to the spirit of our history and continue to deserve the confidence of Christian men.

III.

I trust that I have made it clear that I fully recognize the fact that however true it may be that Christian ideas have been the moving causes in the endowment of universities, and particularly of this, and however much it may be proper and even inevitable that the great fundamental truths of Christianity should have place in university teaching, the particular end for which the university exists is not primarily the promotion of religion. The university should not be expected to do the work of the church. It has ends of its own, and these are not distinctively religious. And yet we can not keep religion altogether out of our minds when we consider these ends. Religion is indeed, as a little reflection will show, necessary to the full and satisfactory realization of the ends for which the university exists, and it is in this light that I now wish to regard it.

It is not necessary to lay stress upon the mediæval distinction between the university of masters and the university of scholars for the purpose of settling questions of precedence or of determining the relations they sustain to each other. It would hardly be denied on the one hand that the professor's business is to teach, and it would be pretty generally conceded on the other that more is expected of him than the discharge of his pedagogic functions. But the distinction I have referred to will serve a good purpose if it reminds us that the professors of a uni-

versity sustain a relation to the general public apart from the relation they sustain to the students who listen to their instruction. They constitute the priesthood of learning and are set apart for the service of Truth. Besides training young men for the active duties of life, it may be fairly expected of them that they should enlarge the borders of knowledge and contribute substantially to the formation of a sound public opinion. These, indeed, I take it, are the three great functions of the university. The institution that is not doing something in each of these directions is not accomplishing the work it was intended to do; and for the successful accomplishment of this work a reverent attitude toward religion and a certain amount of religious faith would seem to be a logical necessity.

I lay stress upon that side of the professor's life which relates him to the general public, for the nonacademic consciousness does not always properly apprehend it. The professor would not think that his calling were possessed of so much inherent dignity if he regarded himself simply as the means of imparting to a body of mediocre and often very idle young men the modest amount of knowledge that they acquire during a college course, and he would particularly resent the crude Philistinism that regards him simply in the light of an employee. The dignity of the professor's calling can be maintained only by regarding the incumbent of this office as holding a commission as an independent seeker after truth. There is something fascinating in such a life. In its fine scope of material things, in its dignified and independent simplicity, there is surely something to admire. We can not help feeling, it is true, that intellectual labor is sometimes wasted on very unimportant matters and that much of what was never known before is not worth knowing, and that original research so often means only infinite pains for the gathering of facts that involve no theory and help no generalization and apparently serve no other purpose than to verify the statement that of making many books there is no end and that much study is a weariness of the flesh. Then, too, we find it hard sometimes to hear the great man's arrogance and conceit, and it disappoints us to see him enter the world's market and sell his rash judgments and crude novelties for such poor price of place or fame as the world will give. But, after all, the marvel is that the appetite for learning and the zest with which men engage in intellectual toil should be so enduring. I particularly wonder at the intellectual earnestness of men who have discarded all religious belief. They seem to be so inconsistent and illogical; they especially impress me so when they employ their energies in seeking to destroy the world's faith in God; for they seem to be undermining their own career and leaving it without a reason. For on the supposition that the world is a system of thought relations, there is something natural in man's persistent effort to explain his habitat and give an account of himself. For whether God be our unreachd goal of endeavor, the ideal God, the infinite Knower in front of us, above, and beyond; or whether it be that the inspiration of the Almighty gives man understanding, so that he is the light of all our seeing, in either case there is a religious element in all inquiry; there is something that partakes almost of a religious act in every serious effort to understand the world; there is something almost sacramental in the apprehension of a great idea which at the same moment interprets the world and brings the mind into fellowship with God. I believe that the indwelling spirit of God is the source of our curiosity; that our restless seeking after the right understanding of the world is one of the ways in which God reveals himself; that the religious nature of man is the key to his intellectual activity and the basis of even his irreligious zeal; that if there were no God and no fellowship between God and man, if all that is were explicable in the terms of matter and motion, there could be no ideals and no intellectual ambition; that if man should lose his faith in God he would lose his love of truth, and that the death of religion would be the death of intellectual endeavor.

There is another work which the university ought to perform. It should contribute toward the forming of a sound public opinion. In a broad and far-reaching sense, it should teach patriotism. There is, I grant, a great deal to justify the confidence with which we rest in the sober second thought of the nation, and the optimism which makes us feel that the common sense of the American people is equal to any emergency. The essential morality of the people of our land, as it finds expression in the pulpit and the press, is a great source of comfort in a time of national peril. And yet when fundamental morality is assailed; when revolutionary views of government are publicly expounded; when socialistic theories find plausible advocates, it will not do to rely altogether upon popular sentiment or the naive common sense of the American people. We must do something to keep this common sense from being corrupted, and this must consist of something more than popular harangue and the florid iteration of the commonplaces of morality. There must be deep philosophical discussion of great public questions by men of acknowledged authority in political, social, and economic science. This work can be done better in the universities than anywhere else. This is what I mean when I say that the university should be a school of patriotism. Of a certain type of patriotism there

is no lack. We may trust the instincts of our people, without any help from academic sources, to resist foreign interference and defend national honor. We understand, without being reminded of it, that this land is our heritage and this Western civilization is our problem. But the day is past when national pride and patriotic devotion can show itself only by awakening the memories of international antagonism. We are in no danger of invasion. Our foes are those of our own household. Our difficulties are those which we share with other nations. They are evils incident to the struggle for the democratization of government, or that are consequent in its rapid development; that follow as a consequence of the congested life of great cities, or grow out of the complicated machinery of industrialism. We who believe in the stability of government as an ordinance of God should stand by each other in all civilized lands on account of the dangers common to all. I believe that the universities have something to do toward helping on the cause of good feeling between the nations, and particularly between those two nations that are so closely bound to each other by the ties of blood, the bonds of a common speech, a common law, and a common religion. Part of the history that we commemorate, and of which we are proud, is the place that Princeton took in the struggle for independence against the motherland. And now I trust that Princeton, as she enters upon a new era in her history, will do her part toward the formation of a public sentiment that shall make it impossible for the clash of arms ever to be heard again between the great nations of the English-speaking world. I hope that she will do something to stimulate the development of the international conscience, to widen the range of international law, and to hasten the day when international disputes shall be settled by arbitration. International law rests on a basis of morality. It is essentially a university study, and I should like to see Princeton take a high place in connection with its development.

But, as I have already implied, the questions which give us most cause for anxiety are national and not international. The question with us is whether the popular will is still on the side of constitutional government; whether the public conscience will stand by the financial integrity of the nation; whether great cities can have good government; and whether the ten commandments shall continue to regulate social behavior. It is true that a campaign of education is needed. But it is an education beyond that which the statistician and the collector of facts can give us. It is an education beyond that which appeals to our selfish greed. It must be an education which goes to the roots of our moral life. For purposes of convenience you may intrust the science of ethics to one man, and of politics to another, and of jurisprudence to a third. The economist may study the laws of industrial activity, and the student of social science deal with the pathological conditions of society—the poverty, the moral pollution, the crime; but when we come to ask whether the remedy is to be found in laissez faire, or the interference of the State, or in moral measures, we shall find that no department is isolated and distinct; that our metaphysics, our ethics, our jurisprudence, our economics, our politics, our social science all overlap each other; that all are comprehended in the one idea that all end in a moral universe. I do not like the phrase Christian socialism, and I certainly do not agree with the opinion entertained by those who use it most. But if Christianity is true we can not afford to ignore what it has to say, and there can be no sound public opinion upon these great ethical problems which does not make acknowledgment of the binding obligations of the laws of the Kingdom of God.

But there is another work which the university is expected to do, and this, though it does not so completely fit the imagination of the ambitious professor who dreams of fame, is nevertheless the greatest work which it can do. It is the province of the university to train men, by means of a liberal education, for the active duties of life. It is given only to a few to add to the world's stock of knowledge. It is only at rare intervals that we shall succeed in turning out a great thinker who will make his mark upon his age. But our colleges and universities are contributing every year to the moral and intellectual forces of the world a body of young men whose aggregate influence is enormous. It would be a mistake if we should ever come to undervalue this work in Princeton, or assign it a second place. There may easily be too many men engaged in the special work of the scholar; there are only limited opportunities for a career in science, but there is an unlimited demand for men who can bring to the discharge of the ordinary duties of citizenship the advantages of a liberal education. The best work of Princeton is represented to-day in her 3,916 living graduates. They are our letters of commendation. It is, of course, not to be expected of the average graduate that he should be a technical scholar. But we have done something if we have opened the eyes of his understanding that he may know what the world of thought and learning means. We have done something if we have helped him so to widen the area of his selfhood and adjust it to the world he lives in that he can enter into appreciative relationship with the true, the beautiful, and good. We have done something if we have so impressed his moral nature that he is able to have worthy ideals in regard to his own life and a comprehensive sense of the

duties of citizenship. We have rendered no small service to the world if, as the result of our work, the men who go out from our halls are so appreciative of whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are of good report, that they may think on these things. It needs no argument to show that the complete man is he whose culture culminates in religion. The utilitarian view of education, which regards it as a means to an end, is not to be despised. I should not be so unpractical as to overlook the fact that education helps a man to make a place in the world; to win fortune, fame, and power. But a large place must be given to religion in the profit and loss account of life, for what shall it profit a man if he gain the whole world and lose his own soul? University men are in an ever-increasing degree to be the influential men in this nation. These are the men to whom we must look to be the standard-bearers of a high morality; to set an example of unselfish living for worthy ends; and that their influence may be good in the ratio that it is great, it is necessary that their moral and religious natures shall be trained as well as their intellectual powers. We might well feel discouraged if the educated men of this land should cease to be religious. And if the graduates of our universities should turn their backs upon the religion of their fathers we might well exclaim, "If the light that is in thee be darkness, how great is that darkness."

IV.

This leads me to say, in a closing word, that the religious thought of the university must inevitably affect the popular religion. University men set the intellectual fashion of the day in religion, as in other things. I do not mean by this, of course, that religion will hold its own by the grace of university authorities any more than I believe that God depends on the good will of the philosophers for the popular recognition of His authority. Believing as I do in revealed religion, I do not believe that it will be destroyed by the labors of a few professors of historical and literary criticism. But there may be, as there have been, times of religious declension and relative loss of faith. And it is a matter of great moment to religion whether the intellectual atmosphere in the university is favorable to serious religious thought. I should like to see a less absorbing interest in sport and a more serious intellectual tone. I would not cut off social pleasure from university life, but I would not have a university career degenerate into a period of indolent enjoyment. I would not take life too seriously, but I would not make it a jest. There is reason to fear that men may become skeptics, but there is more reason to fear that they will lapse into indifference. There is a one-sided culture that may prove itself the enemy of all that is deepest and best in our nature. There is a type of Hellenism that ends in a Pagan rehabilitation of the flesh, where the sensuous love of beauty slides easily into sensual disregard of morals. There is a scientific devotion to material facts which may end in the atrophy of the finer elements of our spiritual nature, which involve our poetry, our sentiment, our hope, our trust in the Father in heaven.

There are tendencies in university life that awaken anxiety in thoughtful minds. And yet I do not think that the religious influence of the university is only or even chiefly negative. From the time of Wickliffe, in Oxford, and Huss, in Prague, until the present day, the universities have been centers of religious movements. We have had Puritanism and Rationalism and Sacramentarianism. Christianity has been attacked and it has been defended by university men. There have been periods of negative theology and periods of apologetic. And with the thought of the day on all questions centering in and involving religious problems, one can not help believing that the university will soon be the center of another religious movement. It will not be patristic, and it will not be Puritan in form, but it must be constructive. It will attempt the synthesis of modern thought in history, philosophy, and criticism in reference to the problem of Christianity. The process may not go on as we could wish, and there may not go into it all that we could desire, but the work will proceed upon the basis of the written Word and the Word made flesh. The Logos will be the key to our metaphysic, our history, our social philosophy, our theory of life. The men who engage in this work will rebuild the edifice of faith upon the foundation of the apostles and prophets, Jesus Christ himself being the chief corner stone.

I do not know what part Princeton will have in this religious movement, and which—dare I prophesy it—may open the twentieth century. It would be strange if she should have none. The fathers of this institution have laid the foundations deep and strong. It is ours to build thereon. Let us take heed how we build thereupon. Let us especially be careful not to undo the work already done, for other foundation can no man lay than that is laid, which is Jesus Christ. But whatever be our place in the sphere of religious ecclesiasticism, let us hope and pray that in the sphere of practical religious life Princeton may keep the place she has always held.

No part of our work is more important than that which addresses itself to the devotional side of our nature and that centers in our chapel services.

There have been in past days great seasons of religious awakening in this college. I pray God that times of refreshing may come again. There has always been here a body of earnest, spiritually minded men. There were never more than there are to-day. Christianity, as we understand it, is more than a series of precepts. It is a way of salvation. We preach Christ Jesus and Him crucified. We believe that He is the propitiation for our sins and that we have redemption through His blood.

Through all the hundred and fifty years of the history of the college of New Jersey this message has been faithfully proclaimed in her pulpit, and it is the earnest prayer of all who love her best and have served her most that the day may never come when it can be said of those who hold high place in Princeton University that they are ashamed of the gospel of Christ.

PRINCETON IN THE NATION'S SERVICE.

Oration by Prof. WOODROW WILSON.

Princeton was founded upon the very eve of the stirring changes which put the Revolutionary drama on the stage—not to breed politicians, but to give young men such training as, it might be hoped, would fit them handsomely for the pulpit and for the grave duties of citizens and neighbors. A small group of Presbyterian ministers took the initiative in its foundation. They acted without ecclesiastical authority, as if under obligation to society rather than to the church. They had no more vision of what was to come upon the country than their fellow-colonists had; they knew only that the pulpits of the middle and southern colonies lacked properly equipped men and all the youth in those parts ready means of access to the higher sort of schooling. They thought the discipline at Yale a little less than liberal, and the training offered as a substitute in some quarters a good deal less than thorough. They wanted a "seminary of true religion and good literature," which should be after their own model and among their own people.

It was not a sectarian school they wished. They were acting as citizens, not as clergymen, and the charter they obtained said never a word about creed or doctrine; but they gave religion the first place in their programme, which belonged to it of right, and confided the formation of their college to the Rev. Jonathan Dickinson, one of their own number, and a man of such mastery as they could trust.

It was by that time the year 1768; Mr. Dickinson had drawn that little group of students about him under the first charter only twenty-one years ago; the college had been firmly seated in Princeton only those twelve years in which it had seen Burr and Edwards and Davies and Finley die, and had found it not a little hard to live so long in the face of its losses and the uneasy movements of the time. It had been brought to Princeton in the very midst of the French and Indian war, when the country was in doubt who should possess the continent. The deep excitement of the stamp act had come, with all its sinister threats of embroilment and disaffection, while yet it was in its infancy and first effort to live. It was impossible it should obtain proper endowment or right and equitable development in such a season. It ought by every ordinary rule of life to have been quite snuffed out in the thick and troubled air of the time. New Jersey did not, like Virginia and Massachusetts, easily form her purpose in that day of anxious doubt. She was mixed of many warring elements, as New York also was, and suffered a turbulence of spirit that did not very kindly breed true religion and good literature.

But your thorough Presbyterian is not subject to the ordinary laws of life, is of too stubborn a fiber, too unrelaxing a purpose, to suffer mere inconvenience to bring defeat. Difficultly bred effort, rather, and Dr. Witherspoon found an institution ready to his hand that had come already in that quickening time to a sort of crude maturity. It was no small proof of its self-possession and self-knowledge that those who watched over it had chosen that very time of crisis to put a man like John Witherspoon at the head of its administration, a man so compounded of statesman and scholar, Calvinist Scotsman and orator, that it must ever be a sore puzzle where to place or rank him, whether among great divines, great teachers, or great statesmen. He seems to be all these, and to defy classification, so big is he, so various, so prodigal of gifts. His vitality entered like a tonic into the college, kept it alive in that time of peril—made it as individual and inextinguishable a force as he himself was, alike in scholarship and in public affairs.

It has never been natural, it has seldom been possible, in this country for learning to seek a place apart and hold aloof from affairs. It is only when society is old, long settled to its ways, confident in habit, and without self-questionings upon any vital point of conduct, that study can effect seclusion and despise the passing interests of the day. America has never yet had a season of leisure quiet in which students

could seek a life apart without sharp rigors of conscience, or college instructors easily forget that they were training citizens as well as drilling pupils; and Princeton is not likely to forget that sharp schooling of her youth, when she first learned the lesson of public service. She shall not easily get John Witherspoon out of her constitution.

It was a piece of providential good fortune that brought such a man to Princeton at such a time. He was a man of the sort other men follow and take counsel of gladly, and as if they found in him the full expression of what is best in themselves—not because he was always wise, but because he showed always so fine an ardor for whatever was worth while and of the better part of man's spirit; because he uttered his thought with an inevitable glow of eloquence; because of his irresistible charm and individual power. The lively wit of the man, besides, struck always upon the matter of his thought like a ray of light, compelling men to receive what he said or else seem themselves opaque and laughable. A certain straightforward vigor in his way of saying things gave his style an almost irresistible power of entering into men's convictions. A hearty honesty showed itself in all that he did and won men's allegiance upon the instant. They loved him even when they had the hardihood to disagree with him.

He came to the college in 1768, and ruled it till he died, in 1794. In the very middle of his term, as head of the college, the Revolution came, to draw men's minds imperatively off from everything but war and politics, and he turned with all the force and frankness of his nature to the public tasks of the great struggle, assisted in the making of a new constitution for the State, became her spokesman in the Continental Congress; would have pressed her on, if he could, to utter a declaration of independence of her own before the Congress had acted; voted for and signed the great Declaration with hearty good will when it came; acted for the country in matters alike of war and of finance; stood forth in the sight of all the people a great advocate and orator, deeming himself forward in the service of God when most engaged in the service of men and of liberty. There were unbroken sessions of the college meanwhile. Each army in its turn drove out the little group of students who clung to the place. The college building became now a military hospital and again a barracks for the troops; for a little while, upon a memorable day in 1777, a sort of stronghold. New Jersey's open counties became for a time the Revolutionary battleground and field of maneuver. Swept through from end to end by the rush of armies, the State seemed the chief seat of the war, and Princeton a central point of strategy. The dramatic winter of 1776-77 no Princeton man can ever forget, lived he never so long—that winter which saw a year of despair turned suddenly into a year of hope. In July there had been bonfires and boisterous rejoicings in the college yard and the village street at the news of the Declaration of Independence—for, though the rest of the country might doubt and stand timid for a little while to see the bold thing done, Dr. Witherspoon's pupils were in spirits to know the fight was to be fought to a finish. Then suddenly the end had seemed to come. Before the year was out Washington was in the place, beaten and in full retreat, only three thousand men at his back, abandoned by his generals, deserted by his troops, hardly daring to stop till he had put the unbridged Delaware between himself and his enemy. The British came close at his heels, and the town was theirs until Washington came back again, the third day of the new year, early in the morning, and gave his view halloo yonder upon the hill, as if he were in the hunting field again. Then there was fighting in the very streets, and cannon planted against the walls of Old North herself. 'Twas not likely any Princeton man would forget those days, when the whole face of the war was changed and New Jersey was shaken of the burden of the fighting. There was almost always something doing at the place when the soldiers were out, for the strenuous Scotsman who had the college at his heart never left it for long at a time, for all he was so intent upon the public business. It was haphazard and piecemeal work, no doubt, but there was the spirit and the resolution of the Revolution itself in what was done—the spirit of Witherspoon. It was not as if someone else had been master. Dr. Witherspoon could have pupils at will. He was so much else besides schoolmaster and preceptor, was so great a figure in the people's eye, went about so like an accepted leader, generously lending a great character to a great cause, that he could bid men act and know that they would heed him.

The time, as well as his own genius, enabled him to put a distinctive stamp upon his pupils. There was close contact between master and pupils in that day of beginnings. He lectured upon taste and style, as well as upon abstract questions of philosophy, and upon politics as a science of government, and of public duty as little to be forgotten as religion itself in any well-considered plan of life. He had found the college ready to serve such purpose when he came, because of the stamp Burr and Davies and Finley had put upon it. They had, one and all, consciously set themselves to make the college a place where young men's minds should be rendered fit for affairs, for the public ministry of the bench and senate, as well as of the pulpit. It was in Finley's day, but just now gone by, that the college had sent out such men

as William Paterson, Luther Martin, and Oliver Ellsworth. Witherspoon but gave quickened life to the old spirit and method of the place where there had been drill from the first in public speech and public spirit.

And the Revolution, when it came, seemed but an object lesson in his scheme of life. It was not simply fighting that was done at Princeton. The little town became for a season the center of politics, too; once and again the legislature of the State sat in the college hall, and its Revolutionary Council of Safety. Soldiers and public men whose names the war was making known to every man frequented the quiet little place, and racy talk ran high in the jolly little tavern where hung the sign of *Hudibras*. Finally the Federal Congress itself sought the place and filled the college hall with a new scene, sitting a whole season there to do its business—its President a trustee of the college. A commencement day came which saw both Washington and Witherspoon on the platform together—the two men, it was said, who could not be matched for striking presence in all the country—and the young saluatorian turned to the country's leader to say what it was in the hearts of all to utter. The sum of the town's excitement was made up when, upon that notable last day of October in the year 1783, news of peace came to that secluded hall to add a crowning touch of gladness to the gay and brilliant company met to receive with formal welcome the minister plenipotentiary but just come from the Netherlands, Washington moving among them the hero whom the news enthroned.

It was no single stamp or character that the college gave its pupils. James Madison, Philip Freneau, Aaron Burr, and Harry Lee had come from it almost at a single birth, between 1771 and 1773—James Madison, the philosophical statesman, subtly compounded of learning and practical sagacity; Philip Freneau, the careless poet and reckless pamphleteer of a party; Aaron Burr, with genius enough to have made him immortal and unschooled passion enough to have made him infamous; "Lighthorse Harry" Lee, a Rupert in battle, a boy in counsel, highstrung, audacious, willful, lovable, a figure for romance. These men were types of the spirit of which the college was full—the spirit of free individual development which found its perfect expression in the President himself.

Princeton sent upon the public stage an extraordinary number of men of notable quality in those days; became herself for a time in some visible sort the academic center of the Revolution; fitted, among the rest, the man in whom the country was one day to recognize the chief author of the Federal Constitution. Princetonians are never tired of telling how many public men graduated from Princeton in Witherspoon's time—20 Senators, 23 Representatives, 13 Governors, 3 judges of the Supreme Court of the Union, 1 Vice President, and a President; all within a space of twenty years, and from a college which seldom had more than 100 students. Nine Princeton men sat in the Constitutional Convention of 1787; and, though but 6 of them were Witherspoon's pupils, there was no other college that had there so many as 6, and the redoubtable doctor might have claimed all 9 as his in spirit and capacity. Madison guided the convention through the critical stages of its anxious work with a tact, a gentle quietness, an art of leading without insisting, ruling without commanding, an authority, not of tone or emphasis, but of apt suggestion—such as Dr. Witherspoon could never have exercised. Princeton men fathered both the Virginia plan, which was adopted, and the New Jersey plan, which was rejected; and Princeton men advocated the compromises without which no plan could have won acceptance. The strenuous Scotsman's earnest desire and prayer to God to see a government set over the nation that should last was realized as even he might not have been bold enough to hope. No man had ever better right to rejoice in his pupils.

It would be absurd to pretend that we can distinguish Princeton's touch and method in the Revolution or her distinctive handiwork in the Constitution of the Union. We can show nothing more of historical fact than that her own president took a great place of leadership in that time of change and became one of the first figures of the age; that the college which he led and to which he gave his spirit contributed more than her share of public men to the making of the nation, outranked her elder rivals in the roll-call of the Constitutional Convention, and seemed for a little a seminary of statesmen rather than a quiet seat of academic learning. What takes our admiration and engages our fancy in looking back to that time is the generous union then established in the college between the life of philosophy and the life of the State.

It moves her sons very deeply to find Princeton to have been from the first what they know her to have been in their own day—a school of duty. The Revolutionary days are gone, and you shall not find upon her rolls another group of names given to public life that can equal her muster in the days of the Revolution and the formation of the Government. But her rolls read since the old days, if you know but a little of the quiet life of scattered neighborhoods, like a roster of trustees, a list of the silent men who carry the honorable burdens of business and of social obligation, of such names as keep credit and confidence in heart. They suggest a soil full of the old seed, and ready, should the air of the time move shrewdly upon it as in the old days, to spring once more into the old harvest. The various, boisterous strength

of the young men of affairs who went out with Witherspoon's touch upon them is obviously not of the average breed of any place, but the special fruitage of an exceptional time. Later generations inevitably reverted to the elder type of Paterson and Ellsworth, the type of sound learning and stout character, without bold impulse added or any uneasy hope to change the world. It has been Princeton's work, in all ordinary seasons, not to change but to strengthen society, to give, not yeast, but bread for the raising.

No one who looks into the life of the institution shall find it easy to say what gave it its spirit and kept it in its character the generations through, but some things lie obvious to the view in Princeton's case. She had always been a school of religion, and no one of her sons, who has really lived her life, has escaped that steady touch which has made her a school of duty. Religion, conceive it but liberally enough, is the true salt wherewith to keep both duty and learning sweet against the taint of time and change, and it is a noble thing to have conceived it thus liberally, as Princeton's founders did. Duty with them was a practical thing, concerned with righteousness in this world, as well as with salvation in the next. There is nothing that gives such pith to public service as religion. A God of truth is no mean prompter to the enlightened service of mankind; and character formed, as if in His eye, has always a fiber and sanction such as you shall not obtain for the ordinary man from the mild promptings of philosophy.

It is noteworthy how often God-fearing men have been forward in those revolutions which have vindicated rights, and how seldom in those which have wrought a work of destruction. There was a spirit of practical piety in the revolutionary doctrines which Dr. Witherspoon taught. No man, particularly a young man, who heard him could doubt a cause, a righteous cause, or deem religion aught but a prompter in it. Revolution was not to be distinguished from duty in Princeton. Duty becomes the more noble when thus conceived the "stern daughter of the voice of God," and that voice must ever seem near and in the midst of life if it be made to sound dominant from the first in all thought of men in the world. It has not been by accident, therefore, that Princeton men have been inclined to public life. A strong sense of duty is a fretful thing in confinement, and will not easily consent to be kept at home clapped up within a narrow round. The university in our day is no longer inclined to stand aloof from the practical world, and, surely, it ought never to have had the disposition to do so. It is the business of a university to impart to the rank and file of the men whom it trains the right thought of the world, the thought which it has tested and established, the principles which have stood through the seasons and become at length a part of the immemorial wisdom of the race. The object of education is not merely to draw out the powers of the individual minds; it is rather its object to draw all minds to a proper adjustment to the physical and social world in which they are to have their life and their development; to enlighten, strengthen, and make fit. The business of the world is not individual success, but its own betterment, strengthening, and growth in spiritual insight. "So teach us to number our days that we may apply our hearts unto wisdom" is the right prayer and aspiration.

It was not a work of destruction which Princeton helped forward even in that day of storm which came at the Revolution, but work of preservation. The American Revolution wrought a radical change in the world; it created a new nation and a new polity; but it was a work of conservation after all, as fundamentally conservative as the revolution of 1688 or the extortion of Magna Charta. A change of allegiance and the erection of a new nation in the West were its inevitable results but not its objects. Its object was the preservation of the body of liberties, to keep the natural course of English development in America clear of impediment. It was meant, not in rebellion, but in self-defense. If it brought change, it was the change of maturity, the fulfillment of destiny, the appropriate fruitage of wholesale and steady growth. It was part of English liberty that America should be free. The thought of our Revolution was as quick and vital in the minds of Chatham and of Burke as in the minds of Otis and Henry and Washington. There is nothing so conservative of life as growth; when that stops, decay sets in and the end comes on apace. Progress is life, for the body politic as for the body natural. To stand still is to court death.

Here, then, if you will but look, you have the law of conservatism disclosed; it is a law of progress. But not all change is progress, not all growth is the manifestation of life. Let one part of the body be in haste to outgrow the rest and you have malignant disease, the threat of death. The growth that is a manifestation of life is equitable, draws its springs gently out of the old fountains of strength, builds upon old tissue, covets the old airs that have blown upon it time out of mind in the past. Colleges ought surely to be the best nurseries of such life, the best schools of the progress which conserves. Unschooled men have only their habits to remind them of the past, only their desires and their instinctive judgments of what is right to guide them into the future; the college should serve the State as its organ of

recollection, its seat of vital memory. It should give the country men who know the probabilities of failure and success, who can separate the tendencies which are permanent from the tendencies which are of the moment merely, who can distinguish promises from threats, knowing the life men have lived, the hopes they have tested, and the principles they have proved.

This college gave the country at least a handful of such men in its infancy, and its president for leader. The blood of John Knox ran in Witherspoon's veins. The great drift and movement of English liberty, from Magna Charta down, was in all his teachings; his pupils knew as well as Burke did that to argue the Americans out of their liberties would be to falsify their pedigree. "In order to prove that the Americans have no right to their liberties," Burke cried, "we are every day endeavoring to subvert the maxims which preserve the whole spirit of our own;" the very antiquarians of the law stood ready with their proof that the colonies could not be taxed by Parliament. This Revolution, at any rate, was a keeping of faith with the past. To stand for it was to be like Hampden, a champion of law though he withstood the king. It was to emulate the example of the very men who had founded the Government, then for a little while grown so tyrannous and forgetful of its great traditions. This was the compulsion of life, not of passion, and college halls were a better school of revolution than colonial assemblies.

Provided, of course, they were guided by such a spirit as Witherspoon's, nothing is easier than to falsify the past; lifeless instruction will do it. If you rob it of vitality, stiffen it with pedantry, sophisticate it with argument, chill it with unsympathetic comment, you render it as dead as any academic exercise. The safest way in all ordinary seasons is to let it speak for itself; resort to its records, listen to its poets and to its masters in the humbler art of prose. Your real and proper object, after all, is not to expound, but to realize it, consort with it, and make your spirit kin with it, so that you may never shake the sense of obligation off. In short, I believe that the catholic study of the world's literature as a record spirit is the right preparation for leadership in the world's affairs, if you undertake it like a man and not like a pedant.

Age is marked in the case of every people, just as it is marked in the case of every work of art, into which enters the example of the masters, the taste of long generations of men, the thought that has matured, the achievement that has come with assurance. The child's crude drawing shares the primitive youth of the first hieroglyphics; but a little reading, a few lessons from some modern master, a little time in the old world's galleries set the lad forward a thousand years and more, make his drawing as old as art itself. The art of thinking is as old, and it is the university's functions to impart it in all its length; the stiff and difficult stuffs of fact and experience of prejudice and affection, in which the hard art is to work its will, and the long and tedious combinations of cause and effect out of which it is to build up its results. How else will you avoid a ceaseless round of error? The world's memory must be kept alive, or we shall never see an end of its old mistakes. We are in danger to lose our identity and become infantile in every generation. That is the real menace under which we cower everywhere in this age of change. The old world trembles to see its proletariat in the saddle; we stand dismayed to find ourselves growing no older, always as young as the information of our most numerous voters. The danger does not lie in the fact that the masses whom we have enfranchised seek to work any iniquity upon us, for their aim, take it in the large, is to make a righteous polity. The peril lies in this, that the past is discredited among them, because they played no choosing part in it. It was their enemy, they say, and they will not learn of it. They wish to break with it forever; its lessons are tainted to their taste.

In America, especially, we run perpetually this risk of newness. Righteously enough, it is in part a consequence of boasting. To enhance our credit for originality we boasted for long that our institutions were one and all our own inventions, and the pleasing error was so got into the air by persistent discharges of oratory that every man's atmosphere became surcharged with it, and it seems now quite too late to dislodge it. Three thousand miles of sea, moreover, roll between us and the elder past of the world. We are isolated here. We can not see other nations in detail, and looked at in the large they do not seem like ourselves. Our problems, we say, are our own, and we will take our own way of solving them. Nothing seems audacious among us, for our case seems to us to stand singular and without parallel. We run in a free field, without recollection of failure, without heed of example.

It is plain that it is the duty of an institution of learning set in the midst of a free population and amidst signs of social change, not merely to implant a sense of duty, but to illuminate duty by every lesson that can be drawn out of the past. It is not a dogmatic process. I know of no book in which the lessons of the past are set down. I do not know of any man whom the world could trust to write such a book. But it somehow comes about that the man who has traveled in the realms of thought brings lessons home with him which make him grave and wise beyond his fellows, and thoughtful with the thoughtfulness of a true man of the world.

This, it seems to me, is the real, the prevalent argument for holding every man we can to the intimate study of the ancient classics. All literature that has lasted has this claim upon us; that it is not dead; but we can not be quite so sure of any as we are of the ancient literature that still lives, because none has lived so long. It holds a sort of leadership in the aristocracy of natural selection.

Read it, moreover, and you will find another proof of vitality in it, more significant still. You shall recognize its thoughts, and even its fancies, as your long-time familiars—shall recognize them as the thoughts that have begotten a vast deal of your own literature. It is the general air of the world a man gets when he reads the classics, the thinking which depends upon no time, but only upon human nature, which seems full of the voices of the human spirit, quick with the power which moves ever upon the face of affairs. "What Plato has thought he may think; what a saint has felt he may feel; what at any time has befallen any man he can understand."

I believe, of course, that there is another way of preparing young men to be wise. I need not tell you that I believe in the full, explicit instruction in history and in politics, in the experiences of peoples and the fortunes of governments, in the whole story of what men have attempted and what they have accomplished through all the changes, both of form and purpose, in their organization of their common life. Many minds will receive and heed this systematic instruction which have no ears for the voice that is the printed page of literature.

It used to be taken for granted—did it not?—that colleges would be found always on the conservative side of politics (except on the question of free trade), but in this latter day a great deal has taken place which goes far toward discrediting the presumption. The college in our day lives very near indeed to the affairs of the world. It is a place of the latest experiments; its laboratories are brisk with the spirit of discovery; its lecture rooms resound with the discussion of new theories of life and novel programmes of reform. There is no radical like the learned radical, bred in the schools, and thoughts of revolution have in our time been harbored in universities as naturally as they were once nourished among the encyclopedists. It is the scientific spirit of the age that has wrought the change. I stand with my hat off at every mention of the great men who have made our age an age of knowledge. No man more heartily admires, more gladly welcomes, more approvingly reckons the gain and the enlightenment that have come to the world through the extraordinary advances in physical science which this age has witnessed. He would be a barbarian and a lover of darkness who should grudge that great study any part of its triumph. But I am a student of society and should deem myself unworthy of the comradeship of great men of science should I not speak the plain truth with regard to what I see happening under my own eyes. I have no laboratory but the world of books and men in which I live; but I am much mistaken if the scientific spirit of the age is not doing us a certain great disservice, working in us a certain great degeneracy. Science has bred in us a spirit of experiment and a contempt for the past. It has made us credulous of quick improvement, hopeful of discovering panaceas, confident of success in every new thing.

Let me say this is not the fault of the scientist. He has done his work with an intelligence and success which can not be too much admired. It is the work of the noxious, intoxicating gas which has somehow got into the lungs of the rest of us from out the crevices of his workshop—a gas, it would seem, which forms only in the outer air, and where men do not know the right use of their lungs. I should tremble to see social reform led by men who had breathed it; I should fear nothing better than utter destruction from a revolution conceived and led in a scientific spirit.

Do you wonder, then, that I ask for the old drill, the old memory of times gone by, the old schooling in precedent and tradition, the old keeping of faith with the past, as a preparation for leadership in the days of social change? We have not given science too big a place in our education; but we have made a perilous mistake in giving it too great a preponderance in method and in every other branch of study. We must make the humanities human again; must recall what manner of men we are, must turn back once more to the region of practical ideals.

Of course, when all is said, it is not learning but the spirit of service that will give a college place in the public annals of the nation. It is indispensable, it seems to me, if it is to do its right service, that the air of affairs should be admitted to all its class rooms. I do not mean the air of party politics, but the air of the world's transaction, the consciousness of solidarity of the race, the sense of the duty of man toward man, of the presence of men in every problem, of the significance of truth, for guidance as well as for knowledge, of the potency of ideas, of the promise and the hope that shine in the face of all knowledge. There is laid upon us the compulsion of the national life. We dare not keep aloof and closet ourselves while a nation comes to its maturity. The days of wide expansion are gone, our life grows tense and difficult; our resources for the future lie in careful thought, providence, and a wise

economy; and the school must be of the nation. I have had sight of the perfect place of learning in my thought; a free place, and a various, where no man could be and not know with how great a destiny knowledge had come into the world—itsself a little world; but not perplexed, living with a singleness of aim not known without; the home of sagacious men, hardheaded and with a will to know, debaters of the world's questions every day and used to the rough ways of democracy; and yet a place removed—calm, silence seated there, recluse, ascetic, like a nun, not knowing that the world passes, not caring if the truth but come in answer to her prayer; and literature, walking within her open doors in quiet chambers with men of olden time, storied walls about her, and calm voices infinitely sweet; here “magic casements, opening on the foam of perilous seas, in fairy lands forlorn,” to which you may withdraw and use your youth for pleasure; there windows open straight upon the street, where many stand and talk, intent upon the world of men and business. A place where ideals are kept in heart in an atmosphere that they can breathe; but no fool's paradise. A place to hear the truth about the past and hold debate about the affairs of the present, with knowledge and without passion; like the world in having all men's life at heart; a place for men and all that concerns them; but unlike the world in its self-possession, its thorough way of talk, its care to know more than the moment it brings to light; slow to take excitement, its air pure and wholesome with a breath of faith; every eye within it bright in the clear day and quick to look toward heaven for the confirmation of its hope. Who shall show us the way to this place?

PRESIDENT CLEVELAND'S SPEECH ON THE SESQUICENTENNIAL DAY.

MR. PRESIDENT AND LADIES AND GENTLEMEN: As those in different occupations and with different training each see most plainly in the same landscape view those features which are the most nearly related to their several habitual environments, so, in our contemplation of an event or an occasion, each individual especially observes and appreciates, in the light his mode of thought supplies, such of its features and incidents as are most in harmony with his mental situation.

To-day, while all of us warmly share the general enthusiasm and felicitation which pervade this assemblage, I am sure its various suggestions and meanings assume a prominence in our respective fields of mental vision, dependent upon their relation to our experience and condition. Those charged with the management and direction of the educational advantages of this noble institution most plainly see, with well-earned satisfaction, proofs of its growth and usefulness and its enhanced opportunities for doing good. The graduate of Princeton sees first the evidence of a greater glory and prestige than have come to his alma mater, and the added honor thence reflected upon himself, while those still within her student halls see most prominently the promise of an increased dignity which awaits their graduation from Princeton University.

But there are others here, not of the family of Princeton, who see, with an interest not to be outdone, the signs of her triumph on the fields of higher education, and the part she has taken during her long and glorious career in the elevation and betterment of a great people.

Among these I take an humble place, and as I yield to the influences of this occasion, I can not resist the train of thought which especially reminds me of the promise of national safety and the guaranty of the permanence of our free institutions, which may and ought to radiate from the universities and colleges scattered throughout our land.

Obviously a government resting upon the will and universal suffrage of the people has no anchorage except in the people's intelligence. While the advantages of a collegiate education are by no means necessary to good citizenship, yet the college graduate, found everywhere, can not smother his opportunities to teach his fellow-countrymen, and influence them for good, nor hide his talents in a napkin, without recreancy to a trust.

In a nation like ours, charged with the care of numerous and widely varied interests, a spirit of conservatism and toleration is absolutely essential. A collegiate training, the study of principles unvexed by distracting and misleading influences, and a correct apprehension of the theories upon which our Republic is established, ought to constitute the college graduate a constant monitor, warning against popular rashness and excess.

The character of our institutions and our national self-interest require that a feeling of sincere brotherhood and a disposition to unite in mutual endeavor should pervade our people. Our scheme of government in its beginning was based upon this sentiment, and its interruption has never failed and can never fail to grievously menace our national health. Who can better caution against passion and bitterness than those who know by thought and study their baneful consequences, and who are themselves within the noble brotherhood of higher education?

There are natural laws and economic truths which command implicit obedience, and which should unalterably fix the bounds of wholesome popular discussion, and the limits of political strife. The knowledge gained in our universities and colleges would be sadly deficient if its beneficiaries were unable to recognize and point out to their fellow-citizens these truths and natural laws, and to teach the mischievous futility of their nonobservance or attempted violation.

The activity of our people and their restless desire to gather to themselves especial benefits and advantages lead to the growth of an unconfessed tendency to regard their Government as the giver of private gifts, and to look upon the agencies for its administration as the distributors of official places and preferment. Those who in university or college have had an opportunity to study the mission of our institutions, and who, in the light of history, have learned the danger to a people of their neglect of the patriotic care they owe the national life intrusted to their keeping, should be well fitted to constantly admonish their fellow citizens that the usefulness and beneficence of their plan of government can only be preserved through their unselfish and loving support, and their contented willingness to accept in full return the peace, protection, and opportunity which it impartially bestows.

Not more surely do the rules of honesty and good faith fix the standard of individual character in a community than do these same rules determine the character and standing of a nation in the world of civilization. Neither the glitter of its power, nor the tinsel of its commercial prosperity, nor the gaudy show of its people's wealth, can conceal the caukering rust of national dishonesty, and cover the meanness of national bad faith. A constant stream of thoughtful, educated men should come from our universities and colleges preaching national honor and integrity, and teaching that a belief in the necessity of national obedience to the laws of God is not born of superstition.

I do not forget the practical necessity of political parties, nor do I deny their desirability. I recognize wholesome differences of opinion touching legitimate governmental policies, and would by no means control or limit the utmost freedom in their discussion. I have only attempted to suggest the important patriotic service which our institutions of higher education and their graduates are fitted to render to our people, in the enforcement of those immutable truths and fundamental principles which are related to our national condition, but should never be dragged into the field of political strife nor impressed into the service of partisan contention.

When the excitement of party warfare presses dangerously near our national safeguards, I would have the intelligent conservatism of our universities and colleges warn the contestants in impressive tones against the perils of a breach impossible to repair.

When popular discontent and passion are stimulated by the arts of designing partisans to a pitch perilously near to class hatred or sectional anger, I would have our universities and colleges sound the alarm in the name of American brotherhood and fraternal dependence.

When the attempt is made to delude the people into the belief that their suffrages can change the operation of natural laws, I would have our universities and colleges proclaim that those laws are inexorable and far removed from political control.

When selfish interest seeks undue private benefit through governmental aid and public places are claimed as rewards of party service, I would have our universities and colleges persuade the people to a relinquishment of the demand for party spoils and exhort them to a disinterested and patriotic love of their Government for its own sake, and because in its true adjustment and unperverted operation it secures to every citizen his just share of the safety and prosperity it holds in store for all.

When a design is apparent to lure the people from their honest thoughts and to blind their eyes to the sad plight of national dishonor and bad faith, I would have Princeton University, panoplied in her patriotic traditions and glorious memories, and, joined by all the other universities and colleges of our land, cry out against the infliction of this treacherous and fatal wound.

I would have the influence of these institutions on the side of religion and morality. I would have those they send out among the people not ashamed to acknowledge God and to proclaim His interposition in the affairs of men, enjoining such obedience to His laws as makes manifest the path of national perpetuity and prosperity.

I hasten to concede the good already accomplished by our educated men in purifying and steadying political sentiment; but I hope I may be allowed to intimate my belief that their work in these directions would be easier and more useful if it were less spasmodic and occasional. The disposition of our people is such that while they may be inclined to distrust those who only on rare occasions come among them from an exclusiveness savoring of assumed superiority, they readily listen to those who exhibit a real fellowship and a friendly and habitual interest in all that concerns the common welfare. Such a condition of intimacy would, I believe, not only improve the general political atmosphere, but would vastly increase the influence of our universities and colleges in their efforts to prevent popular delusions, or correct them before they reach an acute and dangerous stage.

I am certain, therefore, that a more constant and active participation in political affairs on the part of our men of education would be of the greatest possible value to our country.

It is exceedingly unfortunate that politics should be regarded in any quarter as an unclean thing, to be avoided by those claiming to be educated or respectable. It would be strange indeed if anything related to the administration of our Government or the welfare of our nation should be essentially degrading. I believe it is not a superstitious sentiment that leads to the conviction that God has watched over our national life from its beginning. Who will say that the things worthy of God's regard and fostering care are unworthy of the touch of the wisest and best of men?

I would have those sent out by our universities and colleges not only the counselors of their fellow-countrymen, but the tribunes of the people—fully appreciating every condition that presses upon their daily life, sympathetic in every untoward situation, quick and earnest in every effort to advance their happiness and welfare, and prompt and sturdy in the defense of all their rights.

I have but imperfectly expressed the thoughts to which I have not been able to deny utterance on any occasion so full of glad significance and so pervaded by the atmosphere of patriotic aspiration. Born of these surroundings, the hope can not be vain that the time is at hand when all our countrymen will more deeply appreciate the blessings of American citizenship, when their disinterested love of their Government will be quickened, when fanaticism and passion shall be banished from the field of politics, and when all our people, discarding every difference of condition or opportunity, will be seen under the banner of American brotherhood, marching steadily and unflinchingly on toward the bright heights of our national destiny.

NEW JERSEY SCHOOL REPORT.

Report for 1895, Hon. A. B. Poland, State superintendent.

The adoption of the township system reduced the number of school districts from 1,403 in 1891 to 374 in 1895. The weaker districts have in many instances been joined to stronger, by which the greater part of the inequality of taxation and population has disappeared.

The report is outspoken upon the beneficial results of the laws adopted by the legislature in 1894 and 1895. Among proofs of great progress are mentioned the following: Larger expenditures than ever before for new buildings; larger expenditures for repairs and permanent improvements of all kinds; free supply of text-books; increased salaries of teachers; greater demand for trained and successful teachers; unusual progress in grading schools; appointment of supervising principals in townships; better attended and more enthusiastic school meetings in nearly every district in the State.

Some fears had been indulged that the strong districts would be crippled by consolidation with the weak, but experience has proved that these fears were without good foundation. The whole have been strengthened by being placed under the same supervision and management. So also were the apprehensions that the village schools might be to a degree handicapped by the rural.

Improvement in school buildings has been more notable than in any previous year, as many as 95 new ones having been erected and nearly as many more enlarged, refurnished, and remodeled, the amount of money in that behalf expended being near by three-quarters of a million.

The legislature of 1894, unwisely, it is thought, allowed small boroughs of only a few hundred of population to constitute separate school districts. The legislature limited the privilege to those containing 400 and over. Even as it is, however, some of the evils of the old district system must remain, the calculation being that a school district, to be capable of being properly graded and taught, must contain a number of 500 to 1,000 school children.

Noteworthy, says the report, is the constant decrease of men teachers. These are paid as well as ever; but other avocations have become more attractive to men of requisite competency, and those without this can no longer give employment under late advanced methods. To some degree this falling off is to be regretted, as tending to disturb what is believed to be desired and even needed—a just equilibrium between the sexes. The report, among other things on this head, says:

"Women, as a rule, possess more sympathy, delicacy, and tact, hence for small children are better adapted than men; but the sterner, the more vigorous, and forceful qualities of a man are needed to develop fully the character of pupils and engage successfully in the struggle of life."

The report argues the necessity of employing (as in cities) superintendents to townships comprising several schools, though widely scattered, the additional cost being made up by appointing a leading teacher to the office. Then cooperative supervision, as in the State of Massachusetts, might be agreed upon by two or more

districts. Regret is expressed that the State is so notably far behind many others in the matter of high schools, and earnest appeal is made for their increase, as well as for the establishment of other normal schools. The counties of Essex, Passaic, and Hudson are centers of population even greater than Mercer, where is situate the one overcrowded institution of the kind. It seems a hardship that in several populous centers, resort for want of normal has to be had to special training schools. In view of the fact that the public schools are required to be open during at least nine months in the year (a longer term than in any other State), every facility possible should be afforded toward compliance, practical and efficient.

1896.

Improvements, according to the State report of 1896, have been made all along the line of education. The new rule requiring a uniform course of study for the respective counties is cordially indorsed. Among other things said in its favor are the following:

"Under its provisions the old go-as-you-please methods of the rural schools will become a thing of the past. The teacher will feel the stimulus of specific requirements within definite periods of time, and systematic and substantial progress will result. Another certain effect of this measure will be to place the rural schools in the same line of progress as the well-graded schools of our larger towns and cities and contribute to the advantage of both."

Another rule is much approved, which provides for county pedagogical libraries. This has been met with much favor everywhere, and it is predicted that it will be one of the most benign provisions ever made in behalf of free education. The report also praises the rule authorizing the issuance of county diplomas to pupils who shall successfully complete the prescribed course of study, and to those teachers who shall intelligently complete the course of professional reading adapted to their respective grades and further the granting of special certificates. The conditions on which these may be obtained must be getting not less than 80 on any one branch and a general average not less than 90 proofs of exceptional skill in organization and management of a school.

The tables show large increase in amounts expended in teachers' salaries, in buildings, in text-books, and apparatus, improvement in the grading of schools, steadily increasing demand for trained teachers, more intelligent interest on the part of local school boards, increase in number of teachers with high-grade certificates, and revival of interest in teachers' institutes. In the new buildings attention is shown, not only to general comfort and fitness, but to tasteful ornamentation.

Manual training, comparatively new in the State, is receiving enhanced attention, and recommendation is offered that the annual appropriation, thus far limited to \$25,000, may be increased.

The report earnestly urges increase in kindergarten instruction. Some of its language we quote:

"This not only prepares the way for manual training, but also lays the best foundation for all subsequent school work. It has met the supreme test of experience, and proved itself worthy of introduction in some modified form into every public school. . . . In the majority of our large towns and cities the crying need of our schools is more seating capacity, more room. This should be speedily remedied, the legal school age reduced to 4 years, and all of this age included in the apportionment of school moneys. The practical value of the kindergarten as an educational value force having become established, it should receive from the State such recognition and encouragement as is due. The State department is improving every opportunity to emphasize the value and importance of this form of instruction and to give it a larger place in public interest."

The report makes an equally urgent appeal for increase of secondary (high) schools. "Anyone," it says, "interested in educational affairs can not have failed to observe that in every town or village where a high school has been established it has resulted in the betterment of its entire school system. In employing a competent teacher for such a school they also secured supervision that systemized and improved all the lower grades. . . . The tendency of the college is toward the rounding out and elevation of the high school, and that of the high school toward the betterment of all the grades below it; thus, in the educational as in the material world, light comes from above."

Again an urgent appeal is made for additional normal schools, the need of which is so great that the superintendent confidently predicts their inevitable speedy establishment. Notwithstanding this pressing want, the number of inexperienced teachers is annually decreasing, that for the last year being only 20 in an accession of 236 to the list.

NEWARK SCHOOL REPORT.

Report for 1895, William N. Barringer, city superintendent.

The report makes extended observations of the pressing needs of greater school accommodations, needs which naturally increase from year to year because of the constant growth of population.

The three kindergarten schools already established have been doing satisfactory work, and there are numbers of first-year classes doing the work introductory to the primary.

The high school gains continually in favor, and urgent appeal is made for erecting a building suited to all its important ends, about the location of which care in selection is recommended.

Complaint is made of insufficiency in the number of normal schools in the State. In this behalf the report says:

"We can not, in any satisfactory degree, supply the schools of the State with professionally trained teachers with our present normal resources. We should have at least three of those institutions in the State—one in the southern part of the State, another in the northern—to cooperate with our excellent central normal school at Trenton."

It is claimed that Newark yet stands practically alone in the creation of summer schools. During the ten years of their existence the benefits resulting have been eminently satisfactory.

Work in the evening schools has been far from satisfactory. They seem to be not well understood by the public, many of whom severely criticise it. Then the session (one hour and forty-five minutes), the report argues, is too short. Another difficulty is the employment of inexperienced teachers. This last is, perhaps, the most serious among the hindrances that obstruct their success. This year their management was placed in control of the evening school committee, whose first action was deciding to employ none as teachers who have not had some experience. The result is that conditions have become much more satisfactory. The evening high school does good work, but this is embarrassed by slight attendance from the same causes as in the district schools.

The truant department is claimed to be doing better than ever before, because of increased cooperation of parents and others. There was decrease in number of cases reported. Greater vigilance is claimed also on the part of looking after the health of children in all the schools, the number of deaths being 62 in an enrollment of 30,000.

Manual training has not yet been introduced, but the report recommends its introduction, placing it under control of the committee on text-books, course of study, and examination.

The report makes several considerate observations on class-room work.

It concludes with a review of the work done by the board of education within the last nineteen years, from 1877 to 1896. Among the improvements made were devising of means for obtaining more and more competent teachers through professional training, as by the daily normal school; another, reduction of classes, which used to range from 60 to 120; in providing better methods for ventilation; sanitation is another; diminishing the number of formal examinations; another, establishment of summer schools; and others, as methods of honorary promotion and graduation, establishment of evening schools, kindergartens, etc.

Total enrollment of pupils was 33,505; average enrollment, 23,363; average attendance, 20,727.1.

NEW MEXICO.

Report for 1896, Amado Chaves, Territorial superintendent.

Congratulation is made for the recent completion of the fine normal school building at Silver City, for the notable improvement in school buildings in many of the towns, and for the high average in ability and faithfulness in the teaching force. Home institutions are turning out graduates who, it is claimed, are the full equals of those who come with diplomas from the States, and the report warmly urges their more frequent relations to positions in the educational system.

The report, considering the well-nigh impossibility of collecting the poll tax, argues that it be abolished altogether, and its collection, as all other taxes are, be devolved upon the county collector. It complains also that school superintendents are hampered by the limits set by the law upon their powers, which operate neither upon teachers nor directors whose abuses the superintendents are without any authority to suppress. It is contended that provision should be made whereby

no contract shall be valid without approval by the superintendents, whose only power, as the law now stands, is to sign warrants for teachers' salaries, whereas directors employ teachers, fix their salaries, and buy all supplies. Required by law to visit school districts annually, much of the superintendent's salary is thus expended.

The report recommends that some limit be fixed to the duration of teachers' certificates.

Attention is again called to the inequable apportionment among the districts, and the claims of the Spanish language among those children whose vernacular it is. Some of the language in this appeal is even pathetic, and it certainly makes clear that in some of the districts acquaintance with that tongue is absolutely essential to teachers.

The university, having abolished the subpreparatory classes, is doing reasonably well considering the lack of increase in its appropriations. So with the College of Agricultural and Mechanical Arts, the School of Mines, and the Institute for the Deaf, Dumb, and Blind.

NEW YORK.

Report for 1895, Hon. Charles R. Skinner, State superintendent.

While claiming steady advance in public education, the report admits that school supervision is lacking much in completeness and efficiency. The variously extensive functions of the commissioners render it difficult among so vast a number of applicants to avoid occasional mistakes in selecting. A bill was prepared and submitted to the present legislature providing for additional qualifications in candidates for commissioners, and increasing their salary; but the opposition of the commissioners themselves kept it in the senate committee. The report, with much earnestness, commends the subject to the next legislature, and will recommend that at least the standard of their education be raised and that experience alone, however long, be not regarded sufficient; and it recommended further that salaries of commissioners be not increased, without such rise in qualification being made obligatory.

The report calls attention to the large number of weak rural districts, and the pressing need of consolidation. The following extract gives some noteworthy facts:

"There are 2,751 school districts in the State where the total resident population of school age is less than 20, and there are 502 districts in the State where the total resident school population is less than 10. There were 7,529 school districts in this State where the average attendance upon instruction in the public schools during the last school year varied from 1 to 20 pupils, while there were 2,893 where the average daily attendance was less than 10. . . . In 1860, the school population of the State, outside of its cities, was 891,432. At the close of the school year of 1895 the school population of the State, outside of its cities and villages, containing upward of 10,000 people, was 609,146—a decrease of 285,286, or upward of 31 per cent, while the number of school districts in 1860 was 11,358. While the number of school children has decreased during that time nearly one-third, there has been substantially no decrease in the number of rural districts, etc."

Then the report proceeds to argue that the township, or some unit larger than the present, is indispensable. Meanwhile, these small districts should be consolidated with larger, and transportation furnished to those pupils residing at inconvenient distance from the schoolhouses.

Several changes are recommended for a more effective operation of the compulsory school law, among them that attendance officers be appointed by town boards, and their jurisdiction extend over all the school districts in the town not provided with such officers, and the compensation be a town charge, and that any persons committing a truant have power, when seeming advisable, to parole him.

The report argues that it is as important that examinations and licenses of teachers for city public schools be under State supervision as those in rural districts. While there is no general law fixing a standard of qualification, the evident need of it has led to its voluntary adoption in quite a number of the cities. The report maintains that out of the nearly \$13,000,000 paid annually to teachers, not a dollar should be paid to one who does "not hold a certificate of some form, issued under the regulations of the State department of public instruction;" and it adds: "During the school year ending July 31, 1895, 12,530 teachers were employed some portion of the school year in the public schools of the cities of this State, and the State had nothing to say in determining the qualifications of 10,966 of these teachers."

Much benefit is claimed to have resulted from the uniform system of examination of teachers, but some modifications in the issuance of licenses are suggested as advisable, as well as that uniformity should be in the time of expiration of certificates.

An important movement was in the establishment of a School of Pedagogy in connection with Cornell University.

A large number of decisions in appeal cases is subjoined and elaborate reports of operations in all departments.

1896.

The report for 1896 is from the same superintendent, Hon. Charles R. Skinner.

It speaks in high praise of last year's operations, claiming that "the outlook for the future was never brighter." Yet there has been inevitable and expected decline in rural schools owing to continuance of influences hereinbefore mentioned. The district system has been condemned about unanimously by superintendents for many years, and in several other States it has given away to the township. The average of attendance in more than 3,500 of these districts is not over 10 pupils. The law provides for the consolidation of many of these, but is hindered by local sentiment, which is satisfied to cling to the past with all of its clumsiness. This sentiment seems almost obdurate in such a case as the following:

"One of the officials of this department reports visiting a country school in company with the school commissioner of the district, and finding there a teacher at work on a piece of embroidery, but with no pupils in attendance. Inquiry elicited the information that the school had been in session three weeks without any pupils, and that there were only two children of school age in the entire district, both of whom were expected to attend the school later on."

The normal schools are represented as doing finely, between 9,000 and 10,000 being enrolled in all departments. So the training schools. The report says that with existing abundant facilities for training teachers, there is no present demand for additional normals.

With the growing sentiment that commissioners should have teaching experience, a large majority of those elected in the preceding November were thus qualified. Among the most efficient in this force are several women whose work has been done with entire satisfaction. There is a growing general demand that the salaries of these officials be raised to a degree that will attract attention from those whose qualifications are well known to be entirely adequate.

By a law of 1895 the minimum course of study in the high schools has been made three years, and the report makes suggestion of several matters that should be put in the minimum of requirement for entrance. The same legislature put the minimum of age among teachers at 18 years.

There are a few of what are called "exempt districts," wherein local authorities claim the right to examine and license teachers. These districts, fifteen in number, have given considerable annoyance to the department of superintendence which insists that the power of licensing should be uniform and be vested in the State department of public instruction. It is plainly said that the weakest feature in the school system is the different standards employed in different cities. Out of the thirty-four cities in the State as many as twenty-four have adopted uniformity voluntarily.

The compulsory-education law is said to be productive of much good, and some suggestions are made of matters wherein it is in need of additional enactments.

Libraries, under generous appropriations, are growing with much rapidity and dispensing great benefits.

BROOKLYN SCHOOL REPORT.

Report for 1895, William H. Maxwell, superintendent.

The number of pupils instructed was 145,998, a gain of 9,497. Per cent of attendance rose to 71.1, while the average number of pupils to a teacher is yet exorbitantly high (being 70 in the lowest primary grade), yet it is considerably lower than a year ago, when in that grade it was 77.

The following is sufficiently plain language about the glut in a certain class of officials:

"Within the schools there is now a supervisor-principal, or head of department, who is not responsible for the work of a class, to about every ten class teachers. As I have separately pointed out, this system is extremely expensive. Supervision within the schools now costs more in Brooklyn than in any other city in the country, with the exception, perhaps, of New York. The expense of this system, however, is only one of the arguments against it. The multiplication of supervisors has withdrawn many of our best class teachers from the active work of teaching to the great detriment of our schools, and without adequate compensatory benefit. Furthermore, it has been the fruitful parent of unseemly wire-pulling for place, bickering, and jealousies that interfere seriously with the work of many schools. There would be decided gain in efficiency, and a decided saving in cost, if one-half of the heads of departments were set to work teaching classes."

It is regarded a salutary law of 1895 that the course of study in the Girls' High School shall be approved by the State superintendent, so as to make their graduates able to enter the training school for teachers. This has served to raise to four years the course heretofore limited to three. Girls are now admitted to the manual training high school which the report believes should have been coeducational from the beginning.

Earnest appeal is made for additional high schools, the superintendent contending that there should be at least six for the support of which provision is entirely practicable.

There are some interesting things in the report about principals' certificates, in the various grades. Congratulation is indulged in for increased school attendance, which is due partly to increased school accommodations and partly to the enforcement of the compulsory law. The truant school, under careful management, is proving a blessing.

The report argues for manual training in elementary schools, and concludes thus: "The tasks that lie immediately before us comprise the building of new school-houses, to the end that every child of school age in this city, may, with proper surroundings, and under proper conditions, have the opportunities for education that modern life demands, the establishment of kindergartens for children between 5 and 6 years of age; the extension of our high-school system, the provision for manual training—sewing and cooking for girls and sloyd work for boys—in the grammar schools, and the weeding out of inefficient teachers."

BUFFALO SCHOOL REPORT.

Report for 1895, Henry P. Emerson, superintendent of education.

The registry of children in the public schools shows 46,665, a gain over last year of 1,952. The frequent assertion that there are as many as from 10,000 to 20,000 children in the city who do not attend schools of any sort, the superintendent denies, arguing that many children are not sent to school until 7 years old and past. "It may be stated with confidence," he says, "that there are not more than 1,000 within the meaning of the compulsory law." Regarding this law the superintendent contends that great caution should be used in its enforcement. Unexceptional vigor sometimes puts a hardship upon families for whose support the work of its children are indispensable. He contends that the city ought to create and maintain a distinct institution for detention of incorrigible truants and their reformation. It is believed that such an institution would prevent the incipency of truancy in very many cases, as boys, foreseeing imprisonment therein, would avoid it by resorting to the schools as a choice of evils.

In the interest of economy, the grades have been reduced from ten to nine, some unnecessary positions in schools abolished, and other such work been done. It has been necessary, however, to construct eight new buildings and put annexes to several others; five other new buildings have been ordered, yet there is need of more because of the continual rapid increase of school population.

Free text-books, within the two years of operation, have proved a great benefit, shown in increased attendance, more speedy organization, holding pupils longer in schools, and preventing dwindling in the upper grades. Besides, books are better preserved and their cost greatly diminished.

Under a law of the last legislature, all applicants for teachers' positions after January 1, 1897, must have had at least three years' successful experience in teaching, or have graduated from a high school, academy, or other equally ranking institution, and had at least one year of professional training. The act also provides for the maintenance in cities of one or more classes for such professional instruction. The superintendent intends to ask also for the establishment of a teachers' training class in connection with the high school, the sessions, if appearing necessary, to be held in afternoons. He contends that it is in the high school chiefly that "the young," to use his own words, "become imbued with that civic pride, that public spirit, so essential in the preparation of city teachers."

The report makes an earnest appeal for the creation of a teachers' retirement fund, not only in behalf of humanity, but for the sake of more easily obtained relief from continuance in the profession of teachers who have become superannuated, and who, with the infirmity of mind common in far advanced age, are unconscious of decay and regard it a hardship when asked or forced to retire.

The report speaks of the defects inherent in the graded system, of promotions which necessarily take insufficient note of the numerous inequalities in pupils' understandings and development, and gives some changes which it was believed important to make in the matter.

Doubts concerning the value of manual training in schools have heretofore hindered any general demand for it. Yet, a small beginning was made during the year,

the results of which thus far are too indefinite to be noted in the report. Yet it is believed important to introduce sewing into the schools, and steps to that end are being taken.

Night schools show that registration and attendance are uniformly greatest during the first term. For this reason the opening is now postponed to October.

Appended are full reports of school examiners, directors, subordinate superintendents, etc., and elaborate tables of statistics.

NEW YORK CITY SCHOOL REPORT.

Report for 1895, John Jasper, city superintendent.

The whole number of pupils taught during the year was 355,623. This is ascertained by counting the admissions to the several schools, every pupil counted as often as admitted. The average attendance was 188,775, an increase over the last year of 5,907, decrease being only in the evening and corporate schools. Besides the 4,989 regular teachers, including principals, 129 were employed for the special teaching of drawing, music, German, French, sewing, cooking, physical exercise, and phonography.

For several years past principals, except in very small schools, have been exempt from teaching and do only supervisory work. They are made responsible for all matters in pedagogy and administration, the subordinate teachers being guided by them exclusively. Violations of duty on the part of the teachers are reported to the committee on instruction. No unfavorable action is taken on such reports without giving a hearing to the teacher accused. The rule allows also the city superintendent on his own motion to report any case of dereliction coming within his personal observation.

The law forbids corporal punishment in every form in the public schools, substituting suspension in cases incorrigible by moral suasion. Every principal has the right to suspend a pupil, and must give immediate notice of such action to the parent or guardian, reporting to the city superintendent and the chairman of the board of trustees of the ward. A right of appeal to those trustees within ten days is allowed, and their decision is reported to the city superintendent, whose duty, in case of no appeal or its dismissal, it is to notify the principal of every other school for the same sex, of the name of the pupil thus suspended. Readmission is allowed upon proof of amendment satisfactory to the superintendent.

We quote the following under the head "School accommodations":

"For a number of years the steady development of business in certain localities, the demolition of dwellings, and the consequent transfer of the residents to other parts of the city enable the school authorities to judge with accuracy the probable necessity for the erection of additional school buildings. Of late years the varied immigration, combined with a decided tendency to 'colonize' a special part of the city, has led to the removal of old dwelling houses and the erection of large tenements intended to house many more persons. As a result some of the lower wards had shown an abnormal increase in the school population—schools which, but five years ago, were fully adequate to the wants of the neighborhood have been filled to their utmost capacity and have refused many applicants for admission. In this connection it is important to note the fact that, although but 35 per cent of the attendance is in the schools below Fourteenth street, more than 47 per cent of the nonadmissions through lack of room were found in those schools. The whole number of such non-admissions in the city during the year 1895 was 24,000, of which more than 11,000 were in the down-town wards." The growth has been great, especially in the Eleventh, Twelfth, Seventh, Tenth, Nineteenth, Twenty-second, and Twenty-third wards.

During the year manual training was established in two additional schools. It is pursued now in eighteen grammar schools and twenty-five primary schools. Sewing is taught in all the female departments of the manual training schools, and to the girls in the first, second, and third primary grades in all primary schools for at least one hour in the week. Praise is bestowed upon the results of the introduction of cookery. The superintendent recommends the introduction of new appliances and of charts showing the cuts of meats and specimens of the several food products.

Three additional kindergartens were established within the past year, the whole number now being ten.

The register of pupils in the evening schools was 25,922, average attendance at which was 35 per cent. Formerly the evening high schools were under the control of the committee on evening schools, but during the last year they were put under the city superintendent. Under his direction several changes in regulations have been made and the standard of scholarship elevated. The number of students registered was 6,977, average attendance 2,571. The evening is divided into two sessions, each an hour long. Each pupil has one, but may not have over two studies which he elects.

Generous provisions have been made for teachers placed upon the retired list. On a recommendation of the city superintendent, and a two-thirds vote of the board, those women who have taught thirty years, and those men who have taught thirty-five, receive an annuity of half their salaries, provided they do not exceed \$1,000. They are empowered, however, when appearing proper, to reduce the annuities, the reduction being required to be at the same rate per annum.

A considerable number of institutions styled corporate schools, as they participate in the school revenues, are under the general superintendence of the board of education. The report says of these:

"The instruction and the discipline in the schools of these institutions and societies were, as a rule, quite satisfactory, and the State law prohibiting sectarian instruction and the use of sectarian text-books appeared to have been complied with."

Among the recommendations in the report is that on completion of the highest primary schools fitness of pupils for the grammar schools should be determined by the principals of the former; first, because such mode of promotion is that used from grade to grade in any department, and because it would prevent competitive examinations for schools which have insufficient accommodations. Another recommendation is for semiannual examinations in the grammar schools, from the fact that every grade, except the first grammar, is completed at the end of each half year.

ROCHESTER SCHOOL REPORT.

Report for 1896, Milton Noyes, superintendent of instruction.

It claims a larger number of school organizations than ever before, and increased daily attendance of pupils.

A noteworthy fact it is that during the year, in the intermediate grades, pupils have been encouraged to submit to the superintendent short stories written by themselves upon subjects presented to them. The development of originality by such exercises has been very apparent. An additional fact of importance is the habit of taking pupils in the ninth grade to visit industrial and manufacturing establishments in the city.

While the report does not undervalue industrial training—sewing, stenography, and the like—yet it doubts the necessity of introducing them into the public schools, particularly as the Mechanics Institute is in every way adapted for instructing in them. The following extract is from the remarks made by the report on the relative increase of pupils and teachers:

"During the time that the number of pupils has increased 100 per cent, the number of teachers has increased 300 per cent. The average number of pupils to teachers is too small. From a financial standpoint the increase is extravagant. . . . There is a correct average in these matters, which may be arrived at by reducing the whole of the teaching force, and asking all instructors to complete correcting work and necessary reviews after the dismissal of grades." The report insists that, admitting the fact that in small classes instruction may be better than in large, yet in this case the average could be enlarged without subtracting from the efficiency of instruction. It is a noteworthy fact that of the graduates of the university with honors 40 per cent were free academy students.

The enrollment of registered pupils for the year showed 22,518, an increase of about 800 over the year previous. This does not include 1,705 enrolled in the evening schools.

The school for truants was efficiently maintained, the pupils being constantly under the supervision of a male teacher and an attendant. None were received who had been convicted of any crime, great or small. A good exhibit of the work was made at the end of the year. Besides usual text-books pupils were furnished with reading matter and manual training imparted. Children between 7 and 16 years who are habitual truants may be sent either to a truant school or an orphans' home under charge of those having the same religious faith as their parents.

Four evening schools were maintained, but complaint is made of great irregularity of attendance. Out of 1,705 enrolled the average attendance being only 133.

An additional kindergarten was started, being the eleventh.

SYRACUSE SCHOOL REPORT.

Report for 1895, A. B. Blodgett, superintendent.

The suggestion of the preceding report regarding the taking of a more accurate census of school population was complied with, but in a very unsatisfactory way.

Efforts are being made to introduce an efficient system of manual training, and a line of work has been begun supplemental to at least the work done in the High School. Attention is again called to the continual unsatisfactory condition of the High School building.

Evening schools come in again for high praise, in which the work done is equal to the best done elsewhere in the city. It is earnestly hoped that a larger number will seek the advantages of an institution in which so much good is being imparted.

Kindergartens are growing apace, the Porter School, the Solvay Circle, and another newly started, having been adopted by the board of education.

In the matter of compulsory education not much has been done thus far. Says the report:

"A truant officer has been named, and in some measure has succeeded in awakening the truants and the people to the fact that the law is present, and that another year will see it properly and fully enforced. A truant school, without which all effort will fail, will be provided, and then, but not till then, will this city see the value of this long desired legislation."

The report regrets the long continued delay in the matter of new furniture for the schools which has been clearly shown to be solely needed.

The whole number of registered pupils is 16,657, an increase of 581; average daily attendance, 12,578.

NORTH CAROLINA.

Report for 1895 and 1896, Hon. John C. Scarborough, State superintendent.

The report begins with a candid appeal for greater State aid for the public schools.

"I recommend," says the superintendent, "as large increase of school taxes direct by the legislature for the support of free schools as the legislature may find it possible to levy, and leave a sufficient margin for the necessary expenses of the State and county governments."

Referring again to the fact that the constitution actually commands that one or more public schools in every school district shall be maintained at least four months in the year, and the further fact that they are maintained less than thirteen weeks. He shows by figures that 9½ cents on \$100 in addition to the present rate of 18 cents as at present existing, making 27½ cents is indispensable for making practicable compliance with the requirements of the constitution.

"Therefore," it is said plainly, "every odd and end not necessary for State and county purposes with economical management ought to be cut off and placed to the free public school fund in order that good public schools may be placed in easy reach of every citizen's home and means. We ought not to play any longer with this question of schools for our people."

And then the following is added:

"After this shall be done—and it must be done if we are to discharge our duty under the constitution—and every dollar possible turned into the school fund by school tax levied directly by the legislature, we will still need more money for the public schools—the neighborhood schools—in reach of every citizen. Then a system of local taxes from schools must be made effective if we would lead our people to more interest in the education of the children for citizenship."

To this end it is recommended that certain sections under the laws of 1889, which included only particular localities, should be made applicable to all the counties, and elections ordered to be held in what are termed "off years," so as to remove them from the influence of the partisanship and general excitement of political campaigns. It is a subject of much regret that not more interest is taken by the people at large toward making school terms longer and the work done in them more efficient. Even private schools are "crippled," sometimes destroyed altogether by poor public schools. Parents send their children what little time the schoolhouses are open and then content themselves with the thought that they are getting all that is to be had. These private schools, having only about 7 per cent of school children, are frequently closing for lack of adequate support, and the only safeguard against the present young generation growing up in ignorance is in the public schools, sadly in want as they are of more generous legislative aid. The spirit of the people has at length grown to be in sympathy with the public schools, and would hail with gratification whatever would tend to make them more efficient.

The legislature of 1895 abolished the county superintendency and the separate county boards of education. The superintendent considers this a mistake, and recommends their reestablishment as well as some sort of provision for more effective and practical system of county teachers' institutes.

County commissioners, with no executive officer at their head, can not possibly manage all the multiform affairs in the system. Instead of the good results anticipated by those through whose agencies these county boards and county superintendents and teachers' institutes were abolished the report says:

"On the other hand, the school interest has languished, the teachers have failed to make progress, the school districts, left to themselves, have multiplied neighborhood disputes, communities have been hopelessly divided, and confusion reigns in many

places for the want of a wise executive officer to settle matters and to urge forward educational sentiment and work, and to put teachers on lines of study and improvement of their responsible work."

The report suggests that the State superintendent be directed to divide the State into sixteen institute districts, with six counties to each district, with a conductor at the head of each district, charged to hold once in the year one institute of a week's length in each of the counties, conducted during the six consecutive weeks of the period, attendance on which institute should be made obligatory upon all teachers. It is estimated that the whole cost of such institutes would not exceed \$3,000 or \$3,500.

Regarding the normal schools for colored teachers, the report suggests that instead of all the seven existing being consolidated into one they remain separate as they are. On this head it says:

"These schools have been of immeasurable benefit to the village and country public schools for negro children by supplying those schools with teachers reasonably well prepared for such work and in touch with the people whose children they are to teach. There are seven of these schools now, receiving annually the aggregate sum of \$10,000. I recommend that these seven schools be given \$2,000 each."

As it is, these schools have a pupilage of 1,000. If consolidated into one, this would reach hardly above 200.

Usual reports are submitted by the board of directors, and the president of the Normal and Industrial School at Greensboro. Attendance of pupils keeps on the increase, ninety-three of the counties being represented. Many applicants are denied admission for lack of accommodation.

NORTH DAKOTA.

Report for 1895 and 1896, Emma F. Bates, State superintendent of public instruction.

Since Dakota became a State the number of school children has increased from 40,000 to 67,000. The only institution of higher learning there was the State University. Besides this there are now two normal schools, the Agricultural College, and the Deaf and Dumb School.

It is considered a mistake was made in changing the time for election of county superintendents, which, together with that of other school officials, theretofore was in the month of June. The change was made to the date of election of the general county officers, which takes place in the fall of the year. Objection is stated in these words:

"This has been universally regretted as a move backward for education, since it makes the county superintendent thus much more a part of partisan political machinery, and makes it less likely that a person of educational merit is chosen, and more impossible to separate educational matters from the influence of baser politicians who desire to use the educational offices for partisan purposes." It is added: "A few counties have too large territory and too many teachers to make personal supervision by the superintendent either possible or efficient. These should be divided into superintendents' districts and have another superintendent, for the most effective work is in the personal inspection and supervision by a capable county superintendent."

In view of the great number of teachers in the State who from lack of training are inefficient for their work, the legislature at its session of 1895 passed a law in accordance with which the high school board formulated a system and a course of study. Of this board the State superintendent is a member, and she states that with only two exceptions the advanced schools are employing it in endeavors to elevate their rank as high as possible. The value to the State from the uniformity destined to result from such action is twofold—

"First, because the schools themselves are better; second, because, since many district school teachers have only a high-school preparation, the better the high school the better will be this class of teachers."

Liberal appropriations, however, will be necessary to make the system satisfactorily efficient.

The normal schools thus far have been crowded with grammar-grade students for academical preparation, instead of (what would be far better) with high-school graduates and others holding second and third rate certificates, who resort there only for the purpose of being trained in the art of teaching. This latter would redound far better to the benefit of the rural schools which, it is claimed, should be the principal aim of the normal schools.

While there has been marked improvement in rural schoolhouses newly constructed, yet the superintendent, like her predecessor, urges greater attention to sanitary conditions and cleanliness. A bill drafted by herself on this subject was passed by the legislature of 1895, known as the health and decency law. The following language is pointed and earnest:

"The operative effects of this law have been highly gratifying. Where a few districts fail to comply with its requirements the failure is due to the laxity on the part of county superintendents. It is simple and easily enforced. This is a field in which women are needed as self-appointed committees and as school directors to see that this law which touches the morals of their children is enforced. Directors may build according to law, but someone else must see to its enforcement as to the clear, chaste, and wholesome part. . . ."

Then she quotes these words of Horace Mann:

"A want of decency enforced upon boys and girls will become physical and moral turpitude in men and women."

Another means of promoting the well-being of children in this behalf was devised by the superintendent in 1895. The following, after some preliminary argument of the matter, is what she says:

"The coming together of parents, children, officers, and teachers in the schools on a given day, which shall be devoted to exercises in honor and praise of the home and family, and the inculcation of personal virtues, seems to me eminently fitting. With these thoughts in mind, I designated June 26 as Parents' Day in the public schools of North Dakota for 1896. This day was well observed, with gratifying results."

Complaint is made, under the head of "Scientific temperance," that the law touching alcohol and narcotics, is not very often complied with except in the letter, while the spirit of it is not fulfilled.

Regret is expressed for comparative futility of effort to secure the passage of a free and uniform text-book bill. A modified bill was passed, though compliance with it was left optional with the several districts. A few adopted it and results have been so evidently beneficial that it is hoped that in time it may become universal.

Recommendation is made in the report that a law be enacted providing that a board of examiners be hereafter appointed by the department of public instruction, and another to make office of commissioner of university and school lands a position of trust in the department of State, and the occupant an elective official.

OHIO.

HISTORY OF PUBLIC EDUCATION IN OHIO FOR FIFTY YEARS.¹

BY EMERSON E. WHITE, LL. D.

It is said that the sketch of a man's life should begin with his grandfather. Whatever may be true in biography, the history of an epoch necessarily includes the movements that led to it.

For nearly a score of years after the admission of Ohio into the Union, the people were under the impression that the revenues to be derived from the immense area of school lands would be ample to support not only common schools but also needed higher institutions; or, to use the expression of the time, to "disseminate instruction." But unanticipated difficulties were experienced in leasing school lands, and so in 1821 the first law providing for a school tax in Ohio was passed. This pioneer school law also provided for the division of the townships into school districts, when approved by a vote of the electors, and the election of a committee of three by the householders in each district. This district committee was authorized, on agreement of two-thirds of the householders, to cause the building of a school-house, to employ a teacher (the committee being judge of his qualifications) and to make assessments for expenses. The option given by the law to the electors largely defeated its purpose.

This pioneer law unfortunately recognized the school district, and not the township, as the unit of school organization and control, and it took near seventy years to eliminate this serious defect from the school laws of Ohio.

The law enacted in 1825, usually referred to as "the first school law of Ohio," was mandatory in its provisions. It made it the duty of the trustees of every organized township to lay off the same into school districts, as a condition of receiving any portion of the county tax provided for in the law, and this mandatory provision was reenacted five times in thirteen years. The act of 1825 also provided for the annual election of three school directors in each district; and made it their duty to build a schoolhouse, to employ a teacher, to manage and superintend the school, to make needed assessments, and to receive and expend all funds. A penalty was affixed for a failure to employ a teacher. The law provided for county examiners to determine the qualifications of teachers. The school law of 1825 was prepared by Nathan Guilford, of Cincinnati, and, though much amended, it remained in force thirteen years.

¹ A paper read at the semicentennial meeting of the Ohio Teachers' Association, June 30, 1897.

In 1837 the general assembly enacted a law creating the office of superintendent of common schools of Ohio, and four days later, with equally rare wisdom, elected Samuel Lewis, of Cincinnati, to the office thus created. It is an interesting coincidence that three months after Mr. Lewis's election, Horace Mann was appointed secretary of the State board of education of Massachusetts. The impulse and direction which Mr. Mann gave to popular education in Massachusetts, Mr. Lewis paralleled for a time in Ohio, and with equal self-sacrifice and devotion.

Though his salary was only \$500 a year (not sufficient to pay traveling expenses), Mr. Lewis entered at once upon a field campaign. He traveled the first year over 1,500 miles, most of the distance on horseback, visited 300 schools, and 40 county seats, organizing associations of teachers, and everywhere awakening an increased popular interest in good schools.

In the first year of his administration, he prepared and secured the enactment of the law of 1838, the most advanced school law then enacted in any State. It continued the office of State superintendent of common schools, increasing the term of office to five years and the annual salary to \$1,200. It made the township clerk superintendent of the schools of his township, with the duty of visiting each school at least once a year and examining all matters "touching the situation, discipline, mode of teaching, and improvement thereof;" also with the duty of making annually the estimates necessary for providing "at least six months of good schooling." The law also made the county auditor superintendent of schools with important duties. It not only provided for a more effective organization of the schools in the townships, with statistical reports, but it also provided for the organization of the schools in incorporated cities and towns not under special charters.

Mr. Lewis's three annual reports to the general assembly are remarkable documents, advocating with intelligence and force most of the plans for the improvement of schools since adopted. He edited for one year the Common School Director, a monthly journal published at the expense of the State.

The same year in which Mr. Lewis entered upon his duties as State superintendent of schools Prof. Calvin E. Stowe, of Lane Seminary, presented to the general assembly his noted report on Elementary Education in Europe, special attention being given to methods of instruction in the elementary schools of Germany. A copy of this epoch-making report was sent to every school district in Ohio, and it was also republished and circulated by the legislatures of other States. Professor Stowe's report and the three annual reports of Superintendent Lewis were fruitful seed in a virgin soil, and, as will be shown later, the next decade garnered rich harvests of fruitage. Scores of school officers and teachers were thereby imbued with the spirit of progress and fired with zeal in their work.

At the close of his third year Superintendent Lewis felt constrained to resign his office. The reactionists in school affairs were, unfortunately, in control of the general assembly, and an unwise effort was made to abolish the office. As a compromise measure the duties of the office were imposed upon the secretary of state. This backward step greatly discouraged the friends of free schools, and the next five years witnessed a marked decline in popular interest in school progress, though each succeeding secretary of state advocated one or more important measures of school reform.

But the cities and more important towns were fully enlisted in the improvement of their schools. Cincinnati, acting under a special law, divided its schools into two grades or departments as early as 1836, and in 1840 a graded course of study with five grades was adopted—one of the first elementary courses of study in the United States. Cleveland, acting under a special law, divided its schools into two departments ("primary" and "senior") in 1840 and in 1846 established a high school, with Andrew Freese principal—the first public high school in Ohio. The same year the schools were divided into five grades, designated as primary, secondary, intermediate, grammar, and high. Dayton obtained a special charter in 1841 and under its provisions the schools were divided into four grades, designated as primary, secondary, junior, and senior. No high school was established until 1850. Columbus was made a separate district by a special law in 1845, and three school-houses were built the next year. Early in 1847 the board of education created the office of superintendent of public schools and, with commendable wisdom, elected Dr. A. D. Lord to the position. Dr. Lord entered upon his duties in May, 1847, being the first city superintendent of schools in Ohio and one of the first in the country. Portsmouth obtained a special law in 1839 and in 1840 its schools were divided into three departments, with A. L. Child principal. In 1844 the schools were divided into four grades, with Andrew J. Rickoff principal. Sandusky, Massillon, Norwalk, and other enterprising towns early obtained special laws and began earnestly the work of school improvement.

In 1847 the citizens of Akron obtained a special law "for the support and better regulation of common schools in the town," and the next year the general assembly

gave the council of any city or town authority to adopt the Akron law on the petition of two-thirds of its voters. In 1849 the general assembly passed "A general law for the schools in cities and towns." This advanced act, drawn by Hon. S. T. Worcester, of Norwalk, gave boards of education power to establish high schools as well as lower grades and to determine the branches of study to be taught in the schools.

The "Akron law" and the "law of 1849" gave a strong impetus to the movement for the better organization of public schools in cities and towns. The year 1850 found over sixty cities and towns organized under their provisions, the schools graded (usually into five grades) and fairly classified. The schools in nearly a score of districts were under the direction of a superintendent. Dr. A. D. Lord was in Columbus and M. D. Leggett in Akron in 1847; Lorin Andrews in Massillon and M. F. Cowdery in Sandusky in 1848; John S. Whitwill in Lancaster in 1849, and D. F. DeWolf in Norwalk and Nathan Guilford in Cincinnati in 1850. Andrew J. Rickoff was principal of the public schools of Portsmouth from 1844 to 1849, with the title of superintendent as early certainly as 1847.

Two other important factors contributed to the great awakening in education which introduced the half century of progress now under view.

In 1844 a man of untiring activity and intense enthusiasm was elected secretary of state. This man for the hour was Samuel Galloway, of Columbus. Mr. Galloway recognized clearly the need of an educational revival, and to accomplish this result he utilized fully his position as ex officio State superintendent of schools. He was ably seconded by Dr. A. D. Lord, then principal of the Western Reserve Teachers' Seminary at Kirtland, one of the first normal schools in the country, and by other influential men in different parts of the State, whose enthusiasm had been kindled by the secretary's fiery zeal.

In the first year of Mr. Galloway's great rally (1845) a teachers' institute was held in Sandusky—the first teachers' institute held in the west and one of the first in the United States, and in October of the same year a second institute was held in Chardon. In 1846 nine teachers' institutes were held in seven counties and the next year institutes were held in twelve counties. The number of institutes increased from year to year, and they did much to awaken popular interest in school improvement. Educational conventions and local teachers' meetings were also held in different parts of the State.

The question of organizing a State association of teachers was frequently discussed in these gatherings of teachers, and the movement was earnestly supported by Mr. Galloway and also by the Ohio School Journal, edited by Dr. A. D. Lord. At the teachers' institutes held in Akron, Ashland, and Chardon in 1847 a committee, with M. F. Cowdery chairman, was appointed to consider the propriety of forming a State teachers' association. A majority of this committee met and issued a call for a convention to be held in Akron December 30 and 31, 1847. The convention met and the Ohio Teachers' Association was organized in a burst of enthusiasm, with Samuel Galloway as president and Thomas W. Harvey as secretary. Mr. Galloway was reelected and served as president for three successive years.

It falls to Dr. Findley to tell the history of the association in these opening years. It must suffice for me to say that the association held two meetings annually and that the tide of enthusiasm rose from year to year, reaching high tide in 1851. This was a memorable year in the history of the association. The belief that the first general assembly under the new constitution would enact an efficient school law intensified the zeal of its leading members. At the semiannual meeting in June Lorin Andrews, who had resigned his position in Massillon to become a "common school missionary," was unanimously pledged the support of the association, and for three years he was kept in the field as State agent, his salary being made good by members of the association—an action without precedent in the history of educational associations.

At the annual meeting in December Mr. Lorin Andrews presented a report recommending the publication of a monthly educational journal. The report was adopted, and for eight years the association published the Ohio Journal of Education, the predecessor of the Ohio Educational Monthly.

In 1854 Mr. Lorin Andrews submitted a report recommending the establishment of a normal school under the auspices of the association, and at the annual meeting in December Mr. Cyrus McNeely offered to transfer to the association the building and grounds of his school at Hopedale, valued at \$10,000, for the purposes of a normal school. The gift was accepted at the semiannual meeting in June, 1855, and a vigorous effort made to raise an endowment fund. Under the inspiring leadership of such enthusiastic leaders as Lorin Andrews, M. F. Cowdery, I. W. Andrews,

¹ The first institute at Sandusky was conducted by Hon. Salem Town, of Ithaca, N. Y., assisted by Dr. A. D. Lord and M. F. Cowdery. The second institute was conducted by Dr. A. D. Lord, M. F. Cowdery, and M. D. Leggett.

A. D. Lord, and M. D. Leggett the association would have undertaken almost any enterprise.

The financial enterprises undertaken by the association with so much confidence and enthusiasm proved a heavy burden, and at the annual meeting in 1859 both the Journal of Education and the McNeely Normal School were wisely transferred to private control. The indebtedness of the association was not fully paid until 1862.

The great educational awakening which began in 1845 and in its progress organized the State Teachers' Association, put Lorin Andrews in the field as a common school missionary, started the Ohio Journal of Education, and founded the McNeely Normal School, culminated in the enactment of the general school law of 1853. The law embodied several of the important measures which Mr. Andrews, Mr. Galloway, and others had advocated, and there was much rejoicing over its enactment.

It is thus seen that the decade of 1845 to 1855 was a period of great importance in the history of public education in Ohio. No decade before or since has been characterized by such enthusiastic movement in the interest of public schools. It was a decade of zeal and action.

The next decade (1855-1865) opened with the inauguration of the new school law. Every progressive feature was opposed in the general assembly, and it looked for a time as if the great measure would be destroyed by ill-considered amendments. The school directors in the subdistricts (formerly separate districts) did not take kindly to the sharing of the management of the schools with the new township board of education. It kept the first commissioner's pen busy in answering the questions arising under the provisions of the law relating to townships, and he soon found it necessary to publish from month to month a series of "official opinions"—a practice continued for years. The law was fortunately protected from serious changes, the repeal of the school library section in 1860 excepted. The opening of the civil war, with the sudden prostration of business, invited harmful legislation, but the most unfavorable amendment was the reduction of the State school tax to 1.3 mills.

The several amendments to the school law in 1864, all prepared by the school commissioner, were designed to lessen friction in the administration of the law and otherwise increase its efficiency. The three new provisions which were added have exerted a wide and salutary influence upon the schools. The first of these provided a fund for the support of teachers' institutes, the second created a State board of examiners, and the third added a knowledge of the theory and practice of teaching to the requirements for a teacher's certificate. The fact that these several provisions, with slight modifications, are still in force is evidence of their practical value. No other agency prior to 1855 did as much for the professional advancement of Ohio teachers as the teachers' institute, and no other agency did more to awaken and direct popular interest in school progress. The two teachers' institutes held in 1845 multiplied from year to year until 1855, when forty-one institutes were held, with an attendance of some 4,000 teachers. Until 1864 the expenses of the institutes held were, as a rule, paid by those in attendance. Since 1864 the county institute fund has been sufficient to permit the holding of an annual institute, with competent instructors, in four-fifths of the counties, and in the other counties only a small additional tuition fee is required. It seems unnecessary to refer more at length to what the other two provisions have done for the improvement of teachers. The school legislation of 1864 was a long step forward in school progress.

The next year the general assembly opened the way for the adoption of an adequate system of normal training for the teachers of the State, but owing to divided counsels in the profession in 1866 the long-coveted opportunity was permitted to pass unimproved and it has never returned. The establishment of a normal department in the Ohio University at Athens, and recently in the Ohio State University at Columbus, is a somewhat hopeful indication that the preparation of teachers for their great work may yet receive long-needed legislative action. The leading cities of the State have all established normal or training schools for the fitting of their teachers, more especially for the elementary grades, but the teachers in the country schools are still left to the professional crumbs afforded by the teachers' institute and the inadequate normal advantages provided by private enterprise. Ohio is still a good way from the full recognition of the fact that teaching is a pursuit that should be entered through the door of special training.

The only important school legislation secured in the next decade (1865-1875) was the complete codification of school law in 1873. While this law did not contain very important new provisions it simplified the law of 1853, with its numerous amendments, and thus rendered the administration of school affairs more certain and effective. The divorcement of boards of education in cities of the first class from the municipal legislation of such cities was an important measure. The giving of all boards of education, including township boards, permissive power to employ a superintendent of schools was an important amendment, but the townships, with very few exceptions, permitted it to remain a dead letter.

During this decade repeated and earnest efforts were made to secure county super-

vision of schools and the adoption of the township system. But a strong opposition to these measures appeared in each general assembly, and the bills prepared by the successive commissioners and introduced were defeated. The commissioners in turn advocated the establishment of normal schools, but no well-digested bill was prepared or introduced into the general assembly, and no earnest effort was made to secure needed legislation.

The centennial year found Ohio without a State normal school, without a system of supervision of the schools outside of its cities, and still blindly clinging to its complicated, inefficient township-subdistrict organization in all its counties. Instead of taking its place in the front rank of the States noted for progressive school legislation, where its early history had placed it, the educators of Ohio were humiliated by the fact that in such legislation their State was near the rear. The educational honor of the State was saved only by the splendid showing of the schools in its cities and towns.

The next decade (1875-1885) brought a renewal of earnest efforts to secure advanced school legislation, but without success. The most important amendments to the school law related to teachers' certificates. Section 4066 was so amended in 1881 as to give the State board of examiners power to issue professional certificates of a second grade, valid for ten years—a provision of doubtful utility, which was soon repealed. By the same act section 4081 was so amended as to give boards of examiners in cities power to grant certificates for one, two, three, five, and ten years, those issued for five and ten years being renewable without reexamination, at the discretion of the board of examiners, a certificate of higher professional grade than the nonrenewable ten-year certificate issued by the State board of examiners.

The only general school legislation of special significance in the first five years of the next decade (1885-1895) was the so-called "temperance law" of 1888, a law enjoining instruction on the nature and effects of alcoholic drinks and narcotics in all grades of schools.

The most important amendment to the school law enacted in these five years related to teachers' certificates. Commissioner Tappan secured, in 1888, a fuller recognition of teaching as a profession by placing a professional certificate within the easy reach of every well-qualified teacher in the State. The State board of examiners were authorized to issue three grades of life certificates (the authority to issue ten-year certificates being revoked), and all other boards of examiners (county and city) were authorized to issue, under specified conditions, certificates valid for five years, renewable without reexamination at the discretion of the examiners. Thus provision was made for two classes of professional certificates—one valid for life, issued by the State board, and the other for five years, renewable without reexamination, issued by county and city boards. This five-year renewable certificate was intended to be a professional certificate, and it is to be regretted that it is not so designated in the law. Every teacher holding this certificate should be recognized as a teacher of professional standing, and should be honored as such. There ought to be a score or more of such teachers in every county.

It is feared that many county and city examiners have not used wisely either the power or the discretion conferred by this law. There seems to be a suspicion in the minds of too many examiners, if not a belief, that the only way to secure progress among teachers is to humiliate them by repeated examinations in the elementary branches. The only sure way to awaken and sustain a professional spirit among teachers is to honor it both by law and in practice. The history of legislation in Ohio regulating the examination and certification of teachers is a dreary history, evidently "to be continued."

The beneficent laws so far enacted in this closing decade of the nineteenth century mark a greater advance in school legislation than the entire third of a century that preceded it. Among these important acts relating to schools enacted in and since 1890 are (1) the so-called "Workman law," which makes the township, like the city and town, the unit in school administration—the most fruitful school legislation since 1853; (2) the "Boxwell law," providing for the graduation of the pupils in rural schools and their admission to near city or town high schools; (3) the law "to compel the elementary education of children" as strengthened and perfected in 1893; (4) the law of 1894 giving women the right to vote and be voted for at election of school officers; and (5) the schoolbook law, with its option of free text-books.

These several laws are too recent to be treated intelligently as history. No one of them has met with such persistent and unreasonable opposition as the "Workman law." In each of the two general assemblies succeeding its enactment a vigorous effort was made to abolish the township system and restore the township-subdistrict complication which had been the special weakness of the school system since 1853; but the failure of these efforts is an assurance that the new township system may be permitted to work out its beneficent results. Its repeal would be little less than a disaster to rural school improvement.

Two cases of special legislation for cities in this last decade deserve mention. In

1887 the general assembly gave the superintendent of schools of Cincinnati the power to appoint all teachers by and with the consent of the board of education; the power to dismiss teachers without the board's action; and made the superintendent's approval necessary to the adoption of text-books. It also enacted that the members of the board should not as individuals or as local committees exercise supervisory authority over the schools. This was an unprecedented recognition of the authority and function of supervision.

In the reorganization of the public schools of Cleveland in 1892, the superintendent was authorized to appoint or remove teachers, and to exercise complete supervisory authority in all matters pertaining to instruction and discipline, the selection of text-books excepted. Many of the duties usually intrusted to the board of education, including the appointment of the superintendent, were devolved upon a school director, elected by the people.

The limits of this paper forbid any attempt to review the progress made in school administration, instruction, and discipline in the fifty years since this association was organized. On the introduction of graded schools into the cities and towns the perfection of the system as a mechanism largely absorbed attention. The "system" assumed often the importance of an end, and it was too often administered on the theory that the pupils existed for the system, not the system for the pupils. The absorbing fascination was uniformity—uniformity of studies, uniformity of progress, uniformity of results. Two resulting errors in the direction of mechanism possessed the schools. One of these was the fixed year interval between classes and the other the stated written examination to determine the promotion of pupils at the close of the year. These two features necessitated uniformity of progress not only by the individual pupils in every class, but by all the classes in each grade. This required uniform progress assumed that the several classes in a grade in city schools possess equal ability and are taught by teachers of equal skill—conditions that exist in no graded schools. It occurred often that classes that could have completed the course of study for the grade as early as April were kept "marking time" until the annual promotion in June.

For years the year interval between classes and the stated promotion examinations held the graded schools of cities in their grasp. They narrowed and grooved the instruction, encouraged and rewarded mechanical and memoriter methods, and emphasized all the lumber of the text-books. This antagonism between the mechanism of the graded system and rational methods of teaching was early felt by intelligent and progressive teachers, and for twenty years past praiseworthy efforts have been made to free the schools from this procustean bondage. The reforms of the past twelve years are a promise that this sacrifice of the opportunity of pupils on the altar of uniformity and system will soon find a practical remedy.

The first hundred years of Ohio's history as a State will be but three years short when the nineteenth century closes. Is this century of marvelous progress to close with no State normal school in Ohio, and with the great majority of its rural schools without supervision? The two imperative needs of the rural school are professional training for its teachers and intelligent and efficient supervision. Is it not possible to see these two great measures of school improvement happily inaugurated before the State celebrates its first centennial?

OHIO SCHOOL REPORT.

Report for 1895, Hon. Oscar T. Corson, State commissioner.

The county schools on their new career of better organization and management are improving. It is admitted that there are many very poor schools in the sub-districts. Yet the increased public interest, evinced by investigation of the question of supervision promises betterment. Notwithstanding the opposition of many to the Workman law before referred to, among opponents are quite a number who favor supervision. Yet it is argued that this can be made practicable only by making the township the educational unit, and thus centering responsibility in the management of the system in one board of education. The existence of two such boards heretofore was always embarrassing from want of harmony and from divided responsibility. It is absolutely essential that both superintendent and teacher be elected by the same board.

The argument, still persisted in, that the Workman law has reduced salaries is again answered and confuted by statistics. While the commissioner writes that in some localities demagogues use for selfish ends their single power bestowed under the law, he contends that such things may exist under any laws, and that they certainly did exist under the old law, and that the remedy is to be found neither in enactments nor repeals of laws as much as in enhanced development of educational sentiment among the people. It is already felt in the greater stability and uniformity in the requirements made by the colleges upon the public schools, which

serve to overcrowd them more and more with studies that do not properly belong to them. Many of the small towns and villages have one high school and one teacher to do its work. Such as this can not fail of being ineffective, and the commission recommends that either their four years' course should be diminished or additional force assigned to the work. College authorities are those who can do most for remedy of such a state of things.

The effects of the law of compulsory education have been of great benefit to many hundreds of children of both sexes.

Very high praise is bestowed upon the Boys' Industrial School (correctional, though not penal, as well as educational) which it is evident has been managed with much judiciousness. Great good has been done during the forty years of its existence. This would have been far greater but for the insufficiency of appropriations. The following from the last report of the board of trustees is interesting; indeed, somewhat touching:

"We should like our schools as nearly uniform as possible with the public schools of the State, in order that pupils sent here for truancy might be continued in their regular classes, or that boys released from this school may enter the public schools in their regular classes. To do this properly would require the expenditure of money for the erection of a union school building and a large increase in the pay roll to enable us to employ experienced teachers. With a full knowledge of the State's financial condition, we can not hope to secure the necessary appropriations this year, but in order that a start may be made in the right direction, we have asked that our appropriation for salaries be increased, so that a good superintendent of schools and other necessary officers be employed, with the view of making the best use of our present opportunities."

In default of legislative action upon the subject the State board of examiners drew up a plan for a course in pedagogy, history of education, and science of education for the purpose of improving the quality of teachers, which, in its main features, has been adopted by a large number of the colleges, normal schools, and universities, and a course of pedagogy has been determined upon for the Ohio State University by its board of trustees.

Ohio has no State system of normal schools; yet in a very large number of cities and towns training of teachers forms a part of the higher schools' curricula.

Much benefit has resulted from the new text-books law, which, it is claimed, is as near perfect as could be made.

What appears to be the greatest need to education is an enhanced sentiment among the people at large in its favor. This would lead to more rapid improvement of teachers. Good teachers would be encouraged and be multiplied but for so much apparent indifference regarding discrimination between them and those far their inferior. Then such enhancement would lead to greater concern in the matter of school buildings, many of which, even in cities and towns, are without adequate accommodations, while in many of the subdistricts they are lamentably deficient in heating, lighting, ventilation, and other matters important to be well regulated.

1896.

The report for 1896 is also by Hon. Oscar T. Corson.

Attention is called to several amendments in the school law made by the last session of the legislature. First, that in addition to the branches in which teachers were required to be examined for certificates, history of the United States, including civil government, shall be included. It is not meant to require teaching of civil government in the common schools, except in connection with the history of the United States. A special committee, after bestowing much study upon the subject, submitted a report containing an "outline of civics." This carefully elaborated paper is copied into the commissioner's report. Another enactment requires all boards of education in the State to have displayed the national flag upon all schoolhouses under their control during all day sessions in fair weather, and on the inside on all days. This law, while regarded by some as needlessly expensive, has generally been accepted with cordiality.

Another change is the "eight-year certificate" allowed to be granted to applicants who, in addition to required qualifications, have held a certificate of five years, and been for three years next preceding their application engaged in teaching, with eighteen months' experience in one place, and undergone examination in botany, algebra, national philosophy, and English literature.

The Boxwell law has been so amended as to authorize each board of county examiners to determine the time and place of holding the examination and county commencement. This change will make still more effective this excellent law which is doing so much to encourage the proper organization of the country schools. In counties where the schools close early in the year, the examinations can be held at an earlier date, while those counties which are so fortunate as to have nine or ten months of school can be accommodated with examinations held at a later date.

"It will be an advantage to have the selection of the place for holding the county commencement left to the county examiners. In some counties the county seat is not a suitable place to hold the commencement, and under the law as it now exists such a place can be selected as will accommodate the greatest number of persons interested, and at the same time bring about the best results in educating public sentiment for good schools."

The following summary of statistics shows the work accomplished by the law since it went into effect in 1892:

Year.	Number of applicants.	Number passed.
1892.....	2, 131	1, 341
1893.....	4, 018	2, 234
1894.....	3, 870	1, 964
1895.....	5, 810	2, 725
1896.....	5, 739	3, 077
Total	21, 568	11, 341

Attention is again drawn to the bad management of funds by school boards. "In some instances the plainest provisions of the law have been violated, while in others contracts involving the expenditure of money have been entered into without any authority whatever." One of the results of such criminally loose management must be either reductions in the salaries of teachers or shortening of school terms.

The last legislature passed an act intended to prevent the evils here complained of. The county school problem becomes more and more important and difficult of solution. In districts sparsely populated many schools have been disbanded and children carried from their homes to the leading center school at the expense of the State. Thus far this plan has proved quite practicable. Regarding one school of this sort particularly, that at Kingsville, in the county of Ashtabula, the report says: "The expense of schooling the children has thus been reduced nearly one-half, the daily attendance has been very largely increased, and the quality of the work greatly improved."

PENNSYLVANIA.

Report for 1896, Hon. Nathan C. Schaeffer, State superintendent.

Quite an elaborate report is that for the year 1896, in which, besides usual official returns, are discussions upon several matters appertaining to education and its various accidents. The superintendent speaks with pride of the continual munificent appropriations made by the State, that for last year being \$5,500,000.

Under the head of "Compulsory education" the superintendent shows that very much good has been done by legislation for the relief of children from the injurious influences of too early and too burdensome work done in factories and mines. It was not until the year 1870 that under the census was ascertained the number thus employed in manufactures. This was 114,628, including both sexes, representing 5.58 per cent of all employees. This per cent decreased until 1890, when it became 2.57, the decrease being due mainly to legislative enactments.

The superintendent represents the occasional apparent clash of the law requiring compulsory attendance with that requiring production of certificates of vaccination. There are cases where parents are opposed to vaccination and others where physicians decide that (in particular instances) it is not only not necessary but liable to hurtful effects upon general health. Upon the child this conflict necessarily operates harmfully, whether in failing to secure him against an evil disease or obstructing his education. Directors of schools are sometimes embarrassed by the question, Shall they prosecute for nonattendance in cases where the law itself forbids attendance? Another question arises, Shall vaccination be made compulsory? On the whole, while the consensus of the most thoughtful opinion is in favor of the efficacy of it, yet it is also against having recourse to it when heads of families for any reason withhold their consent.

Some very apt observations are made upon the importance of cultivating taste, not only in the construction and decoration of schoolhouses, but in beautifying the grounds.

Under the head of "Extravagance" the superintendent says much that is both thoughtful and piquant. It has been found that the immense sums appropriated by the legislature for school purposes, like those in other business enterprises, individual and corporate, have not only to be economized, but jealously watched and guarded. Quite instructing are the following words:

"No sooner was our general school appropriation raised to five millions than the

sharks began to scent prey from afar. First came the agent with charts for teaching physiology, which were sold at high figures, so as to permit, when necessary, the payment of large commissions to subagents and liberal fees to directors' sons for delivering the same in schoolhouses in the districts. Sometimes careless directors were inveigled into signing contracts which made them individually liable for the purchase if they failed to ratify the sale at the next meeting of the board or to lift the charge at the express office. Next came the block man, selling lumber at fancy prices in the shape of geometrical forms, which the skillful teacher constructs out of paper in so far as she needs them in the elementary school. Finally came the map man, selling relief maps at \$100 a set. The consequences were soon visible. When school boards in rural districts invest from \$30 to \$100 per schoolhouse for maps and other apparatus, it means lower wages, inferior teachers, stinting of textbooks and school supplies, and sometimes shortening of the school term."

The superintendent notes with approbation the increased attention given to the study of civil government, particularly that of the State. Careful training of pupils in the art of governing themselves has served to expel the rod from most of the schools. A unique government, perhaps the only one of its kind in the whole country or elsewhere, is that in a school attached to the University of Pennsylvania, named Houston Hall, after its founder, H. H. Houston.

"Its purposes, briefly stated, are to provide for the students of the various departments a place where all may meet on common grounds and to furnish them with every available facility for passing their leisure hours in harmless recreation and amusement. The entire management has been left in the hands of a student organization which elects the officers and committees by which the hall is managed. It has a membership of 2,500, and is used by a daily average of over 1,200 students. The experiment has, beyond question, met the most ardent expectations of its most sanguine friends, and bids fair to solve some of the vexed questions of university discipline."

ALLEGHENY SCHOOL REPORT.

Report for 1895, John Morrow, superintendent.

Enrollment of day school was 14,793, an increase of 708 over the last year.

The report of the superintendent expresses entire satisfaction as to the progress of work in the day schools, but far otherwise regarding night schools, which are deteriorating instead of advancing. Upon this subject his views are expressed with unusual plainness. He says:

"At best their continuance from year to year under existing regulations has been a question of doubtful propriety. There ought to be much more encouraging returns than we now get for the expenditure of money and effort put upon them. I think I am not far from the truth when I say that about 30 per cent of those who attend night school go with the avowed intention of trying to break it up, and they always meet with considerable success, because they discourage and drive out those who go with good intentions. After the decent portion of school has been banished they then drop out themselves. I have always been of the opinion that six schools, centrally located, under proper regulations, would do more good than the fifteen or more scattered all over the city as heretofore. They could be far better graded, with fewer pupils to a teacher, thus insuring more individual instruction. The mob element could be more easily kept out, all at a greatly reduced expenditure. . . . Already this term it has been necessary in several of the wards to call on the police to suppress the disorderly conduct of half-grown boys disturbing the night schools. It would not be a difficult thing to formulate rules that would bring these turbulent spirits to time."

The report praises the continual rapid advance of the high school. Answering the charge among some that this is only a rich man's school, the occupations of the pupils' parents are given to disprove it.

PHILADELPHIA SCHOOL REPORT.

The report for the year 1896 is to the board of public education by Simon Grady, its president, and is accompanied by others from heads of the several departments.

The report indulges in hearty congratulations on the great improvements in the work of the system that has taken place within a very few years. The measures referred to adopted within that time:

The establishment of manual training schools; the introduction of sewing as a regular study in the schools for girls; the establishment of kindergartens; the adoption of supervising principalships; the establishment of the school of industrial arts; the establishment of schools in which pupils of the girls' grammar schools are taught cookery; the establishment of a new normal school for girls,

and of a separate high school for girls, the latter having distinct general, classical, and commercial courses of study; the adoption of a higher standard of qualification for teachers in the public kindergartens.

The report recommends that hereafter applicants for teachers must have had at least a high-school education or its equivalent. Already a large majority of the young women teachers have gone through both high and the normal school. This is claimed to be far better than the system of public examinations. The standard in the girls' high school has been raised by an addition of another year to the course.

Yet many of these higher institutions, notably the Central High School and the Central Manual Training School, are much cramped in buildings and general accommodations which, in the words of the former principal, "destroys the unity of school life." A large number of buildings are rented; otherwise very many children would be debarred from all education. The report says:

"How long this deplorable condition is to exist appears very uncertain. The councils of our city are fully informed on the subject, and admit the great need of the board for a large sum of money, running into millions, either to provide new buildings to keep pace with the growth of population or to replace such as are unfit for occupancy; but the financial problem stands ever in the way of the realization of our hopes. The comparatively small appropriations that councils are able to make from time to time for the purchase of ground and the erection of new buildings do little beyond making provision for the constant accessions to the ranks of our school population."

The report admits that little was done in attempts to enforce the school-compulsion act during the year. This was because of inability to obtain satisfactory data. These, it is hoped, will be gotten through the division lately appointed for that purpose. Yet the already existing lack of adequate school accommodations, the liberty of parents to elect the schools for the children, and the difficulties growing out of the fact that there is no compulsory vaccination law, must tend to make compliance to a degree inefficient. Complaint is made that the number of scholarships owned by the city in the University of Pennsylvania is much too small, and reasons are given for the need of increase. A small annual appropriation would suffice for this evident pressing need.

The report speaks earnestly in behalf of means for the maintenance of superannuated and other teachers worn in the service. Legal and financial conditions being thus far in the way of public help, a Teachers' Annuity and Aid Association has been formed, which would be a great blessing except for the paucity of its members. It is suggested that the sectional boards hereafter require every new elect teacher to join the association.

Quite a number of reports are submitted by principals. Particularly noteworthy is that concerning the night schools, of which there are 79, with an enrollment of 25,549, ranging from childhood beyond middle age. Of these 75 per cent are native born, and 25 per cent foreign, an increase of 2 per cent among the latter over those of last year.

The whole number of pupils in all the grades is 138,545.

PITTSBURG SCHOOL REPORT.

Report for 1896, George J. Lucky, superintendent.

The school system of Pittsburg is peculiar. The 38 sub-school districts have each its own board of directors, which elects a member of the central board of education. This latter, in the language of the report--

"Is authorized to do certain specific things, viz, adopt and furnish text-books; build and maintain a high school and a normal school; fix salaries and apportion teachers to the several districts; make a course of study; determine the amount of money to be appropriated for the high and normal schools and for teachers' salaries; elect teachers for the high and normal schools and teachers of special subjects for the district schools."

Regarding the powers of the district boards, which the report claims to be an illustration of the doctrine of State rights, it says:

"All other powers are reserved and exercised by the sub-district boards, viz, the locating, erecting, and furnishing of school buildings; the election and dismissal of teachers; the election of janitors; the levying of taxes in sub-districts for subordinate purposes, such as building, repairing, fuel, interest on sub-district debts, payment of debts, etc. The district boards have power to borrow money under certain restrictions. . . . The power and patronage being thus divided, positions on either of the boards are not generally sought by those whose only object is to profit by holding office; hence cases of malfeasance in office are not numerous. On the other hand, schools differ more widely in efficiency than they do in other cities."

The report admits that under the system uniformity is impossible. Inequality of enrollment in some districts is striking, ranging from 50 to over 2,000. It is charged

that this is owing to the fact that subdistrict and ward boundaries coincide, the latter of which are made for purely political purposes.

Besides the supervision of the thirty-eight principals and the principal of the high school, the central board of education assigns a teacher to each subdistrict for forty pupils each of average attendance, one-fourth of this number being classed as grammar teachers.

There are nine kindergarten schools, which, with some assistance of the board of education, are managed and maintained by a company known as the Kindergarten Association.

The board supports three school kitchens, and furnishes Sloyd schools to such subdistricts as ask for them.

School age is from 6 to 21 years, the courses of study occupying seven and a half years.

The central board furnish free text-books, while maps, charts, etc., are supplied by the subdistrict boards.

In many of the schools corporal punishment is prohibited and gradually falling into disuse in the others. The report avows the opinion that it ought to cease entirely.

The feeling is growing that too long time is spent in the primary and grammar schools, that much of arithmetic, grammar, geography, and history might be put out. The report suggests that the subject of modifying the course be referred to a committee of the best known educators to report a plan.

The tables show that there are 41,497 pupils, taught by 838 teachers, in 72 buildings.

RHODE ISLAND.

1896.

One good result from the business exigencies of the year has been increased attendance, owing to the want of other occupation of many within school age. Very marked changes have been wanting, beyond the fact that the city, town, and village schools have been growing, while those in the rural localities have become smaller and poorer. Notwithstanding the increasing favor of the town over the district system, many of the rural communities persist in adhering to the old, and are thus not only kept from improvement, but fallen into continual decay. Says the report:

"These two features, better teachers and a systematic and progressive course of study, can only be had and maintained by means of organization which confers definite powers with corresponding liabilities."

The slow progress in industrial education makes more marked the necessity of the town system, and more clearly defined control of the State over the qualification and appointment of teachers.

The evening schools, now numbering 62, are reported to be doing not as well as they ought. One difficulty is the allowing entrance to children who are too young. These come in freely at the opening, but soon dropping out begins and comparatively few remain. The development of the evening high school, however, has been quite satisfactory, particularly in the cities of Providence and Pawtucket.

Appeal is made for better facilities both in ascertaining the number of feeble-minded children in the State and providing for the education possible to them. Some of these have been provided for at Waverly and Baldwinville, Mass., and Elwyn, Pa.

Some increase has been in enrollment in the College of Agriculture and Mechanic Arts, but it is yet too small. It is suggested that this be increased by the State's creating a number of scholarships.

Praise is bestowed upon the growing utility of the State Home and School for Homeless and Abandoned Children, and appeal is made for greater facilities for their visitation and inspection.

In the report of the commissioner it is shown that graded schools have continued to develop and ungraded to decline.

Of the 82 new teachers added during the year 69 were women. Two high schools have been added, the number now being 18, containing 5 per cent of the total enrollment.

SOUTH CAROLINA.

Report for 1895, W. D. Mayfield, State superintendent.

Complaint is made that the State and county authorities find it difficult to get accurate information concerning the special school districts. This lack of information makes it appear, what is not a fact, that enrollment of pupils has fallen off. So it is regarding accurate estimate of the average of length in school sessions. On this head the report uses this language:

"Under the rule for ascertaining the average time the schools of a county have been in session during the year, the long-term schools, which are in the cities, and

towns, and special districts, are placed with the short-termed country schools, and the general average for the county does not do justice to the long-term schools, while it indicates to the casual thinker that the short-term schools ran longer than they really did. It would be well for those schools to be reported in separate classes, and the law should be so amended for this purpose. The special schools should be put under the school authorities at least to the extent of accounting for the public money received and expended, and reporting such other matters as will enable the school authorities to make complete reports of the condition of the schools of the State."

The report speaks heartily of general improvement in the teaching force. Summer schools and teachers' institutes, both white and colored, were held in several counties in the State, with gratifying results.

It is contended that the moneys appropriated for public education are not sufficient. School sessions are necessarily made shorter than they ought to be. Those in cities, towns, and special districts levying a special tax are of reasonable length. In these the general school fund is supplemented by an extra tax of from 2 to 5 mills, a burden which a majority of the school districts could not endure. It is suggested in view of this want to increase the levy on the property of the counties. It is recommended that "the county levy for school purposes be raised from 2 mills as a minimum to 3 mills as a maximum, and all male persons between 21 and 60 years of age who are able to perform ordinary manual labor be declared taxable polls. This fund shall remain a county school fund."

1896.

The report for 1896 is from the same superintendent, W. D. Mayfield, and rendered to the governor. It announces general satisfactory improvement in the condition of education. Gratifying increase in enrollment, greater than during any previous year, is shown by the tables. With whites it has been 5,430; with colored, 3,886. This was unexpected, particularly for the fact that the scholastic year was only eight months, caused by the change in reckoning from July to June instead of the former period, from November to October. The change is cordially commended by the report, as it makes the collegiate and graded schools coterminous with the scholastic year, thus presenting divisions of their sessions. Although the average session was less than that of the previous year (being 3.95 months for white and 3.25 for colored) this is accounted for by the change aforementioned.

Much pains have been taken to put all the expenditures of the schools on a cash basis. The effort has been partially successful. In some counties conditions are such that it has thus far seemed impracticable to employ any fixed compulsory law in the premises. It is suggested that some amendment of the school law be made giving wider discretion to school officials. The counties on a cash basis used only the tax formerly levied, namely, a poll tax and a 2-mill tax. In some of the counties not on such a basis it was the same, and nowhere was the 3-mill tax used.

The report quotes in full the educational sections in the State constitution of 1895, and complains of the varying constructions to which it is liable, particularly the provisions regarding the State dispensary. Adopting the prevailing interpretation, which gives to the general expense account of the State the net profits upon liquors until those profits reach the sum of \$193,816.57, it will not be until June, 1898, when anything will be realized by the schools from this source.

A goodly number of schoolhouses were erected during the year for white and colored.

Feeling has been roused in some minds by the character of some of the school histories; but this regards private and graded schools over which the superintendent has no control. The State board of 1895 adopted its own series, action outside of which in the schools under their control is without authority of law.

It angers well for the general educational spirit among the people that in a large number of public schools the State funds for their support are supplemented by subscriptions of private individuals. This is the case with nearly all in some counties. Of academies and high schools in operation there were 85. Attendance at these and the State colleges, male and female, was excellent.

Denominational and other colleges not under State control complain of the free tuition in the others. Dependent to a great extent upon tuition fees, it seems to them unjust that a discrimination should be made which hurts if it does not endanger their security. It is recommended that a uniform law upon the subject be enacted, without intrenching upon special scholarships already created for normal and other purposes.

ERSKINE COLLEGE.

(Quarter-centennial of Dr. Grier's presidency.)

This year (1897) marked the quarter-centennial of William Moffatt Grier as the president of Erskine College, an event of which advantage was taken to signify to him the high regard in which he is held in that State, both as a man and as an edu-

cator. The event was celebrated at the college commencement on the 15th of June. The State superintendent of education and representatives from the various colleges and educational institutions of the State were present and bore loving tribute to the worth and high character of Dr. Grier, whose life was declared to be a blessing to the State. The alumni of the college, present in large numbers, testified to the high appreciation and affectionate regard, each business or profession being represented by a spokesman who appeared in its behalf, as "Erskine and her lawyers," "Erskine and her editors," "Erskine and her preachers." Homage was also rendered by the faculty and student body of the college.

SOUTH DAKOTA.

Report for 1895 and 1896, Hon. Frank Crane, superintendent.

The report opens with a historical sketch of the educational system of the State since its foundation in 1864. It claims that gradation in the rural schools has served to bring into service a large number of trained teachers. Following are some of the observations under this head:

"The graded country school is in itself a detective agency that ferrets out and exposes the incompetent or indolent teacher. The teachers' reports inaugurated by this very excellent system compels the teacher to make a complete exhibit of his work and display it to patrons and superior officers."

Further on it said: "Our system needs revision. . . . Much of the labor, therefore, has been the voluntary patriotic efforts of educators who have received no compensation other than pride in the success attending their efforts. The work of grading our rural schools to the high schools and the high schools to the State University is yet to be done."

The report declares that the work in the State department needs a much larger force for its effective performance.

The law providing for text-books omitted to make provision for continuing the board of education with whom was the authority to adopt and purchase. That law, therefore, became inoperative in July, 1896. The books adopted five years back are still used in most of the counties. The report says on the subject of uniformity in this item:

"County uniformity of text-books has been tried and proved satisfactory in South Dakota and many other States, while township and State uniformity has been abandoned in many States because the former unit was too small and the latter unit was too large."

The superintendent has no supervision over the normal department, although close and friendly relations obtain.

At the State University the course in philosophy has been discontinued, the remaining academic courses required through the sophomore year, and art and violin departments added. The plan alluded to in the foregoing report of accrediting certain schools has not proven as satisfactory as was expected; yet within two years those of Arlington and Vermilion have been added to the list. Uniformity in fitting students is hindered by the frequent changes in the teaching force of the lower institutions. The president says:

"The conditions are further complicated by the necessity of adopting high-school courses for the majority who will not go to college, with the omission of some subjects required for entrance to college, to make room for others in a very elementary form which are properly college studies."

Reports of county superintendents are given in due order. These are in general of a cheerful kind and interesting. Physiology is taught in many. The following is from Hamlin County:

"The subject of physiology is being successfully taught, and the evil effects of tobacco and alcohol are so instilled in the young minds that nearly every pupil is ready to give a temperance lecture at a moment's warning."

Here follow reports of the city schools.

The report contains a number of original articles by the superintendent, some of considerable length, and showing much study and reflection on various subjects, as changes occurring in educational practice, kindergartens, literature in the grades, nature study in the common schools, brains in teaching, and relative value of common-school studies.

TEXAS.

Report for 1895 and 1896, Hon. James M. Carlisle, State superintendent.

After an extended discussion of the system and importance of public schools in general, the report pays a very high compliment to Governor Culberson for his influence in the disembarassing of conditions into which the system in the State had been cast by the confused nature and management of the school revenues. A falling

off in receipts of interest on school-land notes and school-land leases wrought a deficit which increased from year to year, until in 1895 a reduction in the per capita of school population occurred notwithstanding which that deficit at the end of the year was made \$600,000. In this emergency the governor earnestly urged the raising of the school tax to 20 cents, the constitutional maximum. A bill to that effect passed the house almost unanimously, but, meeting with some opposition in the senate, by a compromise the tax was fixed at 18 cents. This being inadequate, further relief was granted at the session next ensuing.

Pressing as is the question of financial supplies—as much so as is that of their disbursements—the condition of these in the State is told with much plainness:

“The State raises the greater part of the school funds, but no provision has been made by which any State authority is empowered to take necessary steps to prevent the funds from being diverted from their legitimate use. The funds are simply sent out to county and city school treasurers to be expended by county and district and city authorities, and the State reserves no right to see that the \$3,000,000 of school funds raised by the State for school purposes are devoted to school purposes.”

Here follows an account of the clumsy way in which reports are made and the circuits through which they are passed along the line of 225 organized counties and the 200 independent city and town districts.

“There is no subject,” it is said, “of greater perplexity at the present moment than the simple inquiry, For what purposes may school funds be legally expended?”

After giving summaries of school expenditures during the period of 1891-92 and that of 1895-96, the report says:

“From the summaries it may be seen that the expenditures for all purposes other than teaching and supervision, excluding, however, amounts transferred, was for 1895-96 \$166,175.58 less than for 1891-92, while the expenditures for teaching were \$314,345.47 greater.”

The report speaks of the glaring disregard of the commands of the constitution requiring six months of schooling, when county schools get a little over four, while city schools get nine, and it calls for a law forbidding county trustees and superintendents from employing any teacher for less than six and providing that the State school fund be entirely relieved of payment of salaries to trustees and superintendents. In existing conditions very many heads of families are actually forced from the country into the towns for the sake of obtaining what can not be had at their homes—the educational advantages to which they are entitled—a misfortune and a wrong which earnestly claim consideration and redress.

Regret is expressed for the necessary suspension of the department of pedagogy in the State University and that this institution, so full of excellent promise, should have to depend upon appropriations at each biennial session of the legislature for its support. The report appeals also for other normal schools for supplementing the incalculably great good now being done by Sam Houston Institute; also for enlargement and increase of endowment for the Prairie View Normal, which has proved such a blessing to the colored race. The question of free text-books is again urgently advocated.

UTAH.

Report for 1894 and 1895, Hon. John R. Park, superintendent of public instruction.

Attention is called to the general good and constantly improving condition of the schools, particularly in the cities, claiming that they compare favorably with those in any of the older States, notably in Salt Lake City and Ogden. Those in rural districts also would rank with the majority elsewhere. Just attention has been given to school buildings that have been constructed after improved methods regarding ventilation, health, comfort, and taste. Even several of the poorer counties, such as Tooele, Sevier, Juab, and others, in these respects and in the grading of schools have done notably well.

Further legislation is needed in order to prescribe a course of study for the whole educational system.

Improvement is shown particularly in the increased percentage of attendance and diminution of that of truancy.

The report recommends the creation of a board of examiners for the State, whose examinations for teachers shall be uniform, superintendents without exception to adopt their examination questions. After successfully passing such examinations; teachers having had five years' experience should be allowed to receive from the board of examiners life certificates. It is further recommended that the law regarding certificates of normal graduates should be so changed as to relieve the latter from subjection to further examination, and that the law authorizing county superintendents to issue warrants to the county treasurer be made more definite on account of the disregard in some instances paid to them.

While recommendation is made for the creation of a general fund for all school purposes, the report abstains from advocating increase of taxes which, if properly

handled, would be sufficient. Several suggestions on this head are offered and reasons given for their adoption. Among these is one requiring in exhibits rendered by this office separate items regarding statistics of "Mormon" and "non-Mormon." The superintendent says:

"I suggest that blank forms used for the purpose of obtaining information regarding schools and educational factors be so changed as to remove the above-quoted obnoxious words."

At the period beginning July 1, 1894, the number of non-Mormon children was 7,589; of Mormon, 47,338. Of all these, 46,495 attended the public schools, 2,224 private, and 6,188 no schools of any sort.

Extended tables are appended, giving detailed statements of all items pertaining to the school system in its operations in the several counties.

According to this report, education in the State, taking into consideration the peculiarly embarrassing condition in which society was found upon its admission into the Union, and the prudent, delicate care with which these required to be managed in order to conform to conditions elsewhere, has advanced with notable rapidity.

1896.

The first annual report, being that for the year ending June 30, 1896, is from the same superintendent, Hon. John R. Park.

Quite an extended discussion is made upon the subject of the law regarding the school fund, taxes for whose support are threefold: "A State tax, which is levied at a uniform rate upon all the taxable property in the State; a county tax, similarly levied upon the taxable property of the county, and a district tax, levied upon the taxable property in each district."

The report contends that the law is not sufficiently explicit regarding State and county funds; consequently there has been much confusion, in some instances producing direct violations of law and inflicting injury upon the districts where they have occurred in one and another item of educational interests. Under this obscure system a few of the counties receive from State and county funds more money than they paid to teachers, yet such misappropriation is not always ascertainable, because some districts pay mainly from the fund raised by local taxation, while others levy no such tax, or one inadequate for school needs. If the State and county fund were used legitimately and with uniformity, all the schools in the State, the report contends, could be maintained for ten months, paying our average salary of \$33.35.

Much is said also on the subject of the law regarding supervision, which it is contended is alike indefinite, both in the State superintendent and those of counties, who have little of control that has much of certitude. Trustees also, in many cases, knowing little of the law, which they have never taken pains to study, pay high salaries to incompetent and low salaries to competent teachers, and expend money in the purchase of apparatus and other things needlessly expensive. To avoid this in part the report recommends that all the districts of a county be consolidated into one board and be composed of persons competent in culture and experience to regulate all matters appertaining to the system. This substitution of county for district organization is argued at considerable length and with much earnestness.

The following is taken from the pages devoted to the teaching force in the State:

"Of 1,047 teachers employed in the public schools of twenty-four counties and four cities during the school year 1895-96, 300 are normal-school graduates, 38 are graduates of colleges, 145 are graduates of high schools, and 561 have not been graduated from any school giving instruction higher than that offered in the grades.

... The average monthly salary paid to teachers in the public schools, outside of cities of the first and second class, is \$44.78, and the average number of months the teacher is employed during the year is less than six—that is, the average yearly income is \$224. These figures speak for themselves. It must be evident that such a pittance is not enough to induce men and women of superior ability to remain in the profession of teaching. ... Yet it often happens that there are more applicants than there are places, and often the successful candidate is not selected on account of his fitness, but because he is a resident of the district, town, or county in which he is employed. In many places the most intense feeling exists against employing foreigners, as those who come from a distance, even in the States, are styled. In view of these things and the frequent incapacity of trustees to make proper selections, it is recommended to abolish all the small districts and place all the schools of each county under the supervision of one board of education.

The Normal School is a part of the State University and has a large number of students, for whom there is constant, urgent demand as teachers. Connected with the university there is also a course of normal instruction in the collegiate classes.

While the kindergarten is much desired, the report considers that for the present it would not be advisable to make legislative provision for them as for common schools, as, however important in towns of as many as 10,000 inhabitants, they are not needed in rural districts, where already the burden of maintaining even common schools presses heavily.

VERMONT.

Report for 1895 and 1896, Hon. Mason S. Stone, State superintendent.

The report notes a great awakening of the people to school interests within the last few years. In 1891 the law of free text-books came into being, and along with them "free academic advantages to pupils resident in towns in which secondary schools are situated, recognition of college and secondary school graduates by exempting such from examination for teachers' certificates under certain conditions; State aid to summer schools for teachers." Only one more enactment seems to be needed, namely, "close expert supervision of the common schools."

Decrease in property valuation, a result of that in rural population, made burdensome school taxation, for the relief of which a 5 per cent tax law was enacted, the revenue of which was apportioned to the various towns to the number of legal schools maintained. It is claimed that in no other State can be found more prudent and benignant legislation toward maintaining the rural schools. The town system has become a fact, and is believed to secure comparative equality. The report says:

"What the town system has done in Vermont in the solution of the rural school problem through the equalization of school advantages may be inferred in part by the discussion of transportation, small schools, schoolhouses, repairs, supplies, teachers, and free text-books."

The question of transportation is not yet in satisfactory solution on account of hesitancy in some communities in adopting it. It is suggested that the law, in that case, should be made mandatory.

Some diminution in the number of small schools has taken place, not as great as it should have been. It is contended that the State can better afford transportation in rural districts than allow such schools to be maintained. The three things that contribute to keep them small are such that increase is hardly probable. These are "the concentrating tendency of the people, diminution in the size of the New England family, and the completion of the common-school course at an earlier age than formerly."

The free text-book law has come into almost universal favor. Change in text-books every five years, a custom which has obtained during the last twenty-five years, has been followed by far less than the expense formerly incurred by it. Competition among publishers has enabled officials to purchase at satisfactory prices, and to obtain books as satisfactorily gotten up.

It is admitted that there is great need of a larger number of trained teachers, but this need is constantly diminishing. The report says:

"Teaching to-day is in a transition period, and is seeking a sound basis through a larger and better conception of educational principles. The change exhibits itself in the improved methods which have been readily accepted and applied."

It is noteworthy that the number of teachers who remain longer than one term of school continues to show much increase.

An earnest appeal is made for a law creating expert school supervision. This, it is claimed, is the only thing needed to render the educational system all that its most thoughtful friends wish it to be.

Further arguments are adduced from eminent sources in other States. The system was tried as far back as 1888, but was soon afterwards repealed. It did not meet with popular favor, partly because of partial failure on account of extent of territory and partly because the expense was considered too great for the amount of benefit accomplished. Yet it is contended that this benefit was far greater than was generally believed, and the restoration of the law, which the present system would render entirely practicable, is earnestly recommended. The subject is discussed at considerable length and in forcible terms.

In the average wages of teachers it is claimed that the State compares favorably with the others in New England. The manufacturing States, Massachusetts, Rhode Island, and Connecticut, are considerably higher, owing to greater expense in living and density of population. Wages of women have increased, while those of men have remained about the same. On this head the report says:

"This is due not to a change in the school administration of the State, nor to the superior system of examination established, but rather to the multitude of occupations open to women to-day offering greater compensation with less responsibility and unkind criticism. They have become the competitors of men in many of the trades and professions."

The State makes advance in the means of preparing teachers better for the several branches of school work; but it is urged that this could be made much greater by additional legislative action. At present are the teachers' meetings, reading circles, secondary schools, normal schools, institutes, and summer schools. Teachers' meetings in some communities where the superintendents are thoroughly compe-

tent, do well, in others not. About four hundred teachers attended reading circles in 1895. In the matter of secondary schools, several of the high schools and academies availed themselves of opportunities extended by the law of 1895, whereby graduates of approved secondary schools who had received as many as thirty weeks' instruction in teaching may receive certificate of teaching without examination. Very much good has come forth in the operation of this law.

Reports are made of the three normal schools, at Castleton, Randolph, and Johnson. We quote from the extended observations made concerning them the following:

"As nearly 90 per cent of the schools of Vermont are ungraded schools, the true function of the normal school is to train and equip teachers for the country ungraded schools. But the normal schools fail in the attainment of the object for which they were established unless they send out graduates better equipped than the graduates of the secondary schools. The chief aim should be to teach teachers how to teach rather than to teach subject matter to teachers—the one makes them professional schools, the other makes them common schools. The normal schools can never reach their highest degree of influence, power, and popularity until the State assumes absolute control and support. The schools can not well exist unless there be adequate State aid; and if the State furnishes the revenue of support, then ought it to have unrestricted management of the schools."

WASHINGTON.

Report for 1893 and 1894, Hon. C. W. Bean, superintendent of public instruction.

The report consists in great part of recommendations of changes in the school law, and of elaborate, thoughtful argumentation in their behalf. Among these is one for dispensing with the board of county examiners having less than 30 school districts and that the work done by them be assigned to county superintendents. Others are regarding teachers' examinations for certificates, record books for school districts, the empowering school district boards to employ teachers for terms of two years, and devoting a portion of the school fund to the purchase of free text-books, for reference and general school libraries, for a specified minimum per capita of school fund, for arrangement of courses of study in all schools from the primary to the university, etc.

The State University is represented to be advancing with great rapidity. The legislature two years back removed charges for tuition, since when enrollment has risen from 140 to 468. The Agricultural College and School of Science also is doing well. The General Government endowed the former with 90,000 acres of land, and the latter with 100,000, the value of which, although less than half has been selected and approved, is rated at over a million dollars.

The report regards normal schools as the most important item in the whole educational machinery, and the question is argued at much length, and appeal made for the speedy creation of at least three of such institutions, and the abolishment of the normal appendage to the university, where, it is contended, it has no rightful place. The school at Vancouver for defective youth is in good hands and doing much of the good that was expected from it. The records show that there are not far below 200 in the State, about 100 of whom are in this institution. It is recommended, for several reasons given, that it be entirely separate from that for the deaf and blind. Good account is rendered of the State Reform School under the direction of Professor Westerndorf.

The three sources from which school revenues are derived are the permanent State school fund, taxes levied by county commissioners, and those special, levied by boards of school districts. The apportionment of these funds is a subject of frequent discussions among the people generally. These are given in the report, which contends that it should be based upon average daily attendance, which in that case would be greatly increased.

1895-96.

The report for 1895 and 1896 is from the same superintendent, C. W. Bean, esq. The number of school children in average daily attendance increased about 5,000, number of schoolhouses being now over 1,800, though there has been some decrease in the value of school property.

Among the recommendations and changes in the school law are to make the district the unit for taxation, to make a prescribed minimum rate in district taxation, to levy a tax to reduce district inequalities, to require every district by local taxation to provide its own school buildings, and purchase its own text-books out of the list chosen by the board of education, who contend with publishers about uniform prices; requiring higher educational qualifications in superintendents, abolish

county examining boards in counties with less than thirty teachers, and prohibit creation of new districts containing less than some specified number of pupils.

There has been some increase in average school duration and a slight decrease in teachers' wages. Upon the whole, during the last two years as much retrenchment was made as was possible in avoiding infliction of too great injury, although the report considers the reduction of teachers as a misfortune.

It is claimed that the State University is being brought in touch with the various preparatory schools. To the State Agricultural College have been added a school of pharmacy, one of dairying, and one of farming. Extremely popular is the winter course for farmers and fruit growers, when lectures are attended by more than 200.

The two normal schools at Ellensburg and Cheney are earnestly recommended for more liberal support by the State.

As far as practicable, a course of study for ungraded schools has obtained.

An extended, earnest argument in favor of free text-books is made by the superintendent, citing many States that have adopted it and found it a great benefit; another yet more elaborate on the many various means that have been devised for the raising of school revenues. The subject is admitted to have many difficulties in its striving toward accurate, satisfactory solution.

WEST VIRGINIA.

Report for 1895 and 1896, Hon. Virgil A. Lewis, State superintendent.

It is claimed that in providing for free schools the greater portion of the State's revenue is devoted to this end. After a minute tabulation of statistics of the two years, showing increases and decreases in the various items, attention is called to what are termed "units of school administration," of which there are two "minor," that is, "two units of school government, and upon the administration in these depends almost entirely the success of the State's educational work." The first is the "magisterial district." Says the report:

"In it the administration of all school law is in the hands of a board of education elected by the people, and a board of trustees in each subdistrict, appointed by the board of education. The powers and duties of each are defined by the general school law of the State. These magisterial districts owe their existence to the provisions of the general State law. By the provisions of section 1 of Article VII of the first constitution it was declared 'every county shall be divided into not less than three nor more than ten townships, laid off compactly as practicable with reference to natural boundaries.' In compliance with this constitutional provision the legislature passed an act on the 31st day of July, 1863, containing a schedule in which were named prominent men in each county whose duty it was made to divide the several counties as required by the constitution. By an act of the legislature December 10, 1863, these townships were declared to be school districts," etc.

This provision was incorporated into the present constitution founded in 1872. The superintendent urges that the schools under this provision be made graded by the board of education.

The second unit is named "The independent school district;" these, not being under the provision of general law, are under those of special statutes, and are controlled by a board of education, who act also as trustees. The superintendent insists that in each of these independent school districts should be established a high or graded school with a complete course of study, and claim that when these recommendations are adopted the foundation of the State's educational work will be complete.

This is followed by an extended account of State certificates and the State board of education, a circular of information for school officials, publishers of schoolbooks and their prices, and general reports of free schools with various programmes of daily exercises.

Attention is called to the resolutions of the West Virginia Educational Association in favor of a "uniform course of instruction for the first two years of all high schools throughout the State subject to extension by the several boards of education." The preamble reads thus:

"Whereas there is need of unifying the educational forces of the State so as to bring about harmony between the courses of study of the common schools, the graded schools, the high schools, the normal schools, and admission to the academic courses of the university: Therefore, resolved," etc., and hope is expressed that the legislature will pass a bill in pursuance of these ideas.

Cordial acknowledgments are rendered for the aid received from the Peabody fund, which was expended in compliance with the terms of bestowment, which were limited to the training of teachers; that is, to the normal schools and teachers' institutes.

WISCONSIN.

Report for 1895 and 1896, Hon. J. Q. Emery, State superintendent.

The considerable increase in the amount paid to teachers is claimed to indicate better instructors and longer terms of schools. On the whole, this superintendent insists that these have improved every way within the last ten or fifteen years in teaching force, in building, and other items in the system. Very few are without teachers who have had advantages above district ungraded schools. Very great good has resulted from the increase of teachers' institutes. Improvement is claimed also for ungraded schools, because of the advanced sentiments in general growing out of such institutes and other associations, and more intelligent, vigilant supervision of county superintendents, leading to better-systemized instruction.

The following is a summary of the superintendent's observations on this head:

"To summarize, these are a few lines along which we may mark the progress which is being made, viz: The attendance of pupils, the interest of patrons and citizens in the material equipment of public schools, demand for more thoroughly trained teachers, the increase of a more intelligent use of a course of study, and the growing appreciation of the value of good books for general reading as an adjunct of the school in promoting general intelligence and good citizenship."

The report has some very interesting observations regarding urban and country schools. The former, although with well-trained and experienced teachers, are trammelled partly by the too early leaving school on the part of considerable numbers, and partly by the greater indulgences allowed to children in villages than in rural districts. Yet the superiority of these schools works injury to the rural by the frequent drafts upon their classes, and greatly diminishing the number of their pupils. The report makes several recommendations tending to better the condition of things in these country schools. One is the consolidation of small and sparsely populated school districts and the transportation of pupils to and from the school-houses when they live too far to walk the distance; another is to provide for better inspection; another is a different method in distributing school funds, with view of bringing about as great equalization of cost as possible. The report also opposes the district as the only or the principal unit of taxation because of its smallness, variability, and liability to be controlled by narrow, selfish considerations. It recommends also greater encouragement of kindergartens.

Other changes are commended. What now is particularly needed is that teachers make themselves familiar with the books in the library, so as to help pupils in making selections.

Much praise is bestowed upon the marked advance of the free high schools, of which there are now 197, as many as 8 being added within the last two years. Most of these are in towns and villages. Towns, as such, have thus far taken little advantage of the law.

The following is taken from observations under the head, "Manual-training departments:"

"By chapter 358, laws of 1895, the legislature authorized any board of education in the State having charge of a high school to establish and maintain a department of manual training in connection with the schools under its control and management, and further enacted that the expense of maintaining such department be provided for in the same manner as expenses for maintaining high schools are provided for."

The superintendent is to advise and assist in the organization, and the work has made substantial progress.

The State has been liberal in care of the deaf, with whom both the sign and oral methods are employed. At the beginning of the year 1895 there were four of these schools. At the time when this report was made there were nine.

A long space is devoted to physical training in normal schools. It includes photographs of pupils at various stages of development, and is in all respects highly interesting. The seventh of these normal schools was established in 1895.

The State University continues to make great strides. Students have gone from 443 in 1885-86 to 1,598 in 1895-96. The largest number is in the College of Letters and Science, which includes also the schools of economics, political science, and history. In this (the College of Letters and Science) there has been a great increase of women students, greater, indeed, than that of men. The proportion of the former to the latter in 1886-87 was 116 to 221; in 1896-97 it was 327 to 491.

The following extract shows some facts that are highly interesting and significant:

"It can not be said that the problem of coeducation presents many difficulties. The old query as to whether the health of young women would bear the strain of a university course has been swept away by the energetic hand of experience; so, also, has the doubt as to whether scholarship would not suffer from the presence of women in the classes. It is settled, not only here but elsewhere, that the general health of young women is better at the time of graduation than at the time of entrance, and that the average scholarship of young women is higher than that of young men."

There are some difficulties, however, the report admits, one being the "tendency to excessive recreation." It is suggested that an official be appointed to be styled "dean of the woman's department." At present the university has no control over the department of the large majority, who live in clubs and boarding houses. Yet the superintendent says, "It is a pleasure to add that in general none is needed."

WYOMING.

Report for 1895 and 1896, Miss Estelle Reel, superintendent of public instruction.

Complaint is made of the lack of sufficient facilities for obtaining correct and reliable statements of school statistics, subordinate officials being slow and often inexpert in rendering accounts to county superintendents. The difficulty lies partly in objections to the provisions which district treasurers and clerks are required to observe, which to some of them seem needlessly exacting and onerous. The law requires these officials to report to the voters of the district at the annual district meeting on the first Monday in May, and afterwards on the first Monday of September to report to the county superintendent. This added burden is much complained of, and delay and laxity are the consequences.

Yet increments are reported in several lines. The number of schools in 1894, 379, increased to 425 in 1896, of teachers from 407 to 465, and of pupils 1,272. Attendance of children is better than ever before. School buildings have gone from 257 to 306. But the average of wages has decreased; also the cost of tuition to some extent. Under operation of the act of 1895 for reduction in the number of school districts, they have been brought down to 182. Notwithstanding reduction in the salaries of county superintendents, high praise is bestowed upon their diligence and efficiency.

The report argues strongly for the adoption of a uniform course of study for the whole State. It has already been adopted in several of the counties with signal benefit.

Much praise is bestowed upon the county institutes. The good results from regular reading of educational magazines and like publications lead the superintendent to urge every teacher in the State to subscribe for them.

The superintendent is earnest, like her predecessor, in the matter of free text-books, and commends the following arguments made by the latter in one of his reports. After carefully studying the question, noting the experiences in other States where the system prevails, the following summary of benefits is given:

"First. A gain of from 25 to 40 per cent on first cost.

"Second. A gain of at least 33 per cent in the time the book will be in proper condition to use.

"Third. Considering first cost and time of use, there is a gain of about 50 per cent in cost to the community.

"Fourth. The classes are uniformly supplied at the proper time and with the proper text-books.

"Fifth. The very unpleasant distinction between rich and poor is avoided.

"Sixth. Increased attendance.

"Seventh. Schools are more successfully graded.

"Eighth. A State or county system is more easily carried out.

"Ninth. A very great and unnecessary expense to teachers is avoided."

Inasmuch as adoption of the system in general will be, in all probability, delayed by consideration of the great expense which the first outlay must necessarily incur, the report recommends for the present that the matter be left to the voluntary action of the several districts.

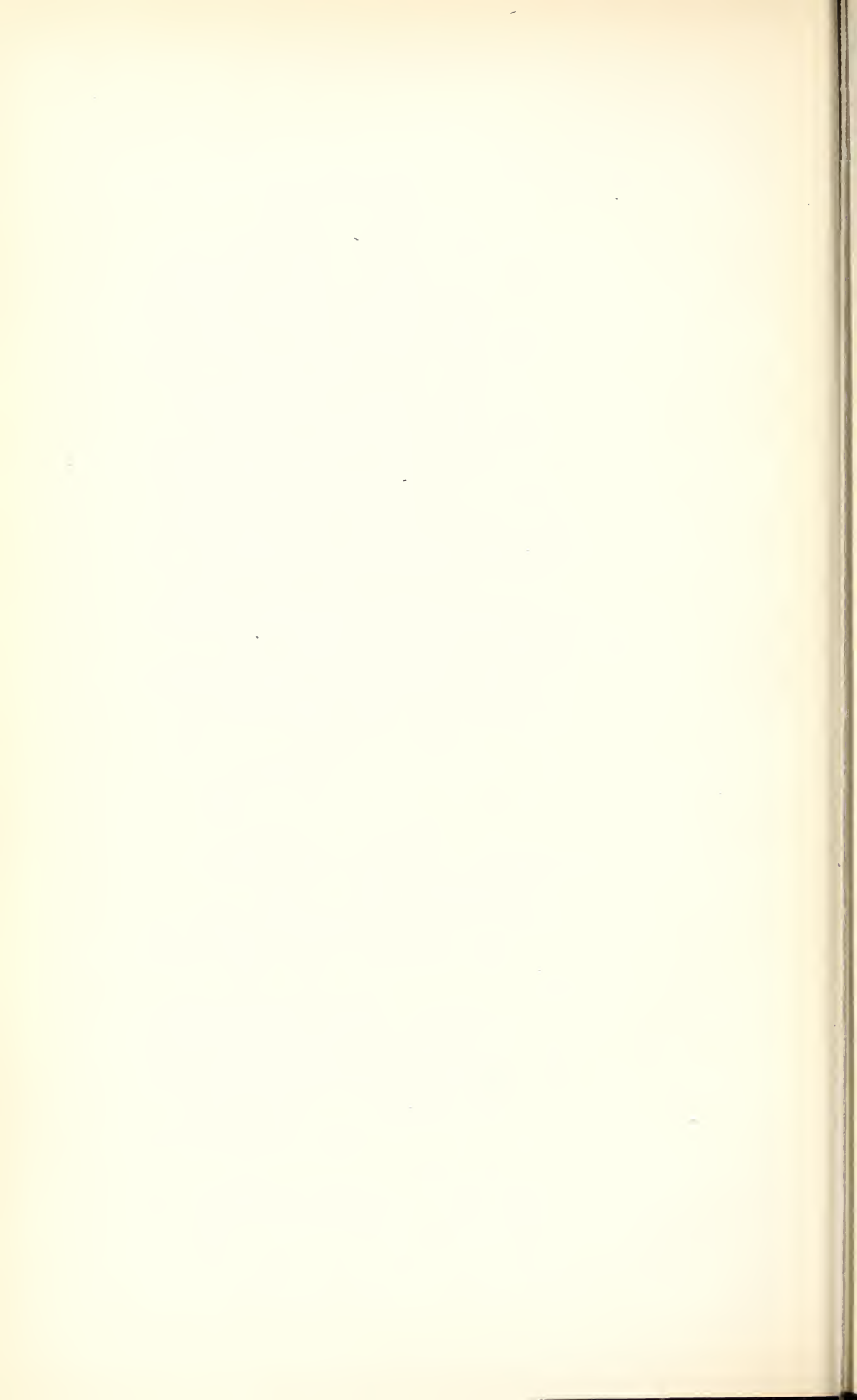
Attention is called to the extremely onerous duties of the State superintendent's department. This official, in addition to being school superintendent, is ex officio a member of the board of trustees of the State University, secretary of the State board of charities and reform, and secretary and register of the State board of land commissioners. Without seriously complaining, the superintendent uses the following sufficiently pertinent language:

"The law authorizes a contingent which allows the heads of other departments to appoint such clerks for their office as they deem advisable, and it is not easy to discern the wisdom of the restrictions placed upon the clerical assistance afforded to this department."

The university is reported to be advancing. The trustees this year did away with what was styled the "subpreparatory class." The standard has been considerably raised, and some valuable accessions have been made to the faculty.

Much benefit is claimed to have come already from the State Teachers' Association, which was formed in the year 1891.

Quite a liberal grant of land was lately made to the State Agricultural College. To guard against the hindrances probably attaching to judicious disposal of land in large quantities, it was provided that selections be made of tracts not less than 160 acres, nor more than 640.



CHAPTER XXVIII.

FOREIGN UNIVERSITIES.

- I. *Arranged according to date of founding.*
- II. *Arranged according to number of students.*
- III. *Arranged alphabetically.*
- IV. *Arranged according to countries.*
- V. *List of polytechnica.*
- VI. *List of agricultural, forestry, and mining schools.*

INTRODUCTION.

The authors of "Minerva, Jahrbuch der Universitäten der Welt," which is the chief source of information offered in the following six lists, say that they have submitted their work at various stages of completion to different professors of the countries mentioned, so that they are assured that their decision as to which of the learned institutions of the world should be regarded as universities is upheld by the most trustworthy authority. They call their Jahrbuch a collection of names of teaching bodies, of universities, or similar institutions of the world. In the first edition the authors admitted that, despite the most rigorous search, a few of the smaller institutions of the Western Hemisphere escaped their notice. In subsequent editions these omissions have been corrected, and libraries, societies, and museums added, so that the fifth edition, that of 1895-96, is a remarkably valuable source of information. Since this Report of the Bureau of Education contains direct information concerning the higher institutions of learning in the United States, they have been omitted from the following lists, which are devoted exclusively to foreign institutions.

FOREIGN UNIVERSITIES.

[After "Minerva," by K. Trübner.]

I. *Arranged according to age.*

Date of foun- dation.	Locality.	Date of foun- dation.	Locality.
	<i>Tenth century.</i>		<i>Fourteenth century</i>
988	Kairo, Egypt.	1303	Rome, Italy.
	<i>Twelfth century.</i>	1339	Grenoble, France.
1119	Bologna, Italy.	1343	Pisa, Italy.
1181	Montpellier, France.	1346	Valladolid, Spain.
1200	Paris, France.	1348	Prague, Bohemia, Austria.
1200	Oxford, England.	1349	Florence, Italy.
	<i>Thirteenth century.</i>	1361	Pavia, Italy.
1209	Valencia, Spain.	1364	Krakaw, Galicia, Austria.
1222	Padua, Italy.	1365	Vienna, Austria.
1224	Naples, Italy.	1367	Fünfkirchen, Hungary.
1233	Toulouse, France.	1386	Heidelberg, Baden, Germany.
1243	Salamanca, Spain.	1391	Ferrara, Italy.
1257	Cambridge, England.		<i>Fifteenth century.</i>
1266	Perugia, Italy.	1402	Würzburg, Bavaria, Germany.
1288	Coimbra, Portugal.	1409	Leipzig, Saxony, Germany.
		1409	Aix, France.
		1411	St. Andrews, Scotland.

FOREIGN UNIVERSITIES—Continued.

I. Arranged according to age—Continued.

Date of foundation.	Locality.	Date of foundation.	Locality.
<i>Fifteenth century—Continued.</i>		<i>Eighteenth century—Continued.</i>	
1412	Turin, Italy.	1737	Göttingen, Prussia, Germany.
1419	Rostock, Mecklenburg, Germany.	1740	Erlau, Hungary.
1422	Parma, Italy.	1743	Erlangen, Bavaria, Germany.
1422	Besançon, France.	1743	Santiago, Chile.
1426	Louvain, Belgium.	1748	Cádiz, Spain.
1431	Poitiers, France.	1755	Moscow, Russia.
1437	Caen, France.	1771	Münster, Prussia, Germany.
1444	Catania, Sicily, Italy.	1772	Klausenburg, Hungary.
1450	Barcelona, Spain.	1777	Sienna, Italy.
1451	Glasgow, Scotland.	1779	Palermo, Sicily, Italy.
1456	Greifswald, Prussia, Germany.	1784	Lemberg, Galicia, Austria.
1457	Freiburg, Baden, Germany.	1785	Pressburg, Hungary.
1480	Basel, Switzerland.	1788	Grosswardein, Hungary.
1463	Nantes, France.		
1465	Budapest, Hungary.		<i>Nineteenth century.</i>
1472	Bordeaux, France (1441).	1804	Kasan, Russia.
1472	Munich, Bavaria, Germany.	1804	Charkow, Russia.
1474	Saragossa, Spain.	1805	Yaroslavl, Russia.
1477	Upsala, Sweden.	1808	Clermont, France.
1477	Tübingen, Württemberg, Germany.	1808	Lille, France.
1478	Copenhagen, Denmark.	1808	Lyons, France.
1494	Aberdeen, Scotland.	1809	Rennes, France.
		1809	Berlin, Prussia, Germany.
	<i>Sixteenth century.</i>	1811	Christiana, Norway.
1501	Valencia, Spain.	1812	Genoa, Italy.
1502	Halle-Wittenberg, Prussia, Germany.	1813	Ghent, Belgium.
1502	Sevilla, Spain.	1813	Warsaw, Poland, Russia.
1504	Santiago, Spain.	1817	Liege (Lüttich), Belgium.
1506	Breslau, Prussia, Germany.	1818	Bonn, Prussia, Germany.
1508	Madrid, Spain.	1819	Petersburg, Russia.
1527	Marburg, Prussia, Germany.	1821	Montreal, Canada.
1531	Granada, Spain.	1823	London (University College), England.
1531	Sárospatak, Hungary.	1827	Toronto, Canada.
1537	Lausanne, Switzerland.	1827	Sheffield (Medical College), England.
1540	Macerata, Italy.	1828	Lampeter (St. David's College), Wales.
1544	Königsberg, Prussia, Germany.	1832	Durham, England.
1548	Messina, Sicily, Italy.	1832	Zürich, Switzerland.
1556	Sassari, Italy.	1834	Brussels, Belgium.
1558	Jena, Thuringia, Germany.	1834	Berne, Switzerland.
1559	Geneva, Switzerland.	1836	London (University), England.
1566	Olmütz, Moravia, Austria.	1837	Athens, Greece.
1567	Strasbourg, Alsace, Germany.	1838	Messina, Italy.
1568	Braunsberg, Prussia, Germany.	1845	Cork, Ireland.
1572	Nancy, France.	1845	Belfast, Ireland.
1575	Leiden, Holland.	1845	Galway, Ireland.
1580	Oviedo, Spain.	1849	Algiers, Algeria.
1583	Edinburgh, Scotland.	1850	Sydney, Australia.
1586	Graz, Styria, Austria.	1851	Manchester (Victoria University), England.
1588	Kiev (Kieff), Russia.	1851	Newcastle, England.
1591	Dublin, Ireland.	1853	Melbourne, Victoria, Australia.
1596	Cagliari, Italy.	1857	Calcutta, India.
		1857	Madras, India.
	<i>Seventeenth century.</i>	1857	Bombay, India.
1605	Manila, Philippine Islands.	1860	Jassy, Roumania.
1607	Giessen, Hessa, Germany.	1862	Kecskemet, Hungary.
1614	Groningen, Holland.	1864	Bucharest, Roumania.
1632	Salzburg, Austria.	1865	Odessa, Russia.
1632	Amsterdam, Holland.	1866	Neuchâtel, Switzerland.
1632	Dorpat (Jürjev), Russia.	1868	Tokyo, Japan.
1636	Utrecht, Holland.	1870	New Zealand, New Zealand.
1640	Helsingfors, Finland, Russia.	1872	Aberystwith, Wales.
1657	Kaschau, Hungary.	1872	Adelaide, Australia.
1665	Kiel, Prussia, Germany.	1873	Cape City, South Africa.
1666	Lund, Sweden.	1874	Agram, Croatia, Hungary.
1671	Urbino, Italy.	1875	Angers, France.
1673	Innspruck, Tyrol, Austria.	1875	Lille (Faculté Libre), France.
1676	Eperies, Hungary.	1875	Lyons (Faculté Libre), France.
1683	Modena, Italy.	1875	Özernowitz, Bukovina, Austria.
		1875	Birmingham, England.
	<i>Eighteenth century.</i>	1876	Bristol, England.
1710	Barbados (Codrington College), West Indies.	1877	Leeds, England.
1722	Dijon, France.	1877	Liverpool, England.
1727	Camerino, Italy.	1878	Stockholm, Sweden.
		1879	Sheffield (Firth College) England.

FOREIGN UNIVERSITIES—Continued.

I. Arranged according to age—Continued.

Date of foundation.	Locality.	Date of foundation.	Locality.
	<i>Nineteenth century—Continued.</i>		<i>Date not known.</i>
1880	Habana, Cuba.		Belgrade, Servia.
1880	Dublin, University of Ireland.		Allahabad, India.
1880	Dundee, Scotland.		Limoges, France.
1880	Nottingham, England.		Marseilles, France.
1882	Prague (Bohemian University), Austria.		Montevideo, Uruguay.
1883	Cardiff, Wales.		Montauban, France.
1883	Tomsk, Siberia, Russia.		Bangor, Wales.
1883	Sophia, Bulgaria.		
1889	Freiburg, Switzerland.		
1891	Gothenburg, Sweden.		

FOREIGN UNIVERSITIES.

II. Arranged according to number of students.

[The attendance stated is that of 1896.]

A. UNIVERSITIES.

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
1	Paris	11,060	49	Tübingen	1,289
2	Berlin	9,629	50	Lille	1,283
3	Vienna	7,026	51	Liège	1,237
4	Madrid	6,143	52	Salamanca	1,217
5	Naples	5,108	53	Dorpat	1,233
6	Moscow	4,461	54	Havana	1,226
7	Budapest	4,407	55	Amsterdam	1,218
8	Munich	3,814	56	Christiania	1,150
9	St. Petersburg	3,392	57	Göttingen	1,149
10	Oxford	3,365	58	Manila	1,144
11	Athens	3,258	59	Freiburg (Baden)	1,143
12	Leipzig	3,126	60	Dublin	1,128
13	Manchester (about)	3,060	61	Heidelberg	1,115
14	Cambridge	2,929	62	Strassburg	1,098
15	Edinburgh	2,850	63	Manchester (Owens College)	1,092
16	Prague (Bohemian)	2,815	64	Warsaw	1,088
17	Kijew (Kieff)	2,565	65	Montreal	1,082
18	Turin	2,434	66	Erlangen	1,075
19	Lyons	2,198	67	Urbana	1,075
20	Bordeaux	2,160	68	Pisa	1,066
21	Helsingfors	2,015	69	Rome (University Pont.)	1,033
22	Copenhagen	2,000	70	Nancy	1,013
23	Glasgow	1,924	71	Genoa	1,010
24	Rome (Royal University)	1,914	72	Innsbruck	1,009
25	Barcelona	1,887	73	Santiago (Chile)	1,009
26	Toulouse	1,808	74	Poitiers	957
27	Graz	1,761	75	Marburg	968
28	Bonn	1,726	76	Catania	962
29	Bucharest	1,680	77	Geneva	862
30	Louvain	1,669	78	Kasan	837
31	Halle	1,645	79	Leiden	816
32	Bologna	1,629	80	Zürich	814
33	Tokyo	1,620	81	Greifswald	813
34	Padua	1,616	82	Aberdeen	789
35	Charkov	1,576	83	Jena	758
36	Upsala	1,499	84	Berne	755
37	Rennes	1,477	85	Aix-en-Provence	743
38	Würzburg	1,467	86	Utrecht	732
39	Coimbra	1,429	87	Kiel	727
40	Breslau	1,424	88	Caen	726
41	Prague (German)	1,424	89	Klausenburg	726
42	Lemberg	1,398	90	Valencia	726
43	Toronto	1,353	91	Königsberg	683
44	Pavia	1,345	92	Ghent	676
45	Palermo	1,343	93	Melbourne	668
46	Montpellier	1,342	94	Giessen	667
47	Brussels	1,316	95	Lund	665
48	Krakow	1,313	96	Dijon	631

FOREIGN UNIVERSITIES—Continued.

II. Arranged according to number of students—Continued.

A. UNIVERSITIES—Continued

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
97	Kingston	601	113	Czernowitz.....	390
98	Florence	595	114	Macerata	358
99	Odessa	581	115	Freiburg (in Switzerland)	348
100	Messina	553	116	Adelaide	320
101	Grenoble	540	117	Perugia	298
102	Lausanne	538	118	Siena	257
103	Parma	524	119	Toronto (Victoria University)	250
104	Rostock	514	121	Cagliari	237
105	Basel	510	121	St. Andrews	222
106	Agram	484	122	Camerino	207
107	Belgrade	465	123	Clermont	206
108	Sydney	454	124	Besançon	169
109	Groningen	452	125	Sassari	163
110	Jassy	422	126	Amsterdam (free university)	99
111	Modena	412	127	Ferrara	99
112	Durham (about)	400	128	Urbino	93

B. COLLEGES, INDEPENDENT FACULTIES, AND SCHOOLS FOR ORIENTAL LANGUAGES.

1	Nottingham College.....	1,902	34	Cardiff College.....	170
2	London University College	1,590	35	Grosswardein Law Academy	167
3	Leeds College	1,110	36	Vienna School for Oriental Languages	165
4	Birmingham College	1,102	37	Neuchâtel Academy	155
5	Edinburgh School of Medicine	1,000	38	Eperies Law Academy	149
6	London St. Bartholomew Hospital	950	39	Pressburg Law Academy	149
7	Northampton Smith College	875	40	Santiago Institute of Pedagogy	141
8	St. Petersburg Military Medical Academy	750	41	Florence Female University	127
9	Rome College Urbanum de Propaganda	628	42	Lampeter College	125
10	Florence	594	43	Sárospatak, Theology and Law	121
11	Rome Seminary	503	44	Kaschau Law Academy	118
12	Bristol College	488	45	Milan Academy	97
13	Münster Academy	476	46	Fünfkirchen Law Academy	94
14	Algiers	468	47	Rome Female University	94
15	Sheffield College	450	48	Erlau Law Academy	86
16	Tomsk	430	49	Nézin Historical-Philosophical Institute	80
17	Newcastle College	401	50	Kecskemet Law Academy	77
18	Aberystwith College	400	51	St. Petersburg Historical-Philosophical Institute	71
19	Sophia	380	52	Dundee College	71
20	Macerata	358	53	Salzburg Theological Faculty	71
21	Stockholm	337	54	Braunsberg Lyceum Hosianum	69
22	St. Petersburg Law Academy	330	55	Naples Oriental Languages Institute	63
23	Stockholm Medical Institute	305	56	Montauban Protestant Faculty	43
24	Jaroslau	269	57	Rome College of San Anselmo	35
25	Olmütz Theological Faculty	246	58	Budapest Theological Faculty	30
26	St. Petersburg Theological Academy	239	59	Moscow Lazarev Institute	25
27	Oviedo	235	60	Vienna Oriental Academy	25
28	Kasan Theological Academy	220	61	Vienna Protestant Theological Faculty	22
29	Rome College of St. Thomas	220			
30	Kijev Theological Academy	216			
31	Gothenburg	215			
32	Cork College	212			
33	Recife Law Faculty	180			

C.—EXAMINING UNIVERSITIES IN HINDUSTAN.

1	Calcutta	3,475	4	Allahabad	990
2	Madras		5	Lahore	863
3	Bombay	1,228			

FOREIGN UNIVERSITIES—Continued.

II. Arranged according to number of students—Continued.

D.—TECHNOLOGICAL INSTITUTES.

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
1	Berlin	2,954	20	Brunswick	399
2	Munich	1,756	21	Turin	380
3	Zürich	1,330	22	Aachen	363
4	Budapest	1,251	23	Lemberg	324
5	Vienna	1,235	24	Porto	322
6	Darmstadt	1,173	25	Prague (German)	313
7	Hannover	1,101	26	Stockholm	315
8	Riga	1,081	27	Brinn	287
9	Karlsruhe	996		St. Petersburg (Civil Engi- neering Institute)	285
10	Stuttgart	910	28	Graz	272
11	Dresden	905	29	Madrid	235
12	St. Petersburg (Hydrographic Engineering Institute)	887	30	Naples	220
13	Prague (Bohemian)	833	32	Paris (École polytechnique)	210
14	St. Petersburg (Polytechnic)	779	33	London (Technological Col- lege)	183
15	Sheffield	650	34	Helsingfors	117
16	Charkow	641	35	Paris (Ponts et Chaussées)	17
17	Moscow	621	36	Paris (École d'Electr.)	
18	Milan	441			
19	Delft	428			

E.—AGRICULTURAL, FORESTRY, AND MINING ACADEMIES.

1	Berlin (agricultural)	702	15	Ung-Altenburg (agricultural)	103
2	St. Petersburg (mining)	402	16	Beauvais (agricultural)	103
3	Poppelsdorf (agricultural)	395	17	Pribram (mining)	101
4	St. Petersburg (mining)	350	18	Kolozsmonostor (agricultural)	100
5	Vienna (agricultural)	291	19	Debreczin (agricultural)	93
6	Nowaja Alexandria (forestry)	254	20	Tharant (forestry)	91
7	Freiburg (mining)	231	21	Eberswalde (forestry)	62
8	Leoben (mining)	208	22	Münden (mining)	46
9	Paris (mining)	203	23	Douai (agricultural)	30
10	Clausthal (mining)	192	24	Eisenach (forestry)	23
11	Aschaffenburg (mining)	158	25	Nancy (forestry)	27
12	Hohenheim (agricultural)	113	26	St. Etienne (mining)	20
13	Keszthely (agricultural)	110	27	Evois (forestry)	16
14	Moscow (agricultural)	109			

F.—VETERINARY SCHOOLS.

1	Madrid	750	10	Hannover	230
2	Vienna	635	11	Naples	177
3	Berlin	460	12	Dresden	169
4	Copenhagen	370	13	Milan	120
5	Kasan	356	14	León	99
6	Budapest	349	15	Turin	91
7	Alfort	281	16	Stuttgart	90
8	Dorpat	259	17	Utrecht	56
9	Munich	249			

NOTE.—The number of students in universities not mentioned had not been ascertained.

FOREIGN UNIVERSITIES.

III. Arranged alphabetically with faculties and number of students.

1. *Aberdeen, Scotland*: University of Aberdeen, 789 students. Philosophical, theological, law, and medical faculties; library.
2. *Aberystwith, Wales*: University College of Wales, with college at Bangor, 400 students.
3. *Adelaide, Australia*: University of Adelaide, 320 students. Observatory.
4. *Agram, Croatia, Hungary*: Königl. Universität Agram, 484 students. Theological, law, and philosophical faculties; library.
5. *Aix-en-Provence, France*: Faculté d'Aix, 748 students. Law and philosophical faculties; library.
6. *Algiers, Algeria, Africa*: Faculté d'Alger, 468 students. Law, medical, scientific, and philosophical faculties; library, observatory.

7. *Allahabad, India*: University of Allahabad. Examining board, 3,423 candidates.
8. *Amsterdam, Netherlands*: Universiteit te Amsterdam, 1,150 students. Law, medical, scientific, philosophical, and theological faculties; library and several institutes.
9. *St. Andrews, Scotland*: University of St. Andrews, 222 students. St. Salvador, St. Leonard's, and St. Mary's College.
10. *Angers, France*: Facultés Catholique Libres. Law, scientific, theologic, and philosophical faculties; library.
11. *Athens, Greece*: National University, 3,258 students. Theological, law, medical, and philosophical faculties; public library.
12. *Bangor, Wales*: University College of North Wales.
13. *Barcelona, Spain*: Universidad de Barcelona, 1,887 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; library.
14. *Basel, Switzerland*: Universität Basel, 510 students. Theological, law, medical, and philosophical faculties; public library.
15. *Belfast, Ireland*: Queen's College.
16. *Belgrade, Servia*: Serpska Kraljevska Velika Škola, 465 students. Philosophical, law, and technological faculties; library.
17. *Berlin, Prussia, Germany*: Königl. Friedr.-Wilhelms-Universität, 9,629 students. Theological, law, medical, and philosophical faculties; seminary for oriental languages, and eleven other seminaries; library and thirty-six university institutes and museums.
18. *Berne, Switzerland*: Universität Bern, 755 students. Catholic and Protestant theology, law, medical, and philosophical faculties; city libraries.
19. *Besançon, France*: Facultés de Besançon, 169 students. Scientific, philosophical, and medical faculties; library.
20. *Birmingham, England*: Mason College, 1,102 students. Arts and science, medical and dental faculty; library.
21. *Bologna, Italy*: Regia Università di Bologna, 1,629 students. Philosophical, scientific, law, medical, and pharmaceutical faculties; veterinary and engineers' schools; library.
22. *Bombay, India*: University of Bombay. Examining board, 3,374 candidates; five preparatory colleges.
23. *Bonn, Prussia, Germany*: Rheinische Friedr.-Wilhelms-Universität, 1,992 students. Protestant and Catholic theological, law, medical, and philosophical faculties; library and many institutes.
24. *Bordeaux, France*: Facultés de Bordeaux, 2,160 students. Law, medical, scientific, and philosophical faculties; library.
25. *Braunsberg, Prussia, Germany*: Königl. Lyceum Hosianum, 69 students. Theological and philosophical faculties; library.
26. *Breslau, Prussia, Germany*: Königl. Universität Breslau, 1,424 students. Catholic and Protestant theological, law, medical, and philosophical faculties; library.
27. *Bristol, England*: University College, 488 students (221 women). College faculty and medical school; library.
28. *Brussels, Belgium*: Université libre de Bruxelles, 1,316 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; also polytechnical school; library.
29. *Bucharest, Roumania*: Universitatea din Bucuresti, 1,680 students. Scientific, philosophical, law, medical, and theological faculties; library.
30. *Budapest, Hungary*: Királyi Magyar Tudomány-Egyetem, 4,407 students. Theological, law, medical, and philosophical faculties; library.
31. *Cadiz, Spain*: Facultad de Medicina (belonging to Sevilla). Medical faculty; library.
32. *Caen, France*: Facultés de Caen, 726 students. Law, scientific, and philosophical faculties; library.
33. *Cagliari, Sardinia, Italy*: Regia Università di Cagliari, 237 students. Law, medical, and scientific faculties; library.
34. *Calcutta, India*: University of Calcutta, 7,210 candidates, of whom 3,475 passed. Examining board; library.
35. *Cambridge, England*: University of Cambridge, 2,929 students. Schools of theology, law, oriental, classical, and modern philology, music, moral science, history and archæology, astronomy, physics, chemistry, mineralogy, biology, geology, and medicine; library.
36. *Camerino, Italy*: Libera Università degli Studi di Camerino, 207 students. Law, medical, and pharmaceutical faculties, and veterinary school; communal library.

37. *Cape City, South Africa*: University of the Cape of Good Hope.
38. *Cardiff, Wales*: University of South Wales, 170 students. Philosophical and scientific faculties and department of engineering; library.
39. *Catania, Sicily, Italy*: Regia Università degli Studi di Catania, 902 students. Law, medical, scientific, and philosophical faculties; library.
40. *Charkow, Russia*: Imperatorskij Charkowskij Universitet, 1,576 students. Philosophical, scientific, law, and medical faculties; library.
41. *Christiania, Norway*: Kongelige Frederiks-Universitet, 1,150 students. Theological, law, medical, philosophical, and scientific faculties; library.
42. *Clermont-Ferrand, France*: Faculté de Clermont, 206 students. Scientific and philosophical faculties; library.
43. *Coimbra, Portugal*: Universidade de Coimbra, 1,429 students. Theological, law, and scientific faculties; library.
- Copenhagen.* (See Kjöbenhavn.)
44. *Cordoba, Argentine*: Universidad Nacional.
45. *Cork, Ireland*: Queens College, 212 students.
- Cracow.* (See Krakau.)
46. *Czernowitz, Bukowina, Austria*: K. k. Franz-Josephs-Universität, 390 students. Theological, law, and philosophical faculties; library.
47. *Dijon, France*: Faculté de Dijon, 634 students. Law, scientific, and philosophical faculties; library.
48. *Dorpat (Jurjew), Russia*: Kaiserliche Universität, 1,233 students. Law, theological, medical, and philosophical faculties.
49. *Dublin, Ireland*: University of Dublin, 1,128 students.
50. *Dublin, Ireland*: Royal University of Ireland, about 600 candidates. Examining board.
51. *Dundee, Scotland*: University College, 71 students.
52. *Durham, England*: Durham University, 400 students. To this university belong the Codrington College, on the Island of Barbadoes, and the Fourah Bay College, in Sierra Leone; also the College of Science, at Newcastle-on-Tyne, which has an enrollment of 2,500 students.
53. *Edinburgh, Scotland*: University of Edinburgh, 2,850 students. Philosophical, theological, law, and medical faculties; library.
54. *Eperjes, Hungary*: Evangelische Rechtsakademie, 149 students. Law school.
55. *Erlangen, Bavaria, Germany*: K. Bayerische Freidr.-Alexander-Universität, 1,153 students. Theological, law, medical, and philosophical faculties; library.
56. *Erlau, Hungary*: Erzbischöfliche Rechtsakademie, 86 students. Law school.
57. *Ferrara, Italy*: Libera Università di Ferrara, 99 students. Law, scientific, and medical faculties; library.
58. *Florence, Italy*: R. Istituto di Studi Superiori Pratici e di Perfezionamento, 595 students. Philosophical, scientific, medical, and pharmaceutical faculties; library.
59. *Freiburg, Baden, Germany*: Badische Albert-Ludwigs-Universität, 1,544 students. Law, theological, medical, and philosophical faculties; library.
60. *Freiburg, Switzerland*: Katholische Universität, 848 students. Theological, law, and philosophical faculties; library.
61. *Fünfkirchen, Hungary*: Bischöfliche Rechtsakademie. Law school, 94 students.
62. *Galway, Ireland*: Queen's College.
63. *Geneva, Switzerland*: Université de Genève, 862 students. Theological, law, medical, philosophical, and scientific faculties; five libraries.
64. *Genoa, Italy*: R. Università degli Studi di Genova, 1,010 students. Law, medical, scientific, and philosophical faculties and schools of engineering and pharmaceuticals; library.
65. *Ghent, Belgium*: Université de Gand, 676 students. Philosophical, law, scientific, and medical faculties; library.
66. *Hicssen, Hesse, Germany*: Hessische Ludwigs Universität, 667 students. Theological, law, medical, and philosophical faculties; library.
67. *Glasgow, Scotland*: University of Glasgow, 1,924 students.
68. *Gothenburg, Sweden*: Göteborgs Högskola, 215 hearers.
69. *Göttingen, Prussia, Germany*: Georg-Augusts-Universität, 1,049 students. Theological, law, medical, and philosophical faculties; library.
70. *Granada, Spain*: Universidad de Granada, 1,531 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; library.
71. *Graz, Styria, Austria*: K. k. Karl-Franzens-Universität, 1,761 students. Theological, law, medical, and philosophical faculties; library.
72. *Greifswald, Prussia, Germany*: Universität, 813 students. Theological, law, medical, and philosophical faculties; library.

73. *Grenoble, France*: Facultés de Grenoble, 540 students. Law, scientific, and philosophical faculties; library.
74. *Groningen, Netherlands*: Rijks Universiteit te Groningen, 501 students. Theological, law, medical, scientific, and philosophical faculties; library.
75. *Grosswardein, Hungary*: Jégakademia, 167 students. Law school.
76. *Halle, Prussia, Germany*: Friedr.-Universität Halle-Wittenberg, 1,635 students. Theological, law, medical, and philosophical faculties; library.
77. *Havana, Cuba*: Universidad de la Habana, 671 students. Philosophical, scientific, medical, and law faculties; library.
78. *Heidelberg, Baden, Germany*: Ruprecht-Karls-Universität, 1,322 students. Theological, law, medical, philosophical, and scientific faculties; library.
79. *Helsingfors, Finland, Russia*: Kejsersliga Alexanders Universitet i Finland, 2,015 students. Theological, law, medical, and philosophical faculties; public library.
80. *Innsbruck, Tyrol, Austria*: K. k. Leopold-Franzens-Universität, 1,009 students. Theological, law, medical, and philosophical faculties; library.
81. *Jaroslawe (or Yaroslavl), Russia*: Demidovskij juridiceskij Licej, 269 students. Law school.
82. *Jassy, Roumania*: Universitatea din Jasi, 422 students. Law, philosophical, scientific, and medical faculties; library.
83. *Jena, Thuringia, Germany*: Sächsische Gesamt-Universität, 758 students. Theological, law, medical, and philosophical faculties; library.
Jurjew (see Dorpat).
84. *Kairo, Egypt*: Azhar University, 8,437 students and hearers (in 1894).
85. *Kasan, Russia*: Imperatorskij Kazanskij Universitet, 837 students. Philosophical, scientific, law, and medical faculties; library.
86. *Kaschau, Hungary*: Rechts-Akademie, 118 students. Law school.
87. *Keekemet, Hungary*: Rechts-Akademie, 77 students. Law school.
88. *Kiel, Prussia, Germany*: K. Christian-Albrechts-Universität, 764 students. Theological, law, medical, and philosophical faculties; library.
89. *Kijew or Kieff, Russia*: Imperatorskij Universitet, 2,565 students. Medical, law, and philosophical faculties; institutes and library.
90. *Kjöbenhavn (Copenhagen), Denmark*: Kjöbenhavns Universitet, about 2,000 students. Theological, law, medical, philosophical, and scientific faculties and polytechnic institute; library.
91. *Klausenburg, Siebenbürgen, Hungary*: K. k. Klausenburger Universität, 726 students. Law, medical, philosophical, and scientific faculties; library.
92. *Königsberg, Prussia, Germany*: K. Albertus Universität, 695 students. Theological, law, medical, and philosophical faculties; royal and university library.
93. *Krakau, Galicia, Austria*: Jagellonische Universität, 1,315 students. Theological, law, medical, and philosophical faculties; library.
94. *Lahore, India*: The Panjab University, 1,800 candidates, of whom 863 passed. Oriental languages, arts, law, medicine, science, and engineering departments.
95. *Lampeter, Wales*: St. Davids College, 125 students.
96. *Lausanne, Switzerland*: Université de Lausanne, 533 students. Theological, law, medical, philosophical, and scientific faculties.
97. *Leeds (see Manchester), England*: Yorkshire College, 1,110 students.
98. *Leiden, Netherlands*: Rijks-Universiteit, 816 students. Medical, scientific, philosophical, theological, and law faculties; library.
99. *Leipzig, Saxony, Germany*: Universität, 3,126 students. Theological, law, medical, and philosophical faculties; library.
100. *Lemberg, Galicia, Austria*: K. k. Franzen's Universität in Lemberg, 1,398 students. Theological, law, and philosophical faculties; library.
101. *Lille, France*: Facultés de Lille, 1,283 students. Law, medical, scientific, and philosophical faculties; library.
102. *Lille, France*: Facultés Libres. Theological, law, medical, scientific, and philosophical faculties; library.
103. *Lima, Peru*: Universidad Mayor de San Marcos. Theological, law, medical, philosophical faculties.
104. *Limoges, France*: École de Medecine et de Pharmacie. Medical and pharmaceutical courses.
105. *Liverpool (see Manchester), England*: University College, about 1,000 students.
106. *London, England*: University of London, about 5,000 candidates. Examining board; library. To the university belong:
(1) University College, with philosophical, law, scientific, and medical faculties; library; about 1,500 students.

106. *London, England*—Continued.
 - (2) King's College, with theological, philosophical, and medical faculties; library.
 - (3) School for Modern Oriental Languages.
 - (4) College of Preceptors.
 - (5) Seven medical schools, connected with hospitals.
107. *Löven (or Louvain), Belgium*: Université Catholique de Louvain, 1,669 students. Theological, law, medical, philosophical, and scientific faculties; library.
108. *Lund, Sweden*: Kongl. Universitet i Lund, 665 students. Theological, law, medical, and philosophical faculties; library.
109. *Lüttich (or Liège), Belgium*: Université de Liège, 1,267 students. Philosophical, law, scientific, and medical faculties; library.
110. *Lyons, France*: Facultés Libres, 1,514 students. Theological, law, scientific, and philosophical faculties.
111. *Lyons, France*: Facultés de Lyon, 2,198 students. Law, medical, scientific, and philosophical faculties; two libraries.
112. *Macerata, Italy*: Regia Università di Macerata, 358 students. Law faculty.
113. *Madras, India*: University of Madras. 4,224 candidates. Examining board.
114. *Madrid, Spain*: Universidad Central de España, 6,143 candidates. Philosophical, law, scientific, medical, and pharmaceutical faculties; libraries.
115. *Manchester, Liverpool, and Leeds, England*: Victoria University, about 3,000 students. This institution consists of:
 - (1) Owens College, Manchester, 1,092 students.
 - (2) University College, Liverpool, about 1,000 students.
 - (3) Yorkshire College, Leeds, 1,112 students.
116. *Manila, Philippine Islands*: Real y Pontificia Universidad de Santo Tomás de Manila, 1,144 students. Theological, law, medical, and pharmaceutical faculties; library.
117. *Marburg, Hessa, Germany*: Universität Marburg, 1,049 students. Theological, law, medical, philosophical, and scientific faculties; library.
118. *Marseilles, France*: Belongs to Facultés d'Aix. Scientific, medical, and law faculties; library.
119. *Melbourne, Victoria, Australia*: University of Melbourne, 668 students.
120. *Messina, Italy*: Regia Università degli Studi di Messina, 553 students. Law, medical, scientific, philosophical and pharmaceutical faculties; library.
121. *Mexico, Mexico*: Instituto Medico Nacional. Medical faculty.
122. *Modena, Italy*: Regia Università degli Studi di Modena, 412 students. Law, medical, scientific, and pharmaceutical faculties; library.
123. *Montauban, France*: Belongs to Facultés de Toulouse, 43 students. Law, medical, scientific, and philosophical faculties; library.
124. *Montevideo, Uruguay*: University, 132 students. Medical, law, and mathematical faculties; library.
125. *Montpellier, France*: Facultés de Montpellier, 1,342 students. Law, medical, scientific, and philosophical faculties; library.
126. *Montreal, Canada*: McGill College and University, 1,082 students.
127. *Moscow, Russia*: Imperatorskij Moskovskij Universitet, 4,461 students. Philosophical, scientific, law, and medical faculties; library.
128. *Moscow, Russia*: Duchovnaja Akademija. Theological faculty; library.
129. *Munich, Bavaria, Germany*: K. Bayerische Ludwig-Maximilians Universität, 3,814 students. Theological, law, medical, and philosophical faculties; library.
130. *Münster, Prussia, Germany*: K. Preussische Theologische und Philosophische Akademie, 497 students. Theological and philosophical faculties; library.
131. *Nancy, France*: Facultés de Nancy, 1,013 students. Law, medical, scientific, and philosophical faculties, and pharmaceutical school; library.
132. *Nantes, France*: École de Médecine de Nantes.
133. *Nantes, France*: École Libre de Droit.
134. *Naples, Italy*: Regia Università degli Studi di Napoli, 5,103 students. Philosophical, law, mathematical, scientific, and medical faculties, and pharmaceutical school; library.
135. *Neuchâtel, Switzerland*: Académie de Neuchâtel, 155 students. Philosophical, scientific, theological, and law faculties; library.
136. *Newcastle, England*: The colleges belong to Durham University.
 - (1) College of Medicine, 201 students.
 - (2) College of Science, 200 students.
137. *New Zealand*: University, consisting of six colleges.
138. *Nottingham, England*: University College, 1,902 students. Philology, law, and scientific faculties, and school of engineering; free public libraries.

139. *Odessa, Russia:* Noworossijskij Universitet, 581 students. Philosophical, scientific, and law faculties; library.
140. *Olmütz, Moravia, Austria:* Theologische Facultät, 246 students.
141. *Oviedo, Spain:* Universidad Literaria, 269 students. Law faculty; library.
142. *Oxford, England:* University, 3,365 students. Theological, law, medical, scientific, and philosophical faculties; Bodleian library.
143. *Padua, Italy:* Regia Università degli Studi di Padua, 1,616 students. Law, medical, scientific, and philosophical faculties, and schools of engineering and pharmacy; library.
144. *Palermo, Sicily, Italy:* Regia Università degli Studi di Palermo, 1,486 students. Law, medical, scientific, and philosophical faculties, and schools of engineering and pharmacy; library.
145. *Paris, France:* (1) Université de Paris, 11,090 students. Protestant theological, law, medical, scientific, and philosophical faculties, and schools of engineering and pharmacy; libraries.
146. *Paris, France:* (2) Facultés libres. Law and philosophical faculties; library.
147. *Paris, France:* (3) Collège de France.
148. *Paris, France:* (4) Muséum d'histoire naturelle.
149. *Paris, France:* (5) École pratique des hautes études en Sorbonne, 233 students. Philosophical and theological faculties; library.
150. *Paris, France:* (6) École nationale des beaux-arts.
151. *Paris, France:* (7) École nationale de chartes.
152. *Paris, France:* (8) École du Louvre.
153. *Paris, France:* (9) École des langues orientales vivantes and other special schools.
154. *Parma, Italy:* Regia Università degli Studi di Parma, 524 students. Law, medical, and scientific faculties, and veterinary and pharmaceutical schools.
155. *Pavia, Italy:* Regia Università degli Studi di Pavia, 1,345 students. Law, medical, scientific, and philosophical faculties; pharmaceutical school and library.
156. *Perugia, Italy:* Università Libera degli Studi di Perugia, 298 students. Law, and medical faculties, and pharmaceutical and veterinary schools; library.
157. *St. Petersburg, Russia:* Imperatorskij Universitet, 3,392 students. Philosophical, scientific, law, and oriental languages faculties; library.
158. *St. Petersburg, Russia:* Imperatorskij Wozensio-Medicineskaja Akademja, 750 students. Medical faculty; library.
159. *St. Petersburg, Russia:* Theological Academy, 239 students; also a law school, 300 students, independent of the university.
160. *St. Petersburg, Russia:* Military medical school, 750 students.
161. *St. Petersburg, Russia:* Law Academy, 300 students, and several other special schools.
162. *Pisa, Italy:* Regia Università degli Studi di Pisa, 1,066 students. Law, philosophical, medical, and scientific faculties, and engineering, pharmaceutical, veterinary, and agricultural schools; library.
163. *Poitiers, France:* Facultés de Poitiers, 957 students. Law, scientific, and philosophical faculties; library.
164. *Prague, Bohemia, Austria:* K. k. Deutsche Carl-Ferdinands Universität, 1,424 students. Theological, law, medical, and philosophical faculties; library.
165. *Prague, Bohemia, Austria:* C. k. česk Universitet Karlo-Ferdinandovij, 2,815 students. Theological, law, medical, and philosophical faculties; library.
166. *Presburg, Hungary:* Jégakademia, 149 students. Law and philosophical faculties; library.
167. *Recife, Brazil:* Faculdade de direito, 180 students. Law faculty.
168. *Rennes, France:* Facultés de Rennes, 1,477 students. Law, scientific, and philosophical faculties; library.
169. *Rome, Italy:* Regia Università degli Studi di Roma, 1,914 students. Philosophical, scientific, law, and medical faculties; engineering and pharmaceutical schools; library.
170. *Rome, Italy:* A number of colleges supported by the Church; also a woman's university with 94 students.
171. *Rostock, Mecklenburg, Germany:* Grössherzogliche Universität, 509 students. Theological, law, medical, and philosophical faculties; library.
172. *Salamanca, Spain:* Universidad de Salamanca, 1,247 students. Philosophical and law faculties; library.
173. *Salzburg, Austria:* Theologische Fakultät, 71 students.
174. *Santiago, Chile:* University with 4 faculties and 1,000 students.

175. *Santiago, Spain*: Universidad de Santiago. Law, medical, and pharmaceutical faculties; library.
176. *Saragossa, Spain*: Universidad de Zaragoza, 963 students. Philosophical, law, medical, and scientific faculties; provincial library.
177. *Sarospatak, Hungary*: Theologische und Rechtsschule, 121 students.
178. *Sassari, Italy*: Regia Università degli Studi di Sassari, 166 students. Law, medical, and scientific faculties; library.
179. *Sevilla, Spain*: Universidad de Sevilla. Philosophical, law, and scientific faculties; library.
180. *Sheffield, England*: University College (belongs to Oxford University), 450 students; also a medical school.
181. *Siena, Italy*: Regia Università degli Studi di Siena, 257 students. Law and medical faculties and pharmaceutical school; library.
182. *Sophia, Bulgaria*: Wische utschilische w Sophia, 380 students.
183. *Stockholm, Sweden*: Stockholms Högskola, 337 students.
184. *Stockholm, Sweden*: Medical Institute, 395 students.
185. *Strassburg, Alsace, Germany*: Kaiser Wilhelms Universität, 1,034 students. Theological, law, medical, philosophical, and scientific faculties; provincial library.
186. *Sydney, New South Wales, Australia*: University of Sydney, 454 students.
187. *Tokyo, Japan*: Teikoku Daigaku, 1,620 students. Law, medical, philosophical, and scientific faculties and school of engineering; library.
188. *Tomsk, Siberia*: Imperatorskij Tomschij Universitet, 430 students. Theological and medical faculties; library.
189. *Toronto, Canada*: University of Toronto, 1,353 students. Philosophical, law, and medical faculties; library.
190. *Toronto, Canada*: Victoria University, 250 students. Arts and theology; library.
191. *Toronto, Canada*: Two medical schools.
192. *Toulouse, France*: Facultés de Toulouse, 1,808 students. Law, philosophical, scientific, and medical faculties; library.
193. *Toulouse, France*: Facultés Libres Catholiques. Theological and philosophical faculties; library.
194. *Tübingen Württemberg, Germany*: K. Eberhard Karls Universität, 1,310 students. Theological, law, medical, philosophical, and scientific faculties; library.
195. *Turin, Italy*: Regia Università degli Studi di Torino, 2,431 students. Law, medical, philosophical, and scientific faculties and pharmaceutical school; library.
196. *Upsala, Sweden*: Kongl. Universitet i Upsala, 1,505 students. Theological, law, medical, and philosophical faculties; library.
197. *Urbino, Italy*: Libera Università degli Studi di Urbino, 93 students. Law and mathematical faculties and pharmaceutical and surgical schools; library.
198. *Utrecht, Netherlands*: Rijks Universität te Utrecht, 732 students. Philosophical, medical, theological, law, and scientific faculties; library.
199. *Valencia, Spain*: Universidad de Valencia, 726 students. Law, scientific, and medical faculties; library.
200. *Valladolid, Spain*: Universidad de Valladolid. Law and medical faculties; library.
201. *Vienna, Austria*: K. k. Universität, 7,026 students. Law, theological, medical, and philosophical faculties; library and numerous university institutes.
202. *Vienna, Austria*: Protestantische Theologische Fakultät, 22 students.
203. *Vienna, Austria*: K. k. Orientalische Akademie, 25 students; also Lehranstalt für Orientalische Sprachen, 120 students.
204. *Warsaw, Poland, Russia*: Imperatorskij Warschawskij Universitet, 1,088 students. Philosophical, scientific, law, and medical faculties; library.
205. *Würzburg, Bavaria, Germany*: K. Julius-Maximilians Universität, 1,467 students. Theological, law, medical, and philosophical faculties; library.
206. *Zürich, Switzerland*: Schweizerische Hochschule, 784 students. Theological, law, medical, and philosophical faculties; cantonal and city libraries.

FOREIGN UNIVERSITIES.

IV. Arranged according to countries.

Argentina: Cordoba.

Australia: Adelaide, Melbourne, Sydney.

Austria: Czernowitz, Graz, Innsbruck, Krakau, Lemberg, Olmütz, Prague (German), Prague (Bohemian), Salzburg, Vienna.

Belgium: Brussels, Ghent, Liege, Louvain.

Bolivia: (Universities not mentioned in "Minerva.")

Brazil: Recife.

Bulgaria: Sophia.

Canada: Montreal, Toronto.

Cape Colony: Cape City.

Chile: Santiago.

China: (College of Foreign Knowledge.)

Colombia: (Universities not mentioned in "Minerva.")

Costa Rica: (None.)

Cuba: Habana.

Denmark: Copenhagen.

Ecuador: Quito.

Egypt: Kairo.

England: (See also Ireland, Scotland, and Wales below.) Birmingham, Bristol, Cambridge, Durham, Leeds, Liverpool, London, Manchester, Newcastle, Nottingham, Oxford, Sheffield.

France: Aix, Algiers, Angers, Besançon, Bordeaux, Caen, Clermont, Dijon, Grenoble, Lille, Limoges, Lyons, Marseilles, Montauban, Montpellier, Nancy, Nantes, Paris, Poitiers, Rennes, Toulouse.

Germany: Berlin, Bonn, Braunsberg, Breslau, Erlangen, Freiburg, Giessen, Göttingen, Greifswald, Halle, Heidelberg, Jena, Kiel, Königsberg, Leipzig, Marburg, Munich, Münster, Rostock, Strassburg, Tübingen, Würzburg.

Greece: Athens.

Guatemala: (None.)

Haiti: (None.)

Hawaii: (None.)

Honduras: (None.)

Hungary: Agram, Budapest, Eperies, Erlau, Fünfkirchen, Grosswardein, Kaschau, Kecskemet, Klausenburg, Presburg, Sarospatak.

India: Allahabad, Bombay, Calcutta, Lahore, Madras.

Ireland: Belfast, Cork, Dublin, Galway.

Italy: Bologna, Cagliari, Camerino, Catania, Ferrara, Florence, Genoa, Macerata, Messina, Modena, Naples, Padua, Palermo, Parma, Pavia, Perugia, Pisa, Rome, Sassari, Siena, Turin, Urbino.

Japan: Tokyo.

Korea: (None.)

Mexico: (Schools of law, medicine, engineering, etc.)

Montenegro: (Theological seminary, not mentioned in "Minerva.")

Morocco: (None.)

Netherlands: Amsterdam, Groningen, Leiden, Utrecht.

New Zealand: One university.

Nicaragua: (None.)

Norway: Christiania.

Orange Free State: (None.)

Paraguay: (National college, not mentioned in "Minerva.")

Persia: (Several colleges, not mentioned in "Minerva.")

Peru: Lima.

Philippine Islands: Manila.

Portugal: Coimbra.

Roumania: Bucharest, Jassy.

Russia: Charkow, Dorpat, Helsingfors, Jaroslavl, Kasan, Kiew, Moscow, Odessa, St. Petersburg, Warsaw.

Salvador: (One university, not mentioned in "Minerva.")

Santo Domingo: (None.)

Scotland: Aberdeen, St. Andrews, Dundee, Edinburgh, Glasgow.

Servia: Belgrade.

Siam: (None.)

Siberia: Tomsk.

South African Republic: (None.)

Spain: Barcelona, Cadiz, Granada, Madrid, Oviedo, Salamanca, Santiago, Saragossa, Sevilla, Valencia, Valladolid.
Sweden: Gothenburg, Lund, Stockholm, Upsala.
Switzerland: Basel, Berne, Freiburg, Geneva, Lausanne, Neuchâtel, Zürich.
Turkey: (Several colleges, not mentioned in "Minerva.")
Uruguay: Montevideo.
Venezuela: (Universities not mentioned in "Minerva.")
Wales: Aberystwith, Bangor, Cardiff, Lampeter.

B.—TECHNOLOGICAL SCHOOLS.

Aachen (Aix la Chapelle), *Prussia, Germany*, founded 1870; 363 students.
Berlin, *Prussia, Germany*, founded 1779; 2,693 students.
Braunschweig, *Germany*, founded 1745; 399 students.
Brünn, *Austria*, founded 1850; 287 students.
Budapest, *Hungary*, founded in 1856; 1,251 students.
Copenhagen, *Denmark*, founded 1829; 431 students.
Darmstadt, *Hessia, Germany*, founded 1868; 1,178 students.
Delft, *Netherlands*, founded 1864; 428 students.
Dresden, *Saxony, Germany*, founded 1828; 905 students.
Graz, *Styria, Austria*, founded 1811; 253 students.
Hanover, *Prussia, Germany*, founded 1879; 1,101 students.
Karlsruhe, *Baden, Germany*, founded 1825; 996 students.
Lemberg, *Galiccia, Austria*, founded 1844; 365 students.
Lisbon, *Portugal*, founded 1837.
London, *England*, founded 1884; 210 students.
Milan, *Italy*, founded 1863; 441 students.
Moscow, *Russia*, founded 1832; 621 students.
Munich, *Bavaria, Germany*, founded 1827; 1,756 students.
Naples, *Italy*, founded 1863; 230 students.
Paris, *France*, founded 1794; 220 students.
St. Petersburg, *Russia*, founded 1828; 4 schools, with 2,071 students.
Porto, *Portugal*, founded 1877; 322 students.
Prague, *Bohemia, Austria*, founded 1806 and 1868; 2 schools, with 1,154 students.
Riga, *Russia*, founded 1832; 1,081 students.
São Paulo, *Brazil*, founded 1894; — students.
Sheffield, *England*, founded 1885; 650 students.
Stockholm, *Sweden*, founded 1798; 315 students.
Stuttgart, *Württemberg, Germany*, founded 1829; 910 students.
Turin, *Italy*, founded —; 380 students.
Vienna, *Austria*, founded 1815; 1,235 students.
Zürich, *Switzerland*, founded 1851; 1,333 students.

NOTE.—Several noted technological schools in Italy and in other countries are connected with universities, hence are not mentioned separately in this list.

C.—HIGHER AGRICULTURAL, FORESTRY, AND MINING SCHOOLS.

[Figures in brackets signify date of founding.]

Altenburg, *Hungary* [1819], Agricultural Academy; 103 students.
Aschaffenburg, *Bavaria, Germany* [1844], Forestry Academy; 158 students.
Berlin, *Prussia, Germany* [1806], Agricultural Academy; 702 students.
Berlin, *Prussia, Germany* [1860], Mining Academy.
Campinas, *São Paulo, Brazil* [1887], Agricultural Institution.
Clausthal, *Prussia, Germany* [1775], Mining Academy; 172 students.
Coopers Hill, *England* [1885], Forestry Academy.
Copenhagen, *Denmark* [1858], Veterinary and Agricultural Academy; 370 students.
Debreczin, *Hungary* [1865], Agricultural Academy; 98 students.
Eberswalde, *Prussia, Germany* [1820], Forestry Academy; 62 students.
Eisenach, *Saxe-Weimar, Germany* [1859], Forestry Academy; 30 students.
Evois, *Finland, Russia* [1859], Forestry Academy; 16 students.
Freiberg, *Saxony, Germany* [1765], Mining Academy; 231 students.
Gembloux, *Belgium* [1860], Agricultural Academy.
Grignon, *France* [1828], Agricultural Academy.
Hohenheim, *Württemberg, Germany* [1818], Agricultural Academy; 113 students.
Keszthely, *Hungary* [1865], Agricultural Academy; 110 students.
Kolozsmonostor, *Hungary* [1869], Agricultural Academy; 100 students.

Leoben, Styria, Austria [1894], Mining Academy; 208 students.
Madrid, Spain [?], Schools of Engineering, Agriculture, and Veterinary Science.
Moscow, Russia [?], Agricultural and Forestry Academy; 109 students.
Münden, Prussia, Germany [1868], Forestry Academy; 46 students.
Nancy, France [1824], Forestry Academy; 27 students.
Nowaja-Alexandria, Poland, Russia [1892], Agricultural and Forestry Academy; 254 students.
Paris, France [?], Agricultural and Mining Academies.
Poppelsdorf, Prussia, Germany [1846], Agricultural Academy; 395 students.
Příbram, Bohemia, Austria [1849], Mining Academy; 101 students.
Schemnitz, Hungary [?], Forestry and Mining Academy; 200 students.
St. Etienne, France [1816], Mining Academy; 20 students.
Stockholm, Sweden [1823], Forestry School; also Agricultural Academy [1811].
St. Petersburg, Russia [1773], Mining and Forestry Institutes; 752 students.
Tharandt, Saxony, Germany [1811], Forestry Academy; 91 students.
Vienna, Austria [1872], Agricultural Academy; 291 students.

NOTE.—Other similar higher institutions of learning are connected with universities; hence they are not mentioned in this list of separate institutions.

D.—VETERINARY SCHOOLS.

Alfort, France [1766]; 281 students.
Berlin, Germany [1790]; 460 students.
Budapest, Hungary [1786]; 349 students.
Copenhagen, Denmark [1850]; 170 students.
Cordoba, Spain [1802]; — students.
Dorpat, Russia [?]; 259 students.
Dresden, Germany [1774]; 169 students.
Hannover, Germany [?]; 230 students.
Kasan, Russia [?]; 356 students.
Leon, Spain [?]; 99 students.
Milan, Italy [1791]; 120 students.
Munich, Germany [1790]; 249 students.
Naples, Italy [?]; 177 students.
Stockholm, Sweden [1821]; — students.
Stuttgart, Germany [1821]; 90 students.
Turin, Italy [?]; 91 students.
Utrecht, Netherlands [?]; 56 students.

CHAPTER XXIX.

THE BEGINNINGS OF THE COMMON SCHOOL SYSTEM IN THE SOUTH;

OR,

CALVIN HENDERSON WILEY AND THE ORGANIZATION OF THE COMMON SCHOOLS OF NORTH CAROLINA.¹

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¹ Prepared by Stephen B. Weeks, Ph. D.

I. INTRODUCTION: SCOPE AND CHARACTER OF THE WORK.

North Carolina was the first of the Southern States to work out a good system of common schools.

The Rev. A. D. Mayo, in his chapter on the "Early common schools in the Southern States," in the Report of the Commissioner of Education for 1895-96 (p. 282), says:

"As it was during the half century now under consideration—1790-1840—this State did make an educational record, if not in some respects so brilliant as Virginia, yet beyond the Old Dominion, more decided at first, more steady in the upbuilding of the secondary education, and, at the close, 1835-1840, was able to place on the ground, beyond dispute, the best system of public instruction in the fourteen Southern States east of the Mississippi previous to the outbreak of the civil war."

The purpose of this paper is to trace the development and growth of this form of education in North Carolina; to present a summary of all the efforts made by the government to aid the work of primary and secondary schools, ranging in character from a mere act of incorporation to an actual grant from the school fund. In a word, to present, so far as the meager materials at command will allow, a history of the schools devoted to primary and secondary education whose existence has been brought about by the State. This scheme will leave out of view a number of academies in the middle and western counties in colonial and Revolutionary times, which represented the sole educational resources of their sections. These furnished all the grades of education from the primary school to the college and theological seminary, but were purely private institutions. They neither asked nor received aid or recognition from the State, and consequently can not be brought within range of the present inquiry. On the other hand, some schools of this very class were chartered by the State and given special privileges. These have been treated. Further, there is less need to consider the purely private schools and academies of the eighteenth century for the reason that they and their influence and the influence of the Presbyterians and of the College of New Jersey, to which their organization is due, were but recently studied in part by Dr. Charles Lee Smith in his *History of Education in North Carolina* (Washington, 1888, 8^o, pp. 180), and more recently and with more detail by Prof. Charles Lee Raper, of Greensboro, N. C., in his work on the *Private Schools of North Carolina* (in the *College Message*, Greensboro, N. C., September, 1897, to May, 1898).

The purely private school, with no charter and no recognition from the State, was largely an eighteenth century product. As schools increased they found it more and more to their interest to secure charters and the privileges which were thus conferred. All schools chartered prior to 1825, when the literary board was created and the State's share in education began to be more apparent, have been mentioned by name, with date of incorporation.

The great leader in the development of North Carolina common schools—primary and secondary schools organized and supported by the State—was Calvin Henderson Wiley (1819-1887), their first and only superintendent before the war. Hence this chapter in the history of Southern education has taken, to a certain extent, the form of a biography.

II. THE FIRST EFFORTS FOR POPULAR EDUCATION, 1695-1728.

The development along educational lines in North Carolina was very slow and was due mainly to the slow growth of population. The reasons for this are to be found in the bad government and neglect of the proprietors, who devoted themselves to building up the colony on Ashley River and allowed that of Albemarle (from which grew the colony of North Carolina) to get along the best it could; to the persistent hostility of the Crown and its agents and of the British merchants

to the proprietary government, for the Carolinas were "private property that the British Crown had heedlessly parted with and was constantly seeking to regain possession of by purchase, quo warranto or otherwise;" to the difficulty of access because of the lack of good harbors, the dangers of the coast, and the consequent loss of trade; to the lack of mills and other manufactures, and to the persistent hostility and jealousy of Virginia.¹ On the other hand, the mildness of the climate, the fertility of the soil, the abundance of game, the presence of slaves, and the comparative peaceableness of the Indians all invited to a country life, while the lack of harbors, then as now, caused many products to be sent out of the colony to markets with better facilities, and thus took support from the home towns.

All of these things worked directly against the development of the intellectual life. Further, the English idea of the seventeenth century was that the great body of the people were to obey and not to govern, and that the social status of unborn generations was already fixed. Hence the need of education was not felt by the leaders. Moreover, there were no professional teachers; and had there been, there were not enough children within an accessible radius to support a school. There were antagonisms of race and religion, and dissensions, caused largely by religious differences, weakened the colony. But as early as 1695 we find an effort to foster education. In that year, when William Pead, an orphan boy, was bound to the governor to serve him until he was 21 years of age, a requirement was made by the general court that he be taught to read.² In 1693 we have a similar instance; Elizabeth Gardner appeared before the precinct court of Perquimans and bound her son William to the governor, he or his heirs, "Ingagen to Learn him to Reed."³

With the eighteenth century there came improvement. The established church, despite the ecclesiastical evils that followed in its train, was a great help to the intellectual life. Its missionaries brought with them the first parish or public libraries and its lay readers were the first teachers.⁴ Perhaps the first professional teacher in North Carolina was Charles Griffin, who came from some part of the West Indies about 1705 and settled in Pasquotank County. He was appointed reader by the vestry, and opened a school. By his "diligent and devout example" he so far improved the people of Pasquotank "beyond their neighbors" that Missionary Gordon "was surprised to see with what order, decency, and seriousness they performed the public worship;" by his "discreet behavior" he "gained such a good character and esteem that the Quakers themselves send their children to his school."⁵ Griffin taught in Pasquotank about three years; but in 1708 Rev. James Adams was directed by the Society for the Propagation of the Gospel to settle in that precinct,⁶ and the school was transferred to him. Griffin, on the recommendation of Gordon, was elected reader and clerk of the vestry of Chowan at £20 per annum,⁷ and he, "notwithstanding the large offers they made him if he would continue," consented to go to Chowan.⁸ He opened school in that precinct, and Gordon "gave some books for the use of scholars."⁸

In 1712 there was a school kept at Sarum, "on the frontiers of Virginia, between the two governments," by a Mr. Mashburn. Rev. Giles Rainsford wrote that his work was highly deserving of encouragement and that he should be allowed a salary by the Society for the Propagation of the Gospel. "What children he has under his care can both write and read very distinctly, and gave before me such

¹ Prefatory notes to Colonial Records of North Carolina, II, xii-xiv.

² Colonial Records of North Carolina, I, 448.

³ Ibid., I, 495. Cf. also, II, 241, 266. In 1713 the court released two apprentices from service "by reason that they could not perfectly read and write."—Ibid., II, 172.

⁴ Brickell, *Natural History of North Carolina*, p. 35.

⁵ Colonial Records of North Carolina, I, 714.

⁶ Ibid., I, 681.

⁷ Ibid., I, 684.

⁸ Ibid., I, 712.

an account of the grounds and principles of the Christian religion that strangely surprised me to hear it."¹

There were also a number of parish libraries in the province during this period, sent over by the Society for the Propagation of the Gospel for the use of its missionaries. The first of these had been sent as early as 1700 at the instance of the Rev. Dr. Thomas Bray, who had come out as commissary of the Bishop of London in Maryland. It was established at Bath, and was worth £100. The law of 1715 made for the protection of this library is one of the earliest specimens of library legislation within the limits of the present United States.²

Other missionaries, Adams, Urmstone, and Rainsford, had libraries, and these served, no doubt, as a nucleus around which was gathered the literary and educational life of the colony, for we have already seen that these missionaries served also as school-teachers.

A notable effort to encourage popular education was made by Edward Moseley in 1723. In 1720 he sent a letter to the secretary of the Society for the Propagation of the Gospel, with £10 for buying religious books to be loaned to the parishioners of Chowan County. In 1723 he sent to the secretary "a catalogue of such books as he had purchased, desiring the honorable society would be pleased to accept them toward a provincial library for the government of North Carolina, to be kept at Edenton." This catalogue has been preserved. It mentions 26 folio, 12 quarto, and 28 octavo volumes. The books were largely theological and scholastic in character and mostly in Latin and Greek. They had probably been gathered together in America and seem to have come from some of the parish libraries that were scattered from time to time. There is, unfortunately, no evidence that the library was accepted by the society, or that it was ever opened in Edenton. But the size of the library and the value of its books indicate that Moseley was a broad-minded and liberal man.

This is all the information we have regarding schools and libraries under the proprietors. This side of colonial life was shamefully neglected by them. They cared neither for the spiritual nor the intellectual man. They reckoned the lives of the colonists only in quitrents and taxes. With the neglect of education went the higher intellectual elements depending upon it.³

III. THE ROYAL GOVERNMENT AND EDUCATION, 1729-1776.

There was little change in matters of education during the first twenty years of royal rule. In his address to the legislature in 1736 Governor Johnston urged the establishment of schools. That body made a fair reply, but nothing was done.⁴ The colony did not at that time have either a printing press or a printed revision of its laws.⁵

In 1745 some progress was made in school legislation. On April 15, Mr. Craven brought in a bill "to Impower the Commissioners for the town of Edenton to keep in repair the Town fence, & to erect and build a Pound Bridges Public Wharf and to erect and build a school house in the said Town and other purposes"⁶ This bill became a law. As this is the first law on the statute book of North Carolina relating to schools, that section may be quoted in full:

¹ Colonial Records of North Carolina, I, 859

² This law is printed in full in the Report of the Commissioner of Education for 1895-96, pages 576-578, and in the Report of the American Historical Association for 1895, pages 180-183. For an account of the work of Dr. Bray in establishing libraries in America, see Dr. Bernard C. Steiner's article in the American Historical Review, October, 1893, pages 59-75.

³ For a full account of these libraries see my Libraries and Literature in North Carolina in the Eighteenth Century, Washington, 1896.

⁴ Colonial Records of North Carolina, IV, 227, 228, 231, 230, 271.

⁵ See my Press in North Carolina in the Eighteenth Century, Brooklyn, 1891.

⁶ Col. Rec., IV, 783, 786, 787, 788, 790.

"VI. *And be it further Enacted, by the authority aforesaid, That the Commissioners of Edenton may receive Donations and Subscriptions, towards defraying the Expenses of building the School-house in the said Town and apply the same accordingly; and may, in their Names, or in the Names of the Commissioners for the time being, commence Suits or Actions for the Recovery of any Sums given or subscribed to be paid, for the Purpose aforesaid by any Person or Persons who-soever.*"¹

It will be noticed that this act is merely permissive. Donations are leisurely made and more leisurely collected, even when threatened with the law as in this case. There is no evidence, and no probability, that this schoolhouse ever got further than the statute book.²

In 1749 a bill "for an act for founding, erecting, governing, ordering, and visiting a free school at ——— for the inhabitants of this province," was reported to the assembly, but it failed to pass.³

The question was again agitated in 1752, and a bill was introduced "for the better establishing the church, for erecting of schools," etc., but it met the usual fate of such matters.⁴

In 1754 a liberal proposition came from George Vaughan, a London merchant trading to Lisbon, looking to the foundation of a school in North Carolina. Vaughan wrote Governor Dobbs that his purpose was to donate "one thousand pounds yearly forever" to the propagation of the Gospel among the Indians in and near North Carolina. Of this the governor, council, and assembly were to be perpetual trustees. The fund was to begin after the death of John Sampson, the nephew of Vaughan. This offer was met by a counter proposition from the assembly, that if the gift "was not confined to the Indians only, but made to extend as an academy or seminary for religion and learning to all His Majesty's subjects in North Carolina" they would enlarge the donation "by a reasonable tax on each negro" in the province.

Deeds were accordingly drawn by Vaughan to that effect, but their execution was suspended until the proper law had been enacted by the legislature.⁵ A law making an appropriation for the schools had been made already. This had been done in the spring of 1754, and stands as section 12 of an act granting an aid to the King.⁶ This act, made, however, subject to approval by the King, appropriated £6,000, to be issued in bills,⁷ for the endowment of a public school for the province. After the passage of the bill the committee on propositions and grievances formally resolved:

"That under a sense of the many advantages that will arise to the province from giving our youth a liberal education (whether considered in a moral, religious, or political light) a public school or seminary of learning be erected and properly endowed. And that for effecting the same the sum of £6,000 already appropriated for that purpose be properly applied."⁸

But after the school had been legally established it was found necessary to use the funds for the French and Indian war,⁹ and when the borrowed fund had been returned from taxes it was used again for similar purposes. In 1759 it went to support troops in the Cherokee campaign.¹⁰ In 1761 it went to pay the judges and

¹ Swann's Revisal of the Laws of North Carolina, 1751, 203-204.

² Moir mentions a school at Brunswick in 1745. Col. Rec., IV, 753.

³ Col. Rec., IV, 977, 979, 980, 990, 993, 994. Dr. Smith states on page 22 of his Education in North Carolina that this bill was passed. This is incorrect, for it appears in none of the revisals, not even by title.

⁴ Col. Rec., IV, 1321, 1322, 1332, 1335, 1337.

⁵ Col. Rec., V, 1446-144c.

⁶ Davis's Revisal of 1773, p. 158, and Col. Rec., VII, 279.

⁷ Col. Rec., V., 949.

⁸ Col. Rec., V, xxv, 298-299, 547.

⁹ Col. Rec., V, 267, 268, 238, 289, 573, 640, 749.

¹⁰ Col. Rec., VI, 150, 151, 153, 207, 219.

for war purposes.¹ In 1762 it went to garrison Fort Johnston and Fort Granville.² As a result the Vaughan bequest came to naught.

The question of education was frequently recommended to the attention of the legislature by Governor Dobbs during the next ten years. In 1759 and again in 1764, Dobbs asked the Board of Trade to allow the money originally intended for schools to be reissued for that purpose, but the right to issue bills was refused at the instance of British merchants.³ In 1763 the assembly, through their agent, asked that a part of the fund coming to North Carolina as reimbursement for war expenses be devoted to education, and this was refused.⁴

Discussion of the subject continued, however, and in December, 1762, Rev. James Reed, of Newbern, preached before the assembly a sermon, "Recommending the establishing public schools for the education of youth." This sermon was printed at the public expense, and this was, perhaps, the first actual appropriation for education.⁵ In 1763 Rev. Alexander Stewart reports a manual-labor school, established by the society of Dr. Bray's associates, for Indians and negroes in Hyde County.⁶

The one successful school of the period seems to have come from private initiative. In December, 1763, Thomas Tomlinson, an English teacher who had had a school in Cumberland, arrived in Newbern, "well recommended with regard to his abilities, sobriety and good conduct." He opened a school January 1, 1764; got all the pupils he could teach and sent home for an assistant.⁷ A subscription was started for a schoolhouse and Rev. James Reed writes in June that he had secured notes for that purpose for more than £200 (£110 sterling). "During my eleven years' residence in this province I have not found any man so well qualified for the care of a school as Mr. Tomlinson. He is not only a good scholar but a man of good conduct, has given great satisfaction to the parents of such children as are under his care and will be of infinite service to the rising generation."⁸ The building of the schoolhouse proposed by Reed was authorized by an act passed at the February-March session, 1764,⁹ and in the following May the leading citizens of Newbern addressed a letter to the Society for the Propagation of the Gospel, through Governor Tryon, in which they asked that Tomlinson be given a regular salary as a representative of the society, pleading, besides his good qualities, "that there has never been in their province any regular settled schoolmaster."¹⁰ The petition was indorsed by Tryon, who says that Tomlinson was "the only person of repute of that profession in the country,"¹¹ and met a favorable response, for the society granted him "an additional salary," amount unknown.¹² In July, 1765, Mr. Reed writes that the building of the schoolhouse went on but slowly for the lack of funds. Tomlinson was expecting an assistant daily and then had 30 pupils at 20s., proclamation, by the quarter, which amounted to £60 sterling per year.¹³

The schoolhouse was still unfinished in 1766, when the matter was taken up by an act "for establishing a schoolhouse in the town of Newbern." The act, after reciting that "a number of well-disposed persons, taking into consideration the great necessity of having a proper school or public seminary of learning estab-

¹ Col. Rec., VI, 657, 658, 661, 686, 691.

² Col. Rec., VI, 831.

³ Col. Rec., VI, 5, 1035-1037.

⁴ Col. Rec., VI, 1006.

⁵ Col. Rec., VI, 955.

⁶ Col. Rec., VI, 995-996.

⁷ In 1767-68 James McCartney, a native of Ireland, was an assistant in this school.

⁸ Col. Rec., VI, 1048.

⁹ Col. Rec., VI, 1105, 1111, 1113, etc.

¹⁰ Col. Rec., VII, 35-36.

¹¹ Col. Rec., VII, 104.

¹² Col. Rec., VII, 458.

¹³ Col. Rec., VII, 98, 154, 241.

lished, whereby the rising generation may be brought up and instructed in the principles of the Christian religion and fitted for the several offices and purposes of life, have at great expense erected and built in the town of Newbern a convenient house for the purpose aforesaid; and being desirous that the same may be established by law on a permanent footing, so as to answer the good purposes by the said persons intended," enacted that the contributors to the schoolhouse fund should choose out of their own number eleven persons to be trustees, who were by this act chartered as the Incorporated Society for Promoting and Establishing the Public School in Newbern, and given the powers usual to such bodies. No person was to be admitted master of the school who was not of the Church of England and licensed by the governor. The trustees were to take the oaths to the Government, subscribe the test, and then take a special oath "to execute and discharge the several powers and authorities" conferred by the act. Elaborate provisions were made for the control and direction of the trustees, and as the contributors were "desirous that the benefits arising from said school may be as extensive as possible, and that the poor who may be unable to educate their children there may enjoy the benefits thereof," a duty of 1 penny per gallon was to be levied on all rum and other spirituous liquors imported into Neuse River for seven years. This was to be used in educating ten poor children. The master was to have a salary of £20 per year "toward enabling him to keep an assistant."¹

This law has been given in detail, because it is practically the first law passed in the province for the encouragement of public education.

A further effort was made to aid the school by the legislature of 1768, which passed an act "for declaring certain lots in the town of Newbern, taken up by the trustees for promoting the public school in the said town, saved and improved according to law; and to empower the said trustees to collect the subscriptions due to the said school."² This act was repealed by the King in council in 1770, on the ground that the act set aside the statute of limitations.³

But it appears that those interested in the school were not at all disposed to let the English Government thwart them by repealing this legislation on the school, for in 1773 the legislature passed a supplementary act in which it was provided that the four lots contiguous to the lot on which the school society had erected "a large and convenient building for the use and accommodation of the master and scholars of said school" should be deemed as saved and improved lots, according to the terms of the act in force.⁴

In 1767 and 1768 efforts were made to establish by legislative authority a similar school in Edenton. These bills failed because the assembly refused to require that the teachers should be members of the Church of England, in accord with the instructions to the governor and the terms of the schism act.⁵

The opponents of the church schools idea yielded finally, however, and the Edenton Academy was chartered in 1770-71, under an act "for vesting the schoolhouse in Edenton in trustees." The terms of its charter and the objects of the school were in all essentials like those for the Newbern Academy. The trustees had power to receive voluntary subscriptions, and "no person shall be admitted to be master of the said school but who is of the Established Church of England."⁶

As we have already seen, the master and teachers of the public school in New-

¹ See Col. Rec., VII, 303, 305, 309, 310, etc., and the act in Davis's Revisal of 1773, 359-361. This act repealed the act of 1764.

² Davis's Revisal of 1773, 450.

³ Col. Rec., VIII, 266, 276-277, 616.

⁴ Davis's Revisal of 1773, 552. In 1772 a quarrel arose between Tomlinson and the trustees, and he was dismissed. Reed takes his part and suggests the dissolution of the Incorporated Society. See Colonial Records, IX.

⁵ Col. Rec., VII, 561, 562, 563, 586, 587, 588, 589, 591, 598, 600, 632-633. See also same, 901, 904, 909, 921, 922, 942-943, 947, 948, 953, 954, 970, 978, and VIII, 6.

⁶ Davis's Revisal of 1773, 478-479.

bern were also required to be of the Church of England, in accordance with the provisions of the schism act, which was enforced in North Carolina from 1730 to 1773, so far as the Government was able.¹ Under this act no one, under penalty of three months' imprisonment, could keep either a public or a private school, nor could act as tutor or usher, unless he had obtained a license from the Bishop of London, had engaged to conform to the Anglican liturgy, and had received the sacrament in some Anglican church within the year. To prevent occasional conformity it was provided that a teacher so qualified who attended any other form of worship was to suffer the full term of imprisonment and to be forever incapacitated from acting as tutor or schoolmaster. This requirement handicapped the dissenters by throttling their schools, and consequently did great harm to learning. The power of the Established Church was felt mainly in the eastern half of the colony. The result was that there were few private schools at the time of the Revolution.

IV. PRIVATE INCORPORATED ACADEMIES, 1760-1825.

The western part of the Province of North Carolina—the western half of the present State—was occupied, speaking very broadly, by races differing from those of the eastern counties. The latter were settled mostly by immigrants from the old country and from Virginia who moved farther to the south in search of better lands. These immigrants were mostly of English extraction, and this was the general character of the population until the end of the proprietary government in 1728.

About 1736 the Scotch and Scotch-Irish immigrations began. One stream came in by way of Charleston, S. C., another by way of Cape Fear River, while a third came southward from Pennsylvania. These streams met and commingled in the Piedmont region of the present State. They clung more closely together than earlier settlers had done, and "almost invariably as soon as a neighborhood was settled preparations were made for the preaching of the gospel by a regular stated pastor, and wherever a pastor was located, in that congregation there was a classical school, as in Sugar Creek, Poplar Tent, Center, Bethany, Buffalo, Thyatira, Grove, Wilmington, and the churches occupied by Pattillo in Granville and Orange."²

Another class of settlers who contributed no little to the intellectual advancement of middle and western North Carolina were the Germans, who came overland from Pennsylvania, and in religion were divided into Moravian, Lutheran, and Reformed bodies, but there was harmony between these parts, and in matters of education they were one. In this migration, which began as early as 1745, the Moravians were among the leaders. They appeared in 1753. The ensuing southward movement lasted for a generation, and in 1785 there were 15,000 Pennsylvania Germans in North Carolina.³ These immigrants were careful to set up churches and schools on arrival, and if there were no teachers among them they sent to Germany for such. A number of these schools were taught in the German language. It is safe to say that during the second half of the eighteenth century no class of the population of North Carolina was more intelligent than this German element.⁴

Still another class which added no little to the strength of the province in morals and otherwise were the Quakers. They began coming to central North Carolina, principally from Pennsylvania, as early as 1743, and kept it up until the close of the Revolution, but in educational matters they do not occupy as high a place as the German churches or the Presbyterians.⁵

¹ On the provisions of the schism act, see my *Church and State in North Carolina*, ch. 3.

² Foote's *Sketches*, p. 516.

³ Col. Rec., VIII, 728.

⁴ See Col. Rec., VIII, 507, 631, 731, 732, 733, 739, 748, 749, 751, 760, 761, 762, 763, 768.

⁵ See my *Southern Quakers and Slavery*.

As early as 1744 the Presbyterian synods of New York and Pennsylvania began sending missionaries to North Carolina. The earliest of these missionaries was Rev. John Thompson, who came out from Virginia in 1744 and labored in the Iredell section of the State until his death in 1753. The next missionary was Rev. Hugh McAden, a graduate of Princeton in 1753, who came to North Carolina in 1755 and became one of the principal founders of the Presbyterian Church in the South.

Samuel Davies Alexander, in his Princeton College during the Eighteenth Century, has gathered the names of the Princeton men who cast their lot in North Carolina. This list has been summarized and commented on by Dr. Smith in his *History of Education in North Carolina*. It included, among others, Alexander Martin, class of 1756, afterwards governor; Rev. Alexander McWhorter, class of 1757; Samuel Spencer, class of 1759, a native of North Carolina and a superior court judge; Joseph Alexander, class of 1760, teacher; Rev. David Caldwell, class of 1761, teacher; Waightstill Avery, lawyer, and Rev. Hezekiah James Balch, class of 1766; Isaac Alexander, president of Liberty Hall Academy, and Samuel Eusebius McCorkle, teacher and preacher, 1772; John Ewing Calhoun, lawyer and United States Senator from South Carolina, 1774; Rev. Thomas B. Craighead, 1775, a native of North Carolina and an educational leader in Tennessee; Spruce McCoy, member of Congress and superior court judge, 1775; Nathaniel Alexander and William Richardson Davie, both members of the class of 1776, and both governors of the State; David Stone, governor and United States Senator, 1788; Thomas Pitt Irving, teacher, and Robert H. Chapman, second president of the University of North Carolina, 1789; Joseph Caldwell, first president of the University of North Carolina, 1791; Charles W. Harris, an early professor in the University of North Carolina, 1792; William Gaston, member of Congress and justice of the supreme court, 1796, and Frederick Nash, chief justice of North Carolina, 1799.

Some of these were natives who went to Princeton for their training, but a majority of them came from other States and cast their fortunes among the people of North Carolina. It is to them that the State is largely indebted for her first classical academies, the clause in her constitution providing for the university and the common schools, and the organization and development of the university for the first two generations of its life.

The Rev. James Tate, a Presbyterian minister from Ireland, organized Tate's Academy, in Wilmington, about 1760. Crowfield Academy, in Mecklenburg County, was organized about the same time, and from this, in connection with Poplar Tent Academy, organized in Cabarrus County about 1778 by Rev. Robert Archibald (Princeton, 1772), came the germ of the modern Davidson College.

The academy of Rev. David Caldwell, located about 3 miles from Greensboro, was organized about 1767, and for many years "served for North Carolina as an academy, a college, and a theological seminary." The average attendance was fifty to sixty, and was large for the time and country. It was not interrupted by the Revolutionary war until the British army appeared in this section in 1781. The greater part of his students had already joined the American Army; his property was plundered by the British; his library and all his literary accumulations burned; he was himself treated with indignity, and had to spend many nights in the woods to escape capture. The school was revived as soon as circumstances would allow, and Dr. Caldwell continued in active service until about 1822, when age and infirmities compelled him to retire. He died in 1824, aged 99. His apparatus and materials for teaching seem to have been very limited, especially after the invasion of the British in 1781, and the course of study does not seem to have been an extended one, but of its thoroughness the success of many of his pupils gives ample testimony.¹

¹ Caruthers's *Life of David Caldwell*, Greensboro, 1842.

Clio's Nursery and the Academy of the Sciences was another of these private Presbyterian schools which did so much for the intellectual upbuilding of the State. It was located on Snow Creek, Iredell County, and was opened about the beginning of the Revolutionary war. It was in charge of Rev. James Hall (1744-1826), who was graduated from Princeton in 1774 and declined a tutorship there to do missionary work in North Carolina, where he became a pastor and teacher. In addition to his duties in *Clio's Nursery*, he opened at his residence an "academy of the sciences," which was supplied by him with some apparatus and of which he was sole professor. This seems to have served as a scientific course for the academy, the first of its kind in the State. After the Revolution, Hall founded a circulating library within the bounds of his charge, and to advance the cause of education organized a Saturday class of young people to take lessons in grammar. The great need of the day was text-books, and to remedy the difficulty he prepared a grammar and had manuscript copies made, which were circulated among the class. Later it was printed and was used extensively.¹

But these schools were private institutions, and although representing all that there was of educational facilities for their respective sections, did not come within the limits of Government charter or aid. They lived in spite of instructions to the royal governor, for their very existence was contrary to the principles of the schism act.

Queen's College, Charlotte, was another Presbyterian school which attained distinction, but had, perhaps, the hardest struggle of all for existence. Its beginnings are traced to the classical school established at Sugar Creek, near Charlotte, in 1767, by the Rev. Joseph Alexander. It was chartered as *Queen's College* in 1770-71 by the assembly.² This charter brought up the question of the schism act. This was not the first time that that question had come up, but it had never before been seen as clearly. The promoters of the school had yielded so far as to provide that the president of the institution should be of the established church and be licensed by the governor, but the fellows, trustees, and tutors would be, for the most part, Presbyterians. On this question the Board of Trade, to whom the matter was referred in England, write the King that "from the prevalency of the Presbyterian persuasion within the county of Mecklenburg we may venture to conclude that this college . . . will, in effect, operate as a seminary for the education and instruction of youth in the principles of the Presbyterian Church. Sensible as we are of the wisdom of that tolerating spirit which generally prevails throughout your Majesty's dominions . . . still we think it our duty to submit to your Majesty whether it may be advisable for your Majesty to add encouragement to toleration by giving the royal assent to an establishment which in its consequences promises with great and permanent advantages to a sect of dissenters from the established church who have already extended themselves over that province in very considerable numbers."³

The charter of *Queen's Museum* was accordingly repealed by proclamation in 1773; but the institution flourished without a charter and became the rallying point of the literary societies and debating clubs that preceded the Revolution. The name was changed from *Queen's College* to *Liberty Hall Academy* about 1775, and on May 9, 1777, the coveted charter was secured from the assembly of the newborn State. The trustees were all Presbyterians and the school was under the supervision of Orange Presbytery, which at that time covered all the State. The course of study in the institution was nearly the same as that pointed out afterwards by the trustees of the University of North Carolina. No degrees were given, but diplomas and certificates of study instead. Dr. Alexander McWhorter,

¹ Foote's Sketches, p. 330.

² See the act in Col. Rec., VIII, 486-490.

³ Col. Rec., IX, 250.

who had been sent by Congress to preach up liberty and independence in the Southern States, was induced to become its president, but the school was suspended about February 15, 1780, and was never resumed. The cause for this suspension of activity was due, no doubt, to the war and to the presence of British troops in that locality. By an act of the assembly in October, 1784, Liberty Hall Academy was said to have fallen "in an entire state of decay" and was transferred from Charlotte to Salisbury and the name changed to Salisbury Academy, but this change should be considered as a removal and revival, not as a new institution, for seven out of fifteen of the old trustees were included in the new board.¹ After the closing of Liberty Hall Academy, the Rev. S. C. Hall maintained for many years a classical school of high grade at Sugar Creek, near Charlotte, where young men were prepared for college. After the close of the Revolution Dr. Thomas Henderson conducted a high school in Charlotte for a number of years.

Education and the constitution of 1776.—The English institution known as Queen's College, but better known by its American name, Liberty Hall Academy, was the connecting link between the old régime and the new, between the British system and the system of the new Republic. It was the last to seek a charter from the Crown. It was the first to receive it from the independent Commonwealth. In fact, a new impetus was given to education in the constitution of 1776. This constitution, adopted by assembled delegates at Halifax, N. C., December 18, 1776, says in its forty-first article:

"That a school or schools shall be established by the legislature for the convenient instruction of youth, with such salaries to the masters, paid by the public, as may enable them to instruct at low prices; and all useful learning shall be duly encouraged and promoted in one or more universities."

This clause is a literal copy of the forty-fourth section of the constitution of Pennsylvania, which had been adopted on the 28th of the preceding September, except that the phrase "in each county" after the word "established" was left out of the North Carolina constitution. These two States, Pennsylvania and North Carolina, were the first in the Union to put into their free constitutions a provision for the erection of schools.

Science Hall, Hillsboro, was the next institution to secure incorporation under the new constitution. William Hooper, the signer; Governor Alexander Martin; Governor Thomas Burke; Thomas Hart, the grandfather of Thomas Hart Benton; and Nathaniel Rochester, the founder of Rochester, N. Y., were among the incorporators. It was given the same privileges as Liberty Hall Academy. This act was amended in 1784 when the old Episcopal church was vested in commissioners and devoted to general religious uses on Sundays and to the uses of the school on week days. The school could confer no degrees, but was allowed to raise money by a lottery.² This is probably the first instance in the history of the free State in which the aid of the government to schools extended beyond the mere formal granting of charters.

Granville Hall, in Granville County, seems to have been in more than the usual sense a child of the State. It was chartered in 1779, and we find Richard Caswell, governor; Abner Nash, speaker of the senate; and Thomas Benbury, speaker of the house of commons, as the leading trustees. They were instructed to purchase 500 acres of land and erect suitable buildings. The act recited that large sums had been subscribed for support of the school. After 1780 Rev. Henry Pattillo (1726-1801), a Scotchman who had emigrated to America in early manhood and had studied privately under Rev. Samuel Davies, became principal of this academy. He had already taught in Virginia and in Orange County, N. C., and is said to have

¹ Martin's Private Acts, 142-144.

² Martin's Private Acts, 87-88, and supplementary act, 124-125. See also laws of 1797, ch. 45.

spent some twelve years in teaching. The success of his pupils indicates that Pattillo was a faithful teacher, but we have few facts concerning his schools. He had been a member of and chaplain to the provincial congress of North Carolina, and chairman of its committee of the whole. He was a man of literary tastes, and, although narrow circumstances and a large family were drawbacks in his career, was an author of considerable pretensions.

He published in 1796 a geographical catechism.¹ As this seems to have been the first text-book printed by a citizen of the State, and was intended for the schools as well as family use, it deserves more than a passing notice.

It was intended "to assist those who have neither maps nor gazetteers to read newspapers, history, or travels." It contained "as much of the science of astronomy and the doctrine of the air" as was judged sufficient for the farmer and for the student who either had or did not have an opportunity to pursue these studies further. It is dedicated to General Davie, and the "fourth inducement for publishing," the author says, was that "I did, and still do, hope my book may bring me in a few dollars, which will be welcome guests when they arrive." He begins with a description of the earth's surface. From this he turns to the zodiac, explains this, and passes on to a general description of the planets. He feels it necessary to argue in favor of the heliocentric theory of the universe, and the whole has an intensely religious tone. His account of Uranus is interesting: "The seventh and most exterior of all the planets was discovered a few years ago by Dr. Herchell [sic], which, in honor of the British King, he called the Georgian Planet." On comets he says:

"Their uses are mere conjecture. Some judge them the seats of punishment where sinners suffer the extremes of heat and cold. Mr. Whiston says a comet approaching the sun brushed the earth with its tail and caused the deluge, and that another will cause the conflagration."

After this survey of the planets he returns to geography and begins with Europe, "the smallest but most improved quarter of the world." Of Spain he says:

"Spain claims as much territory in North America as thrice the United States; extending from the isthmus of Darien to the polar circle; and from the Pacific Ocean on the west to Canada, Mississippi, and the gulph of Florida, on the east. In such a vast extent of coast they have many ports and harbors, the chief of which are New Orleans, on the Mississippi; Vera Cruz, Campechy, Honduras, St. Jago and Porto Bello, on the gulph of Florida; and Aquapuicho and Panama on the Pacific. These dominions contain Mexico, New Spain, and many other provinces. Spain owns in South America from the Carribean Sea to the Straits of Magellan."

Of Turkey he says it "is about 1,000 miles in length from Chotzim, near the border of Poland, to the southern point of the Morea; and from Oczakow, on the Nieper, to Dalmatia on the Adriatic, nearly as wide. This empire contains the ancient Peleponesus, now Morea, Achaia, Greece, Macedon, Illyricum, Bulgaria, Wallachia, Moldavia, and parts of Tartary. The capital of the whole empire is Constantinople." All of which goes to prove that geography, like history, needs to be constantly rewritten.

When America is reached the author is carried away with his subject. He thus describes the beginnings of the Revolution:

"Britain backed her claims with a fleet and army, and the devoted town of Boston felt the first vengeance of offended royalty. O my dear country! never forget your then situation. Without an army; without a general bred in the school of war; without great or small arms fit to oppose the unconquered forces of Britain; without a treasury; without an ally; without a single frigate to oppose the first naval power on earth—a power deemed our mother, among whom we had a million of relations, friends, and correspondents—to oppose the King whom we honored to idolatry! At this awful period Congress met, under a load of public cares, inconceivable by all but patriots. It seized the helm; it became a center of union

¹ Halifax, Abraham Hodge, 1796.

and of motion to the scattered colonists, and made a common cause with Boston. The continent, as by an electrical shock, caught the noble and enthusiastic spirit of liberty and resentment. Heaven pointed out George Washington as the instrument by whom it would save his country."

He then reviews the States, and coming to North Carolina, speaks of the infant university as follows:

"A university is established by act of assembly, in Orange County, with liberal appointments by the State, and numerous benefactions. It is yet in its infancy; has about sixty students, and if under the government of good and learned men, must prove an extensive blessing as well as an honor to the State. What can more loudly call for the prayers of all good people than that God's blessing may reside on our principal seat of learning, from which fountain are to flow those streams that must poison or purify our country. Its short progress has been rapid; may its success be glorious!"

Smith Academy.—In 1782 Smith Academy was chartered in Edenton. This academy was the gift of Robert Smith, a lawyer and merchant of that town, who died in 1782. Among its trustees were Judge Iredell, Governor Samuel Johnston, and Dr. Hugh Williamson. Their annual income was not to exceed 3,000 Spanish milled dollars per year; they were to "appoint their public visitation of the academy once every six months, when they shall examine what progress is made by the several students, at which visitations they may, for the encouragement of learning, give certificates to any students concerning the progress they have made in any species of learning," but they were not to grant "degrees or titles, such as the degrees of bachelor or master of arts or doctor in any faculty."¹

Innes Academy.—In 1783 the legislature chartered Innes Academy in Wilmington. This school was based on the gift made in 1759 by Col. James Innes, who bequeathed his plantation, Point Pleasant, near Wilmington, a considerable personal estate, including slaves, all his books, and £100 sterling for the use of a free school for the benefit of the youth of North Carolina. The charter provided that the rector, professors, and tutors of this academy, and of "all other academies and public schools" established by law in the State, should be free from military duty so long as they held their respective offices. Pupils, also, who entered any of these schools at the age of 15 or under were exempt from military duties so long as they remained in the schools. Of the history of Innes Academy we know, unfortunately, very little. A building was commenced after the incorporation, but before it was finished a theatrical company was organized in Wilmington and the lower floor was fitted up for use as a theater. This arrangement was consummated by a perpetual lease to the Thalian Association. In 1803 an act "for the relief of Innes Academy" recites that most of the old trustees were dead, had refused to act, or had removed to distant parts of the country. A new board was appointed and was given authority to reorganize. The land bequeathed by Innes was then still in the hands of the trustees.²

Martin Academy.—The Innes Academy represented the extreme east. The same legislature, April, 1783, incorporated Martin Academy in what is now Washington County, Tenn. This was the first literary institution in the Mississippi Valley. John Causon was the president of its board of trustees, and it was granted the same powers as Liberty Hall Academy in Charlotte. In 1795 it became Washington College. Samuel Doak was its president from its organization in 1783 until 1818.

Davidson Academy, located at Nashville, was another Tennessee institution which received its charter from North Carolina in 1785. Rev. Thomas B. Craighead, Hugh Williamson, Gen. Daniel Smith, Col. William Polk, Anthony Bledsoe, and Gen. James Robertson were among the incorporators. The school was

¹ Martin's Private Acts, pp. 101-102; McRee's Iredell, I, 516, II, 8, 68, 303.

² Laws of 1803, chap. 34.

located in Spring Hill meetinghouse, and here Mr. Craighead officiated for twenty years or more—in the week on intellectual, Sundays on spiritual things. The academy received 240 acres of land from North Carolina, from which it realized about \$20,000. September 11, 1806, the academy was rechartered as Cumberland College; it was rechartered November 27, 1826, as the University of Nashville, and under the administration of Philip Lindsley had an extended career of usefulness. Then came a period of reverses. Under an act approved March 24, 1875, a connection was made with the trustees of the Peabody fund, and through this union the Peabody Normal School has absorbed and taken the place of the older institution and the academy, intended for the training of youth in Davidson County, has grown into a great school for the training of teachers for the whole South.¹

The movement thus begun was soon to extend from one end of the State to the other. The act which chartered Martin Academy, in Washington County, Tenn., also chartered Morgan Academy, in Burke County, N. C. Davidson Academy was to serve, as we have seen, for the district of middle Tennessee; Martin Academy for eastern Tennessee; Morgan Academy for western North Carolina.²

There seems to have been a fear that the State was in some way responsible for these academies, so it was provided that neither of them should be considered "one of those seminaries mentioned in the constitution, to oblige this State to support any president, professors, or tutors of either of the said academies, or other charge or expense thereof whatsoever."

Zion Parnassus was another Presbyterian school which exerted a wide influence. It was not chartered and had no connection with the State. But its distinct normal department, the first in North Carolina and probably the first in America, but of which I have been able to find nothing more than a mere statement that it existed, and Dr. McCorkle's connection with the University of North Carolina, demand that its work be recognized at least. Rev. Samuel Eusebius McCorkle (1746-1811) was a native of Pennsylvania, a graduate of Princeton, and a Presbyterian missionary. He established his school at Thyatira, on the road between Salisbury and Statesville, in Rowan County, in 1785. In this school worthy but needy young men were given tuition and furnished with books. The school continued ten or twelve years. The course of study was modeled on Princeton, and six of the seven students forming the first graduating class of the University of North Carolina had been prepared there; forty-five of his students became ministers. He was offered in 1795, but declined, the professorship of mental and moral philosophy in the infant University of North Carolina. This professorship would have made him virtually president of the institution. He had a considerable library and was quite prolific as an author.

OTHER ACADEMIES.

Besides the academies already mentioned there are many others whose history has come down to us in most cases only in the acts of incorporation. The general character of these acts is the same. A number of persons, sometimes including representative men of the State as well as those of local prominence, were given corporate powers and absolute control over the management and direction of the school, and were usually made coöptative. The schools generally had power to grant certificates, but the right to grant degrees was specifically denied. These acts also gave power to the trustees to sue for and recover by action of debt or otherwise the sums of money which had been subscribed for the schools, but on which payment had been refused. In some cases the pupils and teachers were

¹ Merriam, History of Education in Tennessee; and Martin's Private Acts, 155-156.

² Martin's Private Acts, p. 119.

exempted from service in the militia. Some were named for the most prominent benefactor, and provision was made for this in case a person should claim such distinction at any time in the future. The trustees usually chose the teachers. There was sometimes exemption from taxation. In the earlier charters special provision was made that such were not to be considered as any of the academies for which provision had been directed in the constitution.

Academies chartered in 1785:

Dobbs Academy, at Kinston, Dobbs (now Lenoir) County.

Grove Academy, in Duplin County. This school seems to have been successful. "The Greek and Latin languages will be taught, and also the sciences."¹

Chartered in 1786:

Franklin Academy, Louisburg, Franklin County.

Pittsboro Academy, Chatham County; in 1797 it was allowed to raise \$700 by lottery.

Pitt Academy, located at Greenville, which had been recently called Martinboro, in Pitt County. Among the incorporators were Governor Caswell, Hugh Williamson, and William Blount.

Warrenton Academy, in Warren County; among the trustees were Rev. Henry Pattillo, Gen. William R. Davie, Governor Benjamin Hawkins, Nathaniel Macon, Gen. Thomas Person, and Willie Jones. By a later act they were authorized to raise \$3,000 by lottery. Further, a surplus of £250, then in the hands of the commissioners of the town, was directed by the legislature to be paid over to the school in accord with the wishes of the town. This seems to have been the first instance in the history of the State of local taxation for schools. In 1795 this academy was under the charge of Professor George, a graduate of Trinity College, Dublin.

Chartered in 1789:

Richmond Academy, Richmond County.

Currituck Seminary of Learning, Currituck County.

Chartered in 1791:

Onslow Academy, Onslow County.

Stokes Seminary, Wadesboro, Anson County.

Chartered in 1793:

Tarboro Academy, Edgecombe County.

Lumberton Academy, Robeson County.

Raft-Swamp Academy, Robeson County.

Chartered in 1797:

Murfreesboro Academy, Hertford County.

Montgomery Seminary, in Montgomery County, "near the town of Henderson," which town has since disappeared from the map.

Bladen Academy, Elizabethtown, Bladen County. In 1808 the trustees were empowered "to rent out the fishery on Cape Fear River in the commons of the said town" for three years, and the money arising from the same was to be applied to the academy, but this act was repealed in 1809.

Chartered in 1798:

An academy in Guilford County.

Unity Academy, at Unity Meetinghouse, Randolph County.

Adams Creek Academy, on Adams Creek, in Craven County.

Smithville Academy, Brunswick County; authorized to raise \$7,000 by lottery.

Salisbury Academy, Rowan County. In 1812 the commissioners of Salisbury

¹For the acts chartering these institutions before 1790, see Martin's Private Acts of North Carolina (Newbern, 1794). For the acts after that date, see the annual or session laws.

were authorized to raise \$5,000 by lottery "for the purpose of erecting an academy and church, or either of those buildings, in said town." In 1825 the academy was empowered to raise \$10,000 by lottery.

Chartered in 1799:

Fayetteville Seminary, Cumberland County.

Peasley Academy, "at or near the dwelling of Rev. William Peasley," Moore County.

The Williamsboro Franklin Library Society, Granville County. Its object was "the improvement of useful knowledge," and seems to have included a school as well as the work of a library proper.

Chartered in 1800:

Sneedsboro Academy, Sneedsboro, Anson County.

Edenton Academy, Edenton, Chowan County. This academy was empowered to raise \$3,000 by lottery. Samuel Johnston was the president of its board of trustees, and the academy had a long and honorable history. Among its teachers who acquired wide celebrity in the State was the Rev. Jonathan Otis Freeman. By chapter 63, laws of 1807, the commissioners of the town were instructed to convey to the academy 6 acres of town property.

The first act which seems to have had in mind the instruction in regard to public schools in the constitution of 1776 was that for "a public school in the county of New Hanover." This act, passed in 1800, provided for trustees and their government, as the other charters had done, and empowered them to hold property received "by gift, grant, subscription, or otherwise." Beyond this and the fact that it is called a "public school" there is no hint that it was to have public support.

Chartered in 1801:

Union Meeting House Academy, Duplin County.

Clio Montana Seminary, in Rockingham County. This seminary had been in operation prior to the time of its charter.

In 1801 the trustees of the Newbern Academy, which had been in existence years before this time, were empowered to raise \$3,000 by lottery "for the purpose of building an academy on the schoolhouse lots in the town of Newbern." In 1812 the power of cooptation was taken from the trustees and placed in the town. All freemen who were possessed of a freehold or were masters of families had the right to vote, and, further, this privilege was conferred on all "who within one year immediately preceding the said election shall have made a donation to the said academy of the value of \$5, or within four years immediately preceding of \$20."

Raleigh Academy, Wake County. The legislature granted to this academy the public square in the town, known as "Burk square," for the site of a building. They received in the charter no public aid beyond this. Amendments in 1809 gave the trustees power to increase their number and a grant of certain quarries for five years, inasmuch as "the quarries of rock in the public land adjacent to the city of Raleigh, though of no benefit to the State, might yield a small emolument to the trustees of the academy."

Chartered in 1802:

Franklin Academy, in Franklin County.

Wadesboro Academy, in Anson County.

Caswell Academy, in Yanceyville, Caswell County.

Spring Hill Seminary, in Lenoir County. The property of this seminary was exempted from taxation for ninety-nine years.

Chartered in 1804:

Cedar Grove Academy, Richmond County.

Wilmington Academy, New Hanover County.

Nixonton Academy, Nixonton, Pasquotank County.

Chartered in 1805:

Philomathia Academy, Wilkes County.

Hico Academy, in the lower part of Caswell County.

Solemn Grove Academy, near Mount Helicon, in Moore County.

Greene Academy, in Greene County. The name was changed to Hookerton Academy in 1817, and the trustees were to be elected by vote. All persons who had given as much as \$5 had the right of suffrage, and could cast five votes if they had given \$25. Any white man who had given \$5 was eligible as a trustee. In 1819 it was allowed to raise \$2,000 by lottery. "And the trustees of the said academy shall be jointly and severally liable in their proper person to fortunate adventurers in any lottery authorized by this act for the amount drawn to their respective numbers in an action on the case brought to recover the same."

Union Hill Academy, Buncombe County. This school was founded on a gift of 8 acres of land in Buncombe County, given by William Forster, jr., "for the purpose of a place of residence for a preacher of the gospel and teacher of an English and Latin school," or either, as the majority of trustees should deem most advisable. In 1809 the trustees were allowed to raise \$5,000 by a lottery "for the purpose of completing the necessary buildings" and also "for establishing a female academy in the town of Asheville," under direction of the same board of trustees.

Chartered in 1806:

Oxford Academy, Rowan County.

Windsor Academy, in Bertie County.

Mount Clio Academy, in Robeson County.

Rutherford Academy, in Rutherford County.

Union Hall School, "near the Old Nicks" (Old Neck), in Perquimans County. This academy was already in existence.

Chartered in 1807:

Trenton Academy, in Jones County.

Portsmouth Academy, Carteret County.

Indian Woods Academy, in Bertie County.

Elizabeth City Academy, Pasquotank County.

Chartered in 1808:

Washington Academy, Beaufort County.

Zion Parnassus Academy, on Richlands Swamp, Robeson County.

Chartered in 1809:

Onslow Academy, Onslow County.

Thisbe Academy, Guilford County.

Hertford Academy, Hertford County.

Green Hill Academy, Haywood County.

Laurel Hill Academy, Richmond County.

Mount Parnassus Academy, Moore County.

Fayetteville Academy, Cumberland County.¹

Newland Academy, in the upper part of Pasquotank County.

Vine Hill Academy, Halifax County. In 1810 it was allowed to raise \$500 by lottery. This school is still in existence.

Germantown Academy, in Stokes County. Authorized to raise £500 "for the purpose of purchasing a lot or piece of land and books for use of the said academy."

Chartered in 1810:

Waynesboro Academy.

Carteret Academy, Carteret County.

Jonesboro Academy, Camden County.

¹ Laws of 1809, ch. 81. This act is entitled "An act to amend an act entitled 'An act to establish a seminary of learning in the town of Fayetteville,'" etc.

Wilkesboro Academy, Wilkes County.
 Swansboro Academy, Onslow County.
 Springfield Academy, Halifax County.
 Poplar Tent Academy, Cabarrus County.
 Elizabethtown Academy, Bladen County.
 Plymouth Academy, Washington County.
 Montpelier Academy, on the lands of William M. Sneed, in Granville County.
 Nutbush Mineral Springs Academy, on the lands of John Simms, in Warren County.

Chartered in 1811:

Euphronean Academy, Moore County.
 Oxford Academy, on the lands of Thomas B. Littlejohn, adjoining the courthouse, now Oxford, Granville County.
 New Providence Academy, Mecklenburg County. This was the academy of the Rev. James Wallis (1762-1819), and he is the first trustee named. He had established Providence Academy, about 12 miles from Charlotte, in 1792. He belonged to that small coterie of Presbyterian ministers who have done so much for intellectual North Carolina.

Chartered in 1812:

Snow Hill Academy, Greene County.
 Philadelphus Academy, Robeson County.
 Rocky River Academy, Cabarrus County.
 Newbern Female Charitable Seminary, Newbern, Craven County. Its object was "for the relief of the poor and the education of poor female children." This seems to have been the first society incorporated for the purpose of female education in the history of the State.¹

Chartered in 1813:

North Carolina Bible Society.
 Greene Academy, Greene County.
 Goshen Academy, Duplin County.
 Tarboro Academy, Edgecombe County.
 Williamsboro Academy, Granville County.
 Pleasant Retreat Academy, Lincoln County.
 Military [and Literary] Society of the County of Lenoir.
 Free School in Wayne County (evidently using the word "free" in the sense of liberal).

Female Orphan Asylum Society, Fayetteville. "It is the wish and intention of the said society to seek out as objects of their charity children who are destitute of both parents and who would become chargeable to the county in which they reside, which said children they (the said society) intend to board, clothe, and educate."

Chartered in 1814:

Union Academy, Halifax County.
 Greenville Academy, Pitt County.
 Hillsboro Academy, Orange County.
 Rush Academy, on Mattamuskeet, Hyde County. This academy had a prior existence, and was known as Strayhon's School House.
 Louisburg Female Academy, Franklin County. The commissioners of the town were authorized to deed a site to the academy out of the town lands.

¹ It was not the first institution organized for that purpose. The Moravian school at Salem, known as the Salem Female Academy, was organized in 1804, and has been in continuous operation since that date, but did not receive a charter from the State until 1866. One of the Moravian teachers who attained reputation as a scholar, especially through his knowledge of Hebrew, was John Jacob Fries. He came to North Carolina from Denmark in 1754 and taught from time to time until his death in 1793.

Free School, in Duplin County. The idea of a charity school for the poor is present in this act, but beyond this it does not differ from similar acts of incorporation.

Clio Academy, Iredell County. This academy had been in existence for many years. Its founder and organizer was Rev. James Hall. In 1815 the name was changed to Statesville Academy.

At this time the educational movement took a new turn in the incorporation of "Thalean associations," "for the purpose of aiding an institution of learning, and the general promotion of literature." With such objects, an association by this name was organized in Fayetteville in 1814 and another in Wilmington.

Chartered in 1815:

A change becomes manifest about 1815, when the terms of incorporation begin to vary from the set phrase which had come down from the Revolution. In 1815 the Fayetteville School Association Company was chartered, with \$10,000 capital. Commissioners were appointed to open books for subscriptions for shares at \$25 each. As soon as \$1,000 had been subscribed, the school was to be put into operation. The trustees were to be elected by the stockholders, stock was to be transferable, and the association was allowed to hold property up to \$20,000.

Library societies were another phase of educational activity which began about this time. "The Person Library Company" was chartered in 1815; was empowered to organize a library and hold \$2,000 in property. The Raleigh Library Company was chartered in 1816, and was allowed to hold property up to £2,000. Center Library Society, of Iredell County, was chartered in 1817. The Buffalo Library Society, of Iredell, and the Fayetteville Library Company, of Fayetteville, were both chartered in 1818.

Chartered in 1816:

Williamson Academy, Martin County.

Pleasant Grove Academy, Perquimans County.

Greensboro Academy, Guilford County. In 1820 the Female Academy in Greensboro, which had been under an independent management, was united with the Greensboro Academy.

Chartered in 1817:

Fairfield School, on Loosing Swamp, in Lenoir County.

New Prospect Academy, near Oak Grove, on Little River, in Perquimans County.

Blakely Academy, Pittsboro, Chatham County. This academy was named in honor of Capt. Johnston Blakely, U. S. N., who went down with his ship, the *Wasp*, in 1814.

Female Benevolent Society, of Wilmington. Its object was "to secure to poor children and destitute orphans a moral and religious as well as common education, and also to adopt, support, and provide with situations that are useful and not unfavorable to virtue."

Chartered in 1818:

Milton Female Academy.

Wayne Academy, Wayne County.

Jonesville Academy, Surry County.

Haywood Academy, Chatham County.

Asheville Academy, Buncombe County.

Lawrenceville Academy, Montgomery County.

Hilliardston Academy, on lands of James Hilliard, in Nash County.

Forest Hill Academy, on the lands of John Martin, in Wake County.

Trenton Academy, Jones County. This school was given a town lot of 2 acres for a site.

Female Academy, Orange County. This organization was known as the Prospect Company.

Chartered in 1819:

Lawrenceville Academy.

Camden County Bible Society.

Enfield Academy, Halifax County.

Camden Academy, Camden County.

Wilkesboro Academy, Wilkes County.

Smithfield Academy, Johnston County.

Madison Academy, Rockingham County.

Lumberton Academy, in Robeson County.

Pike Academy, in Little Alligator, Tyrrell County. In this case a school already established was made the basis of the larger organization.

New Salem Library Society, Randolph County. Its object was "for the purpose of promoting religion, and aiding the progress of learning science."

Leaksville Female Academy. The trustees were authorized to raise \$6,000 by lottery "to purchase a library and necessary apparatus, and for completing the Female Academy in said town."

Bingham Academy, then in Orange County, and under the direction of the Rev. William Bingham, was incorporated in 1819, and declared to be "a public seminary of learning." This school had been organized as early as 1793 and has been in almost constant operation since that time.

Chartered in 1820:

Spring Hill Academy, Gates County.

Concord Academy, Perquimans County.

Shocco Female Academy, Warren County.

Elizabeth City Academy, Pasquotank County.

Farnwell Grove Academy, Halifax County.

Carraway Library Society, Randolph County, "for the purpose of promoting and aiding the progress of learning and science."

The Western College, of North Carolina, to be located "somewhere to the southwest of the Yadkin River," was incorporated for the reason that "the more western counties in this State are distant from Chapel Hill, which renders it inconvenient for their youth to prosecute their education there." It was provided with an excellent board of trustees, was given the power to confer degrees, and was exempted from taxation—and there it stopped. But from this germ came a little later Davidson College.

Chartered in 1821:

Lincolnton Female Academy.

Sardis Academy, Johnston County.

Clinton Academy, Sampson County.

Midway Academy, Franklin County.

Union Library Society, Iredell County.

Spring Grove Academy, Anson County.

Halifax Academy, in the town of Halifax.

Liberty Male Academy and Charlotte Female Academy, both in Charlotte.

Raleigh Female Benevolent Society; some of its objects were "to promote the education of poor children, and cause them to be instructed in some of the useful domestic employments."

Chartered in 1822:

Ebenezer Academy, Iredell County.

Culpepper Academy, Anson County.

Franklin Library Society, Hillsboro.

Meltonsville Academy, Anson County.

Hopewell Academy, Edgecombe County.

Durham's Creek Academy, Beaufort County.

Richland Creek Library Society, in Guilford County.
Shady Grove Male and Female Academy, Warren County.

Chartered in 1823:

Bertie Union Academy, Bertie County.
Lumberton Academy, Robeson County.
Milton Male Academy, Carteret County.
Friendship Academy, Edgecombe County.
Town Creek Academy, Edgecombe County.
Sandy Creek Library Society, Davidson County.
New Providence Library Company, Mecklenburg County.
Morganton Academy. The act of incorporation recites that "considerable funds" had been given this school "both by private donations and acts of the legislature of this State."

Chartered in 1824:

Swansboro Academy, Onslow County.
Wake Union Academy, Wake County.
Clinton Library Society, Stokes County.
New Hope Academy, Randolph County.
Davidson Academy, Montgomery County.
Hillsboro Female Academy, Orange County.
Mount Prospect Academy, Edgecombe County.
Harmony Grove Academy, Edgecombe County.

Chartered in 1825:

Line Academy, Sampson County.
Colerain Academy, Bertie County.
Williams Academy, Duplin County.
Oak Grove Academy, Greene County.
Lexington Academy, Davidson County.
Shady Grove Academy, Rockingham County.
Pleasant Grove Academy, Edgecombe County.
The Library Society of Greensboro, Guilford County.
The Farmers' Library Society, of Northampton County.
The Abbotts Creek Library Society, of Davidson County.

There are several features which characterize these acts of incorporation. They were chartered on private initiative and were backed by private enterprise. In some cases, like that of the Bingham School, charters were obtained for institutions that had been long in existence. The terms of the various charters, with the mere change of name, are almost identical. The State limited its fostering care to allowing the town in which the school was located to present to it the town commons, or to allowing it to raise a certain sum by lottery, generally taking care to make the incorporators personally responsible to the drawers of prizes. It sometimes exempted the property from taxation and, in the earlier period, the pupils and teachers from military service. But, with these exceptions, the legislation was merely permissive.

V. THE AGITATION FOR THE COMMON SCHOOLS, 1815-1835.

We have seen the provision in the constitution of 1776 providing for primary education. The University of North Carolina was chartered in 1789; it was opened in 1795. There was no further effort made by the State for years to aid any phase of education.

Governor James Turner, in his message to the legislature, November 21, 1804, took up the demand for public instruction, saying:

"Knowledge is one of the firmest pillars of national strength; and believing that nothing would tend more to the advancement of the character and respect-

ability of this State than a general diffusion of learning. I am desirous of seeing a plan of education introduced which shall extend itself into every corner of the State."

Governor Nathaniel Alexander, November 19, 1806, indorsed the recommendation of Governor Turner and added a ringing demand of his own.

Governor William Hawkins, in his message to the general assembly, November 20, 1811, said:

"Too much attention can not be paid to the all-important subject of education. In despotic governments, where the supreme power is in possession of a tyrant or divided amongst an hereditary aristocracy (generally corrupt and wicked), the ignorance of the people is a security to their rulers; but in a free government, where the offices and honor of the State are open to all, the superiority of their political privileges should be infused in every citizen from his earliest infancy, so as to produce an enthusiastic attachment to their own country, and insure a jealous support of their own constitution, laws, and government, to the total exclusion of all foreign influence or partiality. A certain degree of education should be placed within the reach of every child in the State."

On November 22, 1815, Gov. William Miller, who had been reared in Warren County and who was the first student of the University of North Carolina to attain the governorship, called the attention of the assembly to the need of public schools in his address to that body. He said:

"To cherish this spirit of inquiry and produce men who shall not only understand their rights, but have the spirit to assert and maintain them at every hazard, nothing is better calculated than an extensive diffusion of information. . . . The progress which has been made of late in the establishment of seminaries for the education of youth evinces a spirit and genius in the people of this State for literary acquirements. But so long as these establishments are left to depend for support upon individual exertion their beneficial effects must necessarily be partial. It is under the fostering hand of legislative patronage alone that the temple of science can be thrown open to all."

The message was referred to a committee, but no further action was taken. Governor Miller was not discouraged. In his message to the legislature on November 20, 1816, he said:

"The subject of education has always been one of primary importance with all governments established for the benefit of the great body of the people. . . . If the wealthy alone be admitted to the temple of science, the most dangerous species of aristocracy may be apprehended. . . .

"The various seminaries which have arisen in the State within a few years, from individual exertion alone, marks the progress of literary taste and points to the present as the time for legislative patronage. Permit the favorable juncture to pass and this growing taste may sicken and require ages to revive. To avail himself of public sentiment in support of any measure denotes the judicious statesman."¹

This part of the governor's message was referred to the committee on education. It seems that there were two reports from this committee. The first report is dated December 17, 1816, and is signed by John M. Walker.² The other was made December 19, 1816, and was signed by Archibald D. Murphey, of Orange, as chairman. It seems that the report of Walker—the first, as far as known, ever made on education in the State of North Carolina—has hitherto escaped attention. It is of interest because of the striking reason advanced for the necessity of education in North Carolina—a reason which the later experience of the State amply justified—and because of the curious method of supplying teachers which is sug-

¹ From full report in Journal, House of Commons, 1816, p. 4.

² The House Journal gives John W. Walker as member of the house of commons from Warren County for that year. There was no other Walker in that legislature. The report is said to be from "a member of the committee to whom was referred so much of his excellency's message," etc., but there is no mention of this report in the journals of the legislature for that year.

gested. The report is summarized from a unique copy in the library of the present writer (8 vo., pp. 8).

Mr. Walker says:

" . . . In viewing the subject brought thus near us, we have great cause to felicitate ourselves that our fellow-citizens are beginning duly to appreciate its importance; and that North Carolina may rival any State in the Union in the number and respectability of its academies. . . . However important education has been to our country, it is becoming increasingly so to the Atlantic States. If we cast our eyes from the East around the North to the South, we find vast tracts of fertile land springing into Territories, and these growing into States, enjoying great advantages in fertility of soil, in salubrity of climate, and above all, enjoying the same inestimable blessings of a free government with ourselves.

"These great advantages are already beginning to dissolve the attachment to the spot of nativity and the kindred tie of acquaintance, by inviting thither the stream of migration. Let but the advantage of facility in education be added, and the vinculum which binds man to his birthplace and family will no longer restrain its current. . . .

"Such is the demand for education in our country and such the scarceness of teachers that the competition between the parents for teachers has raised the price of ordinary education to \$15 and \$20 the scholar. The majority of indigent parents, having from three to four children capable of receiving education, are unable to pay such a price. Your committee therefore propose to lessen the price of tuition by increasing the number of teachers. . . . They are emboldened to recommend—

"First. That three classes of 186 young men, between the ages of 15 and 20 years, be annually and successively taught and prepared to teach reading, writing, arithmetic, English grammar, and moral philosophy at the public expense, they first giving bond to the governor of the State for the time being in the probable amount of the cost of their education, conditioned to teach in some county in this State three years, at the moderate price of \$5 per scholar, with liberty to enter into any other pursuit after receiving their education by cancelling their bond, or so much as remains due, in proportion to the time they wish to avoid teaching. The first class to commence in 1817, or as soon thereafter as convenient; the second class twelve months after the first, and the third class twelve months thereafter. . . .

"Third. That the first court of pleas and quarter sessions held in 1817, in each county, appoint not less than five nor more than twelve prudent, intelligent men in their respective counties, who shall constitute a board of literature to continue in office five years, and who shall have power to fill vacancies occasioned by resignation, death, or removal, and whose duty it shall be to invite and recommend indigent young men of their respective counties to enter into the above class. . . .

"Fifth. That a school for the reception of this class be established in each judicial district of this State, apportioning to each school a proportionate number of scholars according to the population of each district; and the steward's departments be furnished and supplied out of the public treasury. Supposing it will require three years to prepare each class to teach, and by thus establishing the schools for their tuition, the cost of the State is not expected to exceed \$50 a scholar the first year, \$40 the second, \$30 the third and succeeding years. Upon this supposition, the subjoined table will show the amount of cost and the extent of operation of this plan.

Date.	Classes.	Number of scholars.	State, per scholar.	Annual cost.	Number of teachers.	Time of teaching.	Number of scholars per teacher.	Number annually taught.	Grand total.
1817.....	1	186	\$50	\$9,300					
1818.....	2	372	40	14,880					
1819.....	3	558	30	16,740					
1820.....	3	372	30	11,160	186	3	25	4,650	13,950
1821.....	3	186	30	5,580	372	2	25	9,300	18,600
1822.....	3	186	30	5,580	558	1	25	13,950	13,950
				57,660	per scholar, \$1.24.				46,500

"NOTE.—This table has not credit for 558 teachers which ought to be added to the number of 46,500 youths taught, which would reduce the price to \$1.22 each.

"Your committee beg leave to make a few remarks on the foregoing table and plan of education. First: On the economy of the plan. . . . Second: Its facility in operation. . . . Third: Its diffusable operation. . . . Fourth: Its capacity for extension. . . ."

The chairman of the committee, and the author of the report which is summarized a little farther on, was Archibald D. Murphey. The work of Murphey was so important in advancing the interests of the common schools that he won for himself the title of "father of the common schools." He deserves more than a passing notice, for he was not only the father of the North Carolina common schools, but of the first geological work done under governmental auspices in America, and was the first native historian of North Carolina.

Archibald De Bow Murphey was the son of Col. Archibald Murphey, and was born in Caswell County, N. C., in 1777. He was prepared for college in the famous academy of Rev. David Caldwell, in Guilford County (see p. 1387) and entered the University of North Carolina in 1796. He was graduated with the highest distinction in 1799; was immediately chosen professor of ancient languages in that institution and served in that capacity for three years. In the meantime he studied law and was admitted to the bar in 1802. His skillfulness in the examination of witnesses and the argument of causes before juries made him a reputation, while his Quaker-like plainness of aspect, his scrupulous cleanliness and neatness of attire, his habitual politeness and a subdued simplicity of manner won his way to the hearts of juries. His style of address was that of earnest and emphatic conversation, and he delighted in equity practice. He was elected a judge of the superior court by the legislature in 1818; he served for two years and was once given a special commission as judge of the supreme court. He published three volumes of reports, embracing the decision of cases from 1804 to 1819.

Judge Murphey was a member of the State senate continuously from 1812 to 1818, and it was in this capacity that his greatest usefulness to his State appears. No other man of his generation showed the same broad grasp and philosophic insight as to what should be the proper public policy of the State. Governor Graham says:

"Judging from the public documents which he has left behind him in advocacy of this policy, no man has ever brought into our legislative halls a more ardent spirit of patriotism, a more thorough survey and comprehension of her situation and wants, or proposed bolder or more intelligent measures for her relief. Whether these measures failed from error in their conception or timidity in his contemporaries to meet and boldly sustain them, the historian must pronounce that his reports and other writings in regard to them are the noblest monuments of philosophic statesmanship to be found in our public archives since the days of the Revolution."

His scheme for the advancement and upbuilding of the State may be divided into three general divisions. The first was to improve her means of transportation by deepening the inlets from the ocean, opening the rivers for navigation, connecting them by canals and turnpike or macadam roads, and thus concentrating her trade at two or three points within her own limits. This concentration would build up commercial cities of her own, bring about the economic independence of the State from other States, and thus secure a better regulation of her currency and exchanges. The second scheme dealt with the education of the masses, and will be treated later in detail.

From 1815 to 1823 Judge Murphey was either chairman of the legislative committee or of the board of internal improvements, and as such prepared annual reports on the public policy of the State, which were much commended by high authority. In 1819 he published a memoir on the internal improvements and the resources and finances of the State. As a result of his labors, Hamilton Fulton, an English engineer, was invited, by authority of the legislature, to come out to North Carolina at a salary of \$6,000 in gold. Fulton arrived about the middle

of July, 1819. He brought with him Robert H. Brazier, as surveyor, at a salary of \$1,500, and the two made surveys of harbors and rivers and of many routes for roads in various parts of the State. The plan of Judge Murphey, for which he obtained the approbation of Fulton, was to improve the inlets at Nags Head (if possible), which has since been closed, Ocracoke, Beaufort, Swansboro, and Wilmington. He was then to open for flatboat navigation the Roanoke, Tar, Neuse, Cape Fear, Yadkin, Catawba, and Broad rivers, and sundry of their tributaries. He was to join the Roanoke, Tar or Pamlico, and Neuse rivers by canals, in order to ship the productions of the valleys watered by each from the town of Beaufort. In the same way he proposed to unite the Cape Fear with Lumber River and at a more northerly point with the Yadkin and the Yadkin with the Catawba. In this way he hoped to bring to the mouth of the Cape Fear the commerce of the whole watershed trending from the Blue Ridge, except that of Broad River, which drained into South Carolina. In this way it was expected to make commercial marts of Fayetteville and Wilmington. Places remote from water routes were to be supplied with an improved system of roads.

This plan proposed to supply the State with the most approved means of transportation then known, for this was before the dawn of the railroad era. The comprehensiveness and boldness of the scheme is evident, but it is probable that this very comprehensiveness was the cause of failure. To conciliate favor, inadequate appropriations for various parts of the work in all sections of the State were made at once. Work was commenced under incompetent supervision, and resulted in failure. After a few years of trial the whole was abandoned and the engineer was discharged. The expenditures for the work from the treasury of the State, including the salary of the principal engineer and assistants, was repaid tenfold in the topographical and statistical knowledge obtained.¹ The series of reports made to the board of internal improvements between 1818 and 1827 are of much value in themselves, and stand as the beginning of geological work in America.²

Judge Murphey's devotion to the history of the State was not less than that to her internal development. He "studied her interests by every light of political economy and every record of the past within his reach, was personally acquainted with nearly every citizen of intelligence, and his talents, public spirit, and engaging manners rendered him a favorite among the surviving officers and soldiers of the Revolution." He gathered materials for her history from many sources, public and private. At his instance the legislature had the office of the Board of Trade examined, and prepared a preliminary list of documents relating to North Carolina.³ Literary men in other States like Jefferson and Madison aided his efforts, family archives were thrown open to his inspection, and some of the Revolutionary leaders then surviving furnished reminiscences. Under date of December 5, 1825, Judge Murphey submitted to the legislature the plan on which he proposed writing the history of the State. His outline was an admirable one. He divides his work into seven parts: (1) An account of the discovery of America; (2) the aboriginal history of North Carolina; (3) the colonial history of North Carolina; (4) history of North Carolina from the time of her becoming a sovereign

¹The expenditures for internal improvements from December, 1827, to November 1, 1840, amounted to \$653,626.86. From the beginning in 1817 to November 1, 1840, the expenses were \$968,773.84.

²Fulton's engagement with the State ended with the end of 1825. The next year he was in the employ of the State of Georgia at a salary of \$5,000. Alanson Nash, who had been recommended by De Witt Clinton, was employed by North Carolina in 1827. His engagement closed with the end of 1828. In 1838 Charles B. Shaw, who had done similar work for Virginia, was employed.

³Laws of 1826-27. This list was printed in 1843, and this effort of Judge Murphey bore fruit sixty years later in the magnificent series of Colonial and State Records of North Carolina, whose publication was begun in 1886. It now extends to fifteen quarto volumes, and has not yet been finished.

State in 1776; (5) physical geography, soil, climate, and meteorology of North Carolina; (6) geology and mineralogy of North Carolina; (7) botany of North Carolina, the sylva, flora, and fungi of the State. Under (3) and (4) the social history of the State was fully developed.

He asked the State for assistance toward the publication of this great work. This aid was never granted. Sick in body and broken in fortune, Judge Murphey sank to his grave February 3, 1833, and his historical work, beyond a few chapters on the Indians, was never finished. The State, with characteristic prodigality, allowed his great collection of historical materials to be scattered, and the labors of the first native historian of North Carolina were seemingly in vain.

As we have seen, Judge Murphey was chairman of the committee in the legislature of 1816 to which was referred that part of the governor's message concerning education. He brought in a report, in part as follows:

"That after forty years of successful experiment, the most skeptical can not doubt the excellence of the system of government which we have adopted. . . .

"A republic is bottomed upon the virtue and intelligence of her citizens; and that virtue consists in the faithful discharge of moral and social duties and in obedience to the laws. But it is knowledge only that lights up the path of duty, unfolds the reasons of obedience, and points out to man the purposes of his existence. In a government, therefore, which rests upon the public virtue, no efforts should be spared to diffuse public instruction. . . .

"To effect this benevolent purpose, a judicious system of public education must be established. Few subjects present more serious difficulties; none is of more vital importance. . . .

"Your committee feel proud to look back and review the efforts which have been made in North Carolina to diffuse public instruction. Few States have afforded such examples of private munificence for this purpose, and the legislature has lent its fostering care, by establishing a university and endowing it with funds. But your committee regret that success has not attended these benevolent efforts of their fellow-citizens as they seem to have merited, and they entertain the fear that no better success will hereafter attend them until a general system of public education shall be established and enforced by the legislature. This general system must include a gradation of schools, regularly supporting each other, from the one in which the first rudiments of education are taught to that in which the highest branches of the sciences are cultivated. It is to the first schools in this gradation that your committee beg leave to draw the attention of the legislature at this time, because in them will be taught the learning indispensable to all—reading, writing, and arithmetic. These schools must be scattered over every section of the State, for in them education must be commenced and in them it will terminate as to more than one-half of the community. These schools will be the most difficult in their organization and the most expensive to the State; but they will be the most useful, inasmuch as all the citizens of the State will be taught in them, and many of these children are destined never to be taught in any other. Here their education will begin and end. With the learning which they here acquire, they will pass into active life and take rank with their fellow-citizens. It is important, therefore, that in these schools the principles of morality and religion should be inculcated and habits of subordination and obedience formed. . . . Thousands of unfortunate children are growing up in perfect ignorance of their moral and religious duties. Their parents, equally unfortunate, know not how to instruct them, and have not the opportunity or ability of placing them under the care of those who could give them instruction. The State, in the warmth of her affection and solicitude for their welfare, must take charge of those children, and place them in schools where their minds can be enlightened and their hearts trained to virtue. There is another class of unfortunate-children who are objects of anxious solicitude. These are the children of the poor, whose parents, bereft of the comforts of life, are rendered doubly wretched by seeing their children bereft of the opportunities of education. How often among these children do we discover the most promising genius? And how often has not this genius been seen to burst the fetters which enchained it to the bed of poverty, and towered its way to wealth and honors? Genius delights to toil with difficulties; they discipline its powers and animate its courage. Hence it has happened that many whose elevation has been preeminent and whose virtues have adorned humanity have been born in the lap of poverty. The State must take into her bosom the poor children and feed and clothe and educate them at the public expense. Such of them as give proofs of genius and hopes of future usefulness

should be transferred to schools of higher grade, and eventually brought forward into active life under the public patronage. . . .

"From these youths teachers may be selected for the schools in which they are qualified to teach; and as they have been educated at public expense because they were poor, they must, in return, teach gratuitously the poor children placed under their care; and to stimulate them to honest and active exertions, let those who shall faithfully discharge their duty in teaching, for the time required of them, be rewarded for their fidelity by being advanced into higher schools and instructed in the sciences at the public expense.

"Discreet persons must be appointed in each county to superintend and manage the concerns of the sectional schools which shall be established, and to designate the children who shall be educated in part or in the whole at the public expense. The application of the funds which shall be consecrated to the purposes of these schools shall be made by them.

"There yet remains one class of unfortunate human beings who have peculiar claims upon our humanity and who must not be overlooked in a plan of public instruction. These are the deaf and the dumb.

"To carry into effect any general system of public instruction much expense must be incurred. But your committee rejoice that the state of our finances will shortly put it in the power of the legislature to appropriate nearly half a million of dollars for this purpose and not yet withhold the appropriation which shall be necessary to complete the system of internal improvements now under consideration.

"Your committee recommend to the two houses to adopt the following resolution:

"*Resolved*, That the speakers of the two houses of the general assembly appoint three persons to digest a system of public instruction, founded upon the general principles of the foregoing report, and to submit the same to the consideration of the next general assembly."¹

The House concurred therewith.

Judge Murphey was accordingly made the chairman of a committee to continue the investigation of the subject and to make a further report at the next session of the assembly. In the meantime he made a careful study of the school system of New England and visited Europe to examine the continental systems. The results of these studies are embraced in the report made to the assembly on November 27, 1817. That report marked the beginning of a new educational era in North Carolina, and was the basis of the common-school system of the State until the end of the civil war. It has long been out of print and is reproduced here in full.

"The Committee to whom were referred the so much of the Message of his Excellency the Governor, as relates to public instruction, Report In Part;²

"That we have much reason to thank Providence for the arrival of a period, when our country enjoying peace with foreign nations, and free from domestic inquietude, turns her attention to improving her physical resources, and the moral and intellectual condition of her citizens. The war of party spirit which for twenty years has disturbed her tranquility and perverted her ambition, has terminated; and political strife has yielded its place to an honorable zeal for the public welfare. Enlightened statesmen will avail themselves of this auspicious period to place the fortunes of the state upon a basis not to be shaken; to found and cherish institutions which shall guarantee to the people the permanence of their government, and enable them to appreciate its excellence. The legislature of North Carolina, giving to their ambition an honorable direction, have resolved to improve this period for the best interests of the State; to adopt and carry into effect liberal plans of internal improvements; to give encouragement to literature, and to diffuse the lights of knowledge among all classes of the community. Let us foster the spirit which has gone abroad; it will lead to the happiest results. If we ourselves should not live to witness them, we shall at least have the satisfaction of having contributed to produce them, and of seeing our children receive from our hands a country growing rich in physical resources, and advancing in moral and intellectual excellence. This is the true way of giving strength and permanence to the government; of giving to it root in the hearts of the people,

¹ From Senate Journals, 1816, pp. 36, 37.

² Reproduced from Journals of the Senate for 1817, pp. 30-42. It was also printed, but not accurately, in the North Carolina University Magazine, Vol. III (1854), pp. 243-258, and in Niles's Register, Vol. XV., sup., pp. 47-54 (1819).

and nurturing it with their affections. What people will not love a government whose constant solicitude is for their happiness, and whose ambition is to elevate their character in the scale of intelligent beings. Having commenced this great work of Humanity, let us persevere in it with a patience that shall not tire, and with a zeal that shall not abate; praying to the Father of all good, that he will enlighten and direct our course and finally crown our labors with success.

"Your committee have entered upon the duties assigned to them with a full conviction of their importance, and of the difficulties which attend their discharge. But believing that let the subject be taken up when it may, those difficulties will exist, and availing themselves of the light thrown upon the subject by the wisdom of others, they have prepared a system of public instruction for North Carolina, which with much deference they beg leave to submit to the consideration of the General Assembly. In digesting this system, they have adhered to the general principles of the report on this subject, submitted by a committee to the last Legislature, and have embraced a provision for the poor as well as rich, and a gradation of schools from the lowest to the highest.

"To give effect to any general plan of public education, it is essentially necessary that ample funds be provided, and that these funds, and also the execution of the general plan, be committed to the care and direction of a board composed of intelligent and efficient men. Your committee reserve for a more special report their views with respect to the creation of a fund for public instruction. This subject requires a minuteness of detail, which would only embarrass the general views which it is their object now to present to the consideration of the General Assembly.

"Your committee have considered the subject referred to them under the following divisions:

- "1st. The creation of a fund for Public Instruction.
- "2d. The constitution of a board to manage the fund and to carry into execution the plan of public instruction.
- "3d. The organization of schools.
- "4th. The course of studies to be prescribed for each.
- "5th. The modes of instruction.
- "6th. The discipline and government of the schools.
- "7th. The education of poor children at the public expense.
- "8th. An Assylum for the deaf and dumb.

"Having reserved for a more special report the creation of a fund for public instruction, your committee will first submit their views with respect to the constitution of a board for the management of this fund, and the execution and superintendence of the general plan of education which they recommend.

"THE BOARD OF PUBLIC INSTRUCTION.

"As the whole community will be interested in the plan of education, the members of the board should be selected from different parts of the State. They have charge of all our literary institutions; and to give more weight and respectability to their deliberations and resolves, the governor of the State should be placed at their head. It will be their province to manage and apply the fund committed to their care, to carry into execution from time to time as it shall be found practicable, the different parts of the plan of public education; to superintend the same when in full operation; to prescribe general rules and regulations for the discipline and government of the schools; to make annual reports to the legislature of their proceedings and of the state of the schools under their charge. Your committee do therefore recommend,

"1st. That there shall be elected by joint ballot of the two houses of the General Assembly, six directors, who shall be styled 'The board of public instruction;' that three of the directors shall reside at or to the eastward of the city of Raleigh, and three shall reside at or to the westward thereof.

"2d. That the governor for the time being, shall be 'ex officio' president of the board; but the board may appoint a vice president who shall preside in the absence of the governor.

"3d. The board shall appoint a secretary and such other officers as may be necessary for conducting their business, who shall receive a reasonable compensation for their services.

"4th. Until otherwise ordered, the members of the board shall receive the same compensation for their traveling to and from the place of their meeting; and the same 'per diem' during their attendance on the board, as is now allowed by law to members of the General Assembly. They shall hold an annual meeting in the city of Raleigh at or near the time of the meeting of the General Assembly. The

president of the board may at his own pleasure, or shall at the request of any two directors thereof, convene extra meetings of the board for the transaction of any extraordinary business. A majority of the whole number of directors shall be necessary to constitute a board for the transaction of business, but the president or any single director may adjourn from day to day until a board be formed.

"5th. The board may at any time enact, alter or amend such rules as to them may seem proper for the purpose of regulating the order of their proceedings; they may adjourn for any period or meet at any place, where they may think the public interest shall require. They shall have power, subject to the limitations to be provided by law, to establish and locate the several academies directed by law, to be established; to determine the number and titles of the professorships therein; to examine, appoint and regulate the compensation of the several professors and teachers; to appoint in the first instance the trustees of the several academies; to prescribe the course of instruction and discipline of the several academies and primary schools, according to such general rules as shall be established by law; to provide some just and particular mode of advancing from the primary schools to the academies, and from academies to the university, as many of the most meritorious children educated at the public expense, as the proceeds of the fund for public instruction may suffice to educate and maintain, after the whole system of public instruction hereby recommended, shall have been put in operation; to manage the fund for public instruction, and apply its proceeds in carrying into execution and supporting the plan of education committed to their care; and in giving effect to this plan, the board shall regard the primary schools at its foundation, and care shall be taken that the proceeds of the fund for public instruction, shall not be applied to the establishment of any academy, so long it is probable that such an application may leave any primary schools unprovided for. And the board shall have power to enact, alter or amend such bye-laws rules and regulations relative to the various subjects committed to their trust, as to them may seem expedient: Provided the same be not inconsistent with the laws of the State; and they shall recommend to the General Assembly from time to time, such general laws in relation to public instruction, as may in their opinion, be calculated to promote the intellectual and moral improvement of the State.

"6th. The directors of the board of public instruction for the time being shall, *ex officio*, be trustees of the university of this State.

"7th. The treasurer of the State shall have charge of the fund for public instruction, and the proceeds thereof shall be paid upon warrants drawn by the president of the board; and all expenses incurred in carrying into effect the system of public instruction and supporting the same, shall be charged upon this fund and paid out of the proceeds thereof.

"8th. The board of public instruction shall annually submit to the General Assembly at or near the commencement of their session, a view of the state of public education within the State, embracing a history of the progress or declension of the University in the year next preceding, and illustrating its actual condition and future prospects; and also setting forth the condition of the fund committed to their trust for public instruction.

"9th. The board of public instruction shall be a body politic in law; shall have a common seal and perpetual succession; shall by the name and style of 'The Board of Public Instruction,' be capable of suing and being sued, pleading and being impleaded; and shall have and enjoy all the rights and privileges of a corporation.

"THE ORGANIZATION OF SCHOOLS.

"In arranging the system of schools, your committee have endeavored to make the progress of education natural and regular; beginning with primary schools, in which the first rudiments of learning are taught, and proceeding to Academies, in which youth are to be instructed in languages, ancient and modern history, mathematics and other branches of science, preparatory to entering into the University, in which instruction is to be given in all the higher branches of the sciences and the principles of the useful arts.

"In making this arrangement the greatest difficulties have occurred in organizing the primary schools. These difficulties arise from the condition of the country and the State of its population; it being found impossible to divide the State into small sections of territory, each containing an adequate population for the support of a school. Any attempt to divide the territory of the State into such small sections, with a view of locating a school in each, would prove unavailing; and however desirable it may be, that a school should be established convenient to every family, the time has not arrived when it can be done. But so far as it is practicable to extend the convenience it should be done. The primary schools are of the

first importance in any general plan of public education; every citizen has an interest in them, as the learning indispensable to all, of reading, writing and arithmetic, is here to be taught. By judicious management and a proper selection of books for children while they are learning to read, much instruction in their moral and religious duties may be given to them in these schools. Your committee have diligently examined the different plans of public instruction which have been submitted to the general assembly of our sister State, Virginia, and also those which have been carried into effect in some of the New England States; they have also examined the plan which was drawn up and adopted by the national convention of France, and which now forms the basis of public instruction in all the communes of that empire; and deriving much aid from this examination upon every part of the subject referred to them, they have suggested a system which they hope may be found to suit the conditions of North Carolina. In designating the schools of different grades, they have adopted the names in common use.—Your committee do therefore recommend that as to

“THE PRIMARY SCHOOLS.

“1. Each county in this State be divided into two or more townships; and that one or more primary schools be established in each township, provided a lot of ground not less than four acres and a sufficient house erected thereon, be provided and vested in the board of public instruction. And that every incorporated town in the State containing more than one hundred families, shall be divided into wards. Such town containing less than one hundred families shall be considered as forming only one ward. Each ward upon conveying to the board of public instruction a lot of ground of the value of two hundred dollars or upwards, and erecting thereon a house of the value of two hundred and fifty dollars, shall be entitled to the privileges and benefits of a primary school.

“2. The court of Pleas and Quarter sessions shall annually elect for each township in their respective counties, five persons as trustees of the primary schools to be established in such township, who shall have power to fix the sites of the primary schools to be established thereon, superintend and manage the same, make rules for their government, appoint trustees, appoint teachers, and remove them at pleasure. They shall select such children residing within their township, whose parents are unable to pay for their schooling, who shall be taught at the said schools for three years, without charge. They shall report to the board of public instruction, the rules which they may adopt for the government of said schools, and shall annually report to the said board the state of the schools, the number and conduct of the pupils, and their progress in learning; the conduct of the teacher, and also every thing connected with the schools of any importance.

“3. In addition to the pupils who are to be taught free from charge, the teacher of any primary school may receive as many other scholars, and at the rates, which the trustees of the school may establish; and the trustees may purchase for the use of the pupils educated at the public expense, such books, stationery and other implements for learning, as may be necessary.

“4th. The teacher of each primary school shall receive a salary of one hundred dollars, to be paid out of the fund for public instruction.

“This plan for establishing primary schools is simple, and can easily be carried into execution. It divides the expenses of these schools between the public and those individuals for whose immediate benefit they are established; it secures a regular stipend to the teachers, and yet holds out inducements to them to be active and faithful in their calling; and it enables every neighborhood, whether the number of its inhabitants be few or many, to have a primary school, at the cheap price of a small lot of ground, and a house erected thereon, sufficient for the purposes of the school.—Were these schools in full operation in every section of the State, even in the present state of our population, more than fifteen thousand children would be annually taught in them. These schools would be to the rich a convenience, and to the poor, a blessing.

“ACADEMIES.

“After children shall have gone through the course of studies prescribed for the primary schools, those of them who are to be further advanced in education, will be placed in the Academies, where they will be instructed in languages, ancient and modern history, mathematics and other branches of science preparatory to their entering into the University. The Academies shall be located in different districts of the State for the convenience of the people, and the expenses of purchasing suitable sites and erecting thereon the necessary buildings, shall be

divided between the public at large and the several districts. Private liberality has of late erected many small Academies in the State, which deserve the consideration and patronage of the Legislature. From the benefits which have accrued to the public from these small Academies, we may form an opinion of the good which would flow from larger institutions which would flow from larger institutions of the same sort, if regularly located throughout the State, and aided with suitable funds. The state of learning among us will never become respectable until we have such regular Academical institutions—Your committee do therefore recommend,

“1st. That the board of public instruction shall divide the State into ten Academical districts, containing each, one or more counties, and as near as practicable, an equal number of white population, and number the districts from one upwards.

“2d. When in any of the districts there is an Academy already established, the trustees thereof may submit to the board of public instruction, a report on the actual condition of their institution, its relative position to the boundaries of the district, the number and dimensions of the buildings, their value and state of repair, the extent of ground on which they are erected; the number and denomination of the professors and teachers employed therein, and of the pupils educated thereat. If the board should think the Academy properly situated for the benefit of the district, and that its buildings and grounds will answer their intended purposes, notice thereof shall be given to the trustees; and upon conveyance being made of the said ground and houses to the board of public instruction, the academy shall be entitled to the same benefits which may be extended to any academy that may be erected, and shall be subject to the same rules and regulations in relation to the government thereof, which the board of public instruction or the general assembly may provide for the general government of the academies of the State. But the trustees of such academies may continue to hold their offices and to supply vacancies occurring in their body.

“3d. In case the buildings of any academy already established and so accepted by the board of public instruction, require repair or any enlargement or alteration, the board shall appropriate a sum sufficient to repair, alter or enlarge the said buildings, provided the sum so appropriated shall not exceed one-third part of the entire value of such buildings, when so altered, repaired or enlarged. The alterations or enlargement of the buildings shall be planned by the board of public instruction and executed according to their order.

“4th. In any academical district where there is no academy now established, or none which the board of public instruction shall think will answer their intended purpose, the board may accept a lot of ground, of sufficient extent in their estimation, and conveniently situated for the erection of an academy for the district; provided that two-third parts of the sum required for the erection of suitable buildings for the said academy be previously subscribed by one or more persons, and the payment thereof assured to the board of public instruction.

“5th. When any conveyance of the lot of ground on which the buildings are erected, shall be accepted of by the board, they shall appoint eleven persons residing within the district, trustees of the academy, who shall be deemed a body corporate by such title as the board of public instruction shall prescribe; shall have and enjoy all the rights and privileges of a corporation; shall have power to elect a president from their own body, and to fill all vacancies which shall occur therein. They may make, alter or amend, such bye-laws, rules and regulations, as they shall deem necessary or expedient, for the government of their own body, and of the professors, teachers and pupils of the academy of which they have charge: provided they be not inconsistent with such general regulations as the board of public instruction may provide for the general government of the academies of the State.

“6th. The trustees shall provide by contract for the erection of the necessary buildings for their academy, and appoint a treasurer who shall have authority to collect the several sums subscribed thereto, and shall be entitled to receive in virtue of their order upon the board of public instruction, signed by their president, such sums of money as the board may, from time to time, appropriate for the erection of the buildings, their repairs or alterations, salaries of professors and teachers, and other purposes of the academy.

“7th. As soon as any academy is ready for the admission of pupils, the trustees may recommend to the board of public instruction, any person to be a professor or teacher therein, who, if approved after examination in some mode to be prescribed by the board, shall be regarded as a professor or teacher of such academy, but subject to removal at the pleasure of the trustees or of the board. Where vacancies shall occur among the professors or teachers during the recess of the

board, the trustees may make temporary appointments, to be confirmed or disapproved by the board at their next session.

"8th. The trustees of any academy may fix the salaries of their respective teachers, subject to the control of the board of public instruction: One-third part of the salaries shall be paid by the board at such times and in such way as they shall prescribe.

"9th. The professors and teachers in any academy shall be bound to instruct, free of charge for tuition, the pupils whom the board of public instruction may designate to be taught in said academy at the public expense.

"Your committee have perhaps gone into unnecessary details respecting the academies. Their plan simply is, to divide the State into ten academical districts, and that one academy be erected in each; that the State shall advance one-third of the sum required for the erection of necessary buildings, and one-third of the sum to be paid in salaries to professors and teachers—making it their duty to teach poor children free of charge.

"THE UNIVERSITY.

"This institution has been in operation for twenty years, and has been eminently useful to the State. It has contributed, perhaps, more than any other cause, to diffuse a taste for reading among the people, and excite a spirit of liberal improvement; it has contributed to change our manners and elevate our character; it has given to society many useful members, not only in the liberal professions, but in the walks of private life; and the number of its pupils who are honored with seats in this legislature is a proof of the estimation in which they are held by their fellow-citizens. When this institution was first founded, it was fondly hoped that it would be cherished with pride by the legislature. But unfortunately the nature of the funds with which it was endowed, in a short time rendered it odious to some, and cooled the ardor of others. The torrent of prejudice could not be stemmed; the fostering protection of the legislature was withheld, and the institution left dependent upon private munificence.

"Individuals contributed not only to relieve its necessities, but to rear up its edifices and establish a permanent fund for its support. At the head of these individuals, stood the late Governor Smith, Charles Gerard and Gen. Thomas Person. The first two made valuable donations in lands, and the last, in a sum of money with which one of the halls of the university has been erected. To enable them to complete the main edifice, the trustees have been compelled to sell most of the lands devised to them by Mr. Gerard, and as the lands conveyed to them by Governor Smith lie within the Indian boundary, the trustees have not been able as yet to turn them to a productive account. With the aid thus derived from individuals, together with occasional funds derived from escheats, the institution has progressed thus far. The Legislature, after exhausting its patience in endeavoring to collect the arrearages of debts due to the State, transferred to the trustees of the University those arrearages, with the hope that they would be able to enforce payment. But no better fortune has attended their efforts than those of the State, and this transfer has proved of no avail to the institution. The surplus remaining in the hands of administrators where the next of kin have made no claim within seven years, have also been transferred to the trustees; but this has as yet yielded a very small fund, and probably never will yield much. The legislature have enlarged the rights of inheritance, and in this way have nearly deprived the institution of the revenue from escheats. Amidst all these embarrassments, the trustees have never lost sight of the necessity of accumulating a fund in bank stock, the annual proceeds of which would enable them to continue the operations of the institution; and they have succeeded so far as to be able to support two professorships, and employ two or three tutors. But there is little prospect of adding to this fund, until the lands given by Governor Smith can be sold; and if that period be waited for, the institution must necessarily languish and sink in respectability. It is at this moment almost destitute of a Library, and entirely destitute of the Apparatus necessary for instructing youth in the mathematical and physical sciences. Add to this, that one half of the necessary buildings have not been erected.

"In this state of things, and at a moment when former prejudices have died away, when liberal ideas begin to prevail, when the pride of this State is awakening and an honorable ambition is cherished for her glory, an appeal is made to the patriotism and the generous feelings of the legislature in favor of an institution, which in all civilized nations, has been regarded as the nursery of moral greatness, and the palladium of civil liberty. That people who cultivate the sciences and the arts with most success, acquire a most enviable superiority over others. Learned

men by their discoveries and works give a lasting splendor to national character; and such is the enthusiasm of man, that there is not an individual, however humble in life his lot may be, who does not feel proud to belong to a country honored with great men and magnificent institutions. It is due to North Carolina, it is due to the great man,¹ who first proposed the foundation of the University, to foster it with the parental fondness and to give to it an importance commensurate with the high destinies of the State. Your committee deem this subject of so much interest, that they beg leave in a future report to submit to the two houses a plan for increasing the funds of the University.

"This institution has uniformly labored under the double disadvantages of a want of funds, and the want of subsidiary institutions, in which youth could be instructed preparatory to their entering upon a course of the higher branches of science in the University. This latter disadvantage has been so great, that the trustees have been compelled to convert the University, in part into a grammar school. This disadvantage has been of late removed in part, by the establishment of academies in different parts of the State; but it will continue to be much felt, until regular academical institutions shall be made and the course of instruction prescribed for them.

"Another serious disadvantage and a consequence of the one last mentioned, is the necessity which the peculiar state of academical learning has imposed upon the trustees, of conferring the honorary degrees of an University upon young men who have not made that progress in the sciences, of which their diploma purports to be a testimonial. This is an evil that is found in almost all the Universities of the Union. A young man enters into an University with only slight acquirements in classical education, and after remaining four years, during which time he is instructed in only the outlines of the general principles of science, he receives a degree: the consequence is that he leaves the University with his mind trained only to general and loose habits of thinking; and if he enters into professional life, he has to begin his education anew. The great object of education is to discipline the mind, to give to it habits of activity, of close investigation: in fine, to teach men to *think*. And it is a reproach upon almost all the literary institutions of our country, that the course of studies pursued in them teach most young men only how to become literary triflers. Their multifarious occupations dissipate their time and attention: They acquire much superficial knowledge; but they remain ignorant of the profounder and more abstract truths of philosophy. Indeed the road to the profound sciences is of late so infested with pleasant elementary books, compilations, abridgments, summaries and encyclopedias, that few, very few, in our country ever travel it.

"To remove this reproach upon the state of learning among us, a new plan of instruction in our university must be organized; a plan which shall give to the different classes in the institution, an arrangement founded upon a philosophical division of the present improved state of knowledge; and which in its execution shall train the mind both to liberal views and minute investigation.

"Your committee have been thus particular in submitting to the two houses an exposition of the actual condition of the university, with a view of recalling their consideration to the solemn injunction of the constitution as to every part of the subject referred to them; 'that a school or schools shall be established by the legislature for the convenient instruction of youth, with such salaries to the masters, paid by the public, as may enable them to instruct at low prices; and all useful learning shall be duly encouraged and promoted in one or more universities.' Our university is the only institution which the legislature has yet founded and endowed in compliance with this injunction; but even as to this institution the spirit of the constitution is far from being complied with. We have not buildings for the accommodation of youth, nor books, nor apparatus for their instruction—your committee do therefore recommend,

"1st. That three additional buildings be erected at the university; two for the accommodation of students, and one for the library and apparatus. This last building to contain suitable rooms for the delivery of lectures by the different professors.

"2d. That a library and suitable apparatus for instructing youth in the mathematical and physical sciences, be procured for the use of the said institution.

"3d. That funds be assigned for endowing to [two] professorships, and supporting six additional teachers.

"These are the present wants of the university; as our population encreases, the number of buildings must be encreased, and more funds be provided for supporting teachers. In a subsequent part of this report your committee have rec-

¹ Gen. William R. Davie.

ommended that there be four classes in the university with a professor at the head of each, who shall be assisted with such adjunct professors or teachers, as the state of the institution may require.

"THE COURSE OF STUDIES.

"1st. In the primary schools should be taught reading, writing and arithmetic. A judicious selection of books should from time to time be made by the board of public instruction for the use of small children: Books which will excite their curiosity and improve their moral dispositions. And the board should be empowered to compile and have printed for the use of primary schools, such books as they may think will best subserve the purposes of intellectual and moral instruction. In these books should be contained many of the historical parts of the old and new testament, that children may early be made acquainted with the book which contains the word of truth, and the doctrines of eternal life.

"2d. In the academies should be taught the Latin, Greek, French and English languages, the higher rules of arithmetic, the six first books of Euclid's elements, Algebra, Geography, the elements of Astronomy, taught with the use of the Globes, ancient and modern history. The basis of a good education is classical and mathematical knowledge; and no young man ought to be admitted into the university without such knowledge.

"3d. In the university the course of education should occupy four years; and there should be four classes, to be designated.

"1st. The class of languages—In this class should be studied, 1st. the more difficult Latin, Greek and French classes: 2d. Ancient and modern history: 3d. Belles letters: 4th. Rhetoric.

"2d. The class of mathematics—In this class should be studied, 1st. Pure mathematics: 2d. Their application to the purposes of physical science.

"3d. The class of physical sciences.—In this class should be taught, 1st. Physics: 2d. Chemistry: 3d. The philosophy of natural history: 4th. Mineralogy: 5th. Botany: 6th. Zoology.

"4th. The class of moral and political science.—In this class should be taught, 1st. The philosophy of the human mind: 2d. morals: 3d. The law of nature and of nations: 4th. Government and legislation: 5th. Political economy.

"THE MODES OF INSTRUCTION.

"The great object of education is intellectual and moral improvement; and that the mode of instruction is to be preferred which best serves to effect this object. That mode is to be found only in a correct knowledge of the human mind, its habits, passions, and manner of operation. The philosophy of the mind, which in ages preceding had been cultivated only in its detached branches, has of late years received form and system in the schools of Scotland. This new science promises the happiest results. It has sapped the foundation of scepticism by establishing the authority of those primitive truths and intuitive principles, which form the basis of all demonstration; it has taught to man the extent of his intellectual powers, and marking the line which separates truth from hypothetical conjecture, has pointed out to his view the boundaries which Providence has prescribed to his enquiries. It has determined the laws of the various faculties of the mind, and furnished a system of philosophic logic for conducting our enquiries in every branch of knowledge.

"This new science has given birth to new methods of instruction; methods, which being founded upon a correct knowledge of the faculties of the mind, have eminently facilitated their development. Pestalozzi in Switzerland and Joseph Lancaster in England, seem to have been most successful in the application of new methods to the instruction of children. Their methods are different, but each is founded upon a profound knowledge of the human mind. The basis of each method is, *the excitement of the curiosity of children*; thereby awakening their minds and preparing them to receive instruction. The success which has attended the application of their methods, particularly that of Lancaster, has been astonishing. Although but few years have elapsed since Lancastrian schools were first established, they have spread over the British empire, extended into the continent of Europe, the Island of St. Domingo, and the United States. Various improvements in the details of his plan have been suggested by experience and adopted; and it is probable that in time, his will become the universal mode of instruction for children. The Lancastrian plan is equally distinguished by its simplicity, its facility of application, the rapid intellectual improvement which it gives, and the exact discipline which it enforces. The moral effects of the plan

are also astonishing; exact and correct habits are the surest safeguards of morals; and it has been often remarked, that out of the immense number of children and grown persons instructed in Lancaster's schools, few, very few, have ever been prosecuted in a court of justice for any offence. Your committee do therefore recommend that whenever it be practicable, the Lancastrian mode of instruction be introduced into the primary schools. The general principles of this method may be successfully introduced into the academies and university: And your committee indulge the hope, that the board of public instruction, and the professors and teachers in these respective institutions, will use their best endeavors to adopt and enforce the best methods of instruction which the present state of knowledge will enable them to devise.

‘THE DISCIPLINE AND GOVERNMENT OF THE SCHOOLS.

“In a republic, the first duty of a citizen is obedience to the law. We acknowledge no sovereign but the law, and from infancy to manhood our children should be taught to bow with reverence to its majesty. In childhood, parental authority enforces the first lessons of obedience; in youth, this authority is aided by the municipal law which in manhood wields the entire supremacy. As the political power and the social happiness of a state depend upon the obedience of its citizens, it becomes an object of the first importance to teach youth to reverence the law, and cherish habits of implicit obedience to its authority. Such obedience not only contributes to the strength and tranquility of the state, but also constitutes the basis of good manners, of deference and respect in social intercourse. But in our country, youth generally become acquainted with the freedom of our political institutions, much sooner than with the principles upon which that freedom is bottomed, and by which it is to be preserved; and few learn, until experience teaches them in the school of practical life, that true liberty consists not in doing what they please, but in doing that which the law permits. The consequence has been, that riot and disorder have dishonored almost all the colleges and Universities of the Union.

“The temples of science have been converted into theatres for acting disgraceful scenes of licentiousness and rebellion. How often has the generous patriot shed tears of regret for such criminal follies of youth? Follies which cast reproach upon learning, and bring scandal upon the state. This evil can only be corrected by the moral effects of early education; by instilling into children upon the first dawns of reason, the principles of duty, and by nurturing those principles as reason advances, until obedience to authority shall become a habit of their nature. When this course shall be found ineffectual the arm of the civil power must be stretched forth to its aid.

“The discipline of a University may be much aided by the arrangement of the buildings, and the location of the different classes. Each class should live together in separate buildings, and each be under the special care of its own professors and teachers. A regular system of subordination may in this way be established; each class would have its own character to maintain, and the *Esprit de Corps* of the classes would influence all their actions. Similar arrangements may, in part, be made in the several academies, and the like good effect expected from them.

“The amusements of youth may also be made auxiliary to the exactness of discipline. The late president of the United States, Mr. Jefferson, has recommended upon this part of the subject, that through the whole course of instruction at a college or university, at the hours of recreation on certain days, all the students should be taught the manual exercise, military evolutions and manoeuvres, should be under a standing organization as a military corps, and with proper officers to train and command them. There can be no doubt that much may be done in this way towards enforcing habits of subordination and strict discipline—it will be the province of the board of public instruction, who have the general superintending care of all the literary institutions of the state, to devise for them systems of discipline and government; and your committee hope they will discharge their duty with fidelity.

“THE EDUCATION OF POOR CHILDREN AT THE PUBLIC EXPENSE.

“One of the strongest reasons which we can have for establishing a general plan of public instruction, is the condition of the poor children of our country. Such always has been, and probably always will be the allotments of human life, that the poor will form a large portion of every community; and it is the duty of those who manage the affairs of a State, to extend relief to this unfortunate part of our species in every way in their power.

"Providence, in the impartial distribution of its favors, whilst it has denied to the poor many of the comforts of life, has generally bestowed upon them the blessing of intelligent children. Poverty is the school of genius; it is a school in which the active powers of man are developed and disciplined, and in which that moral courage is acquired, which enables him to toil with difficulties, privations and want. From this school generally come forth those men who act the principal parts upon the theatre of life; men who impress a character upon the age in which they live. But it is a school which if left to itself runs wild; vice in all its depraved forms grows up in it. The State should take this school under her special care, and nurturing the genius which there grows in rich luxuriance, give to it an honorable and profitable direction. Poor children are the peculiar property of the State, and by proper cultivation they will constitute a fund of intellectual and moral worth, which will greatly subserve the public interest. Your committee have therefore endeavored to provide for the education of all poor children in the primary schools; they have also provided for the advancement into the academies and university, of such of those children as are most distinguished for genius and give the best assurance of future usefulness. For three years they are to be educated in the primary schools free of charge; the portion of them who shall be selected for further advancement, shall, during the whole course of their future education, be clothed, fed and taught at the public expense. The number of children who are to be thus advanced, will depend upon the state of the fund set apart for public instruction, and your committee think it will be most advisable to leave the number to the discretion of the board, who shall have charge of the fund; and also to leave to them the providing of some just and particular mode of advancing this number from the primary schools to the academies, and from the academies to the university.

"AN ASYLUM FOR THE DEAF AND DUMB.

"If there be any of our species who are entitled to the public consideration of the government, it is surely the deaf and dumb. Since the method of instructing them in language and science has been discovered, numerous asylums in different countries have been established for their instruction. While we are engaged in making provision for others, humanity demands that we should make a suitable provision for them. Your committee do therefore recommend that as soon as the state of the fund for public instruction will admit, the board who have charge of that fund, be directed to establish at some suitable place in the State, an asylum for the instruction of the deaf and dumb.

"Your committee have now submitted to the two houses their general views upon the subject referred to them. They have proposed the creation of a fund for public instruction, the appointment of a board to manage this fund, and to carry into effect the plan of education which they have recommended. This plan embraces a gradation of schools from the lowest to the highest, and contains a provision for the education of poor children—and of the deaf and dumb.

"When this or some other more judicious plan of public education, when light and knowledge shall be shed upon all, may we not indulge the hope, that men will be convinced that wisdom's ways are ways of pleasantness and all her paths are paths of peace; and be induced by such conviction to regulate their conduct by the rule of christian morality, of doing unto others as they wish they would do unto them; and that they will learn to do justly, to love mercy and to walk humbly before their God.

"Your committee will forthwith report bills to carry into effect the several measures recommended in this report.

"Respectfully submitted,

"A. D. MURPHEY, *Chairman.*"

This elaborate report was ordered to be printed, and a bill was prepared by the committee to carry into effect the several measures recommended. The bill even passed its first reading in both houses.¹ It would have been difficult at that day to prepare a better, more compact, or more connected scheme for the organization of a State system, but it undertook too much; it proposed not only to educate, but also to maintain the children of the poor. This was quite beyond the power of the State to perform, for it was but sparsely settled and was still burdened with the debt of recent wars. The friends of the measure declined to eliminate this espe-

¹ Senate Journal, pp. 87, 88; House Journal, p. 63.

cially impracticable feature of the bill. They desired its passage as a whole; support fell from it and it failed.

There was some desultory discussion on the question of public schools during the next eight years. Governor Holmes mentions agricultural education in 1822 and complains of the "crowds of drones that hang upon the rear of the learned professions." In 1824 a committee was appointed "to digest and report to the present session a plan of primary schools," and a bill was introduced for the education of the poor. Governor Burton renewed the question in 1825.

VI. THE LITERARY BOARD AND ITS WORK, 1825-1840.

With the act for the creation of a literary fund ends what may be called the period of the private schools. From this time the common schools begin to come to the front, although it was more than a quarter of a century before this movement became important. Now for the first time did the State begin to provide for the "school or schools" which the constitution of 1776 had instructed her to establish. The report of Judge Murphey had been presented to the general assembly in 1817. The initial act relating to schools came in 1825, when the State began to accumulate a fund for the public schools, the theory being that it would not be well to depend on current taxation for two reasons then prevalent. One was that taxes were to be levied only for the support of the machinery of government, of which the common schools were not a part; the second was because these schools were looked on as of the nature of a public benevolence or charity.

The sources of the literary fund were fixed by chapter 1 of the laws of 1825. This act was drawn by Bartlett Yancey,¹ then speaker of the senate, who had been in earlier years a law student in Murphey's office and was now his able and faithful coadjutor in the cause of the common schools. The fund was vested in a corporate body known legally as "the president and directors of the literary fund," but in popular parlance as "the literary board." It consisted of the governor of the State, the chief justice of the supreme court, the speaker of the senate, the speaker of the house of commons, and the treasurer, for the time being, and their successors in office. They were given corporate powers and invested with control of the literary fund. This fund, "the parings of the treasury," as Yancey himself styled it, was to be "applied to the instruction of such children as it may hereafter be deemed expedient by the legislature to instruct in the common principles of reading, writing, and arithmetic," and was defined by the same act as consisting of—

"The dividends arising from the stock now held and which may hereafter be acquired by the State in the banks of Newbern and Cape Fear, and which have not heretofore been pledged and set apart for internal improvement; the dividends arising from stock which is owned by the State in the Cape Fear Navigation Company, the Roanoke Navigation Company, and the Clubfoot and Harlow Creek Canal Company; the tax imposed by law on licenses to the retailers of spirituous liquors and auctioneers; the unexpended balance of the agricultural fund, which, by the act of the legislature, is directed to be paid into the public treasury; all moneys paid to the State for entries of vacant lands (excepting the Cherokee lands); the sum of \$21,090, which was paid by this State to certain Cherokee Indians for reservations to land secured to them by treaty, when the said sum shall be received from the United States by this State, and of all the vacant and unappropriated swamp lands in this State, together with such sums of money as the legislature may hereafter find it convenient to appropriate from time to time."

JOSEPH CALDWELL AND HIS MONITORIAL SYSTEM.

After the creation of the literary fund there was another pause of seven years. Then came the Letters on Popular Education, by Rev. Joseph Caldwell, president

¹ See article on his work, probably by Wiley, in *North Carolina Reader*, revised edition, pp. 269-272.

of the university. These letters were eleven in number and grew out of the work of a standing committee appointed by the legislature from the community at large to report on the subject of general education.¹ The committee never met. A report was prepared by the chairman, accepted by the other members, and sent in, but it called for the creation of funds so vast as to preclude its practicality. Dr. Caldwell was a member of this committee. The substance of the letters brought together in pamphlet form in 1832² had been commenced more than two years before in the Raleigh Register, under the signature of "Cleveland."

The central idea in these letters was to encourage the organization of the monitorial system in the State. Dr. Caldwell begins his argument by noticing some of the obstructions in the way to the advance of education. He says:

"Another obstruction meets us in our aversion to taxation beyond the bare necessities of government and the public tranquillity. . . . A still further difficulty is felt in the indifference unhappily prevalent in many of our people on the subject of education. . . . I might mention further, as one of the greatest obstructions the scattered condition of our population. . . . A most serious impediment is felt in our want of commercial opportunities by which, though we may possess ample means of subsistence to our families, money is difficult of attainment to build schoolhouses and support teachers. . . ."

As to the relative significance of these various obstructions, he says:

"With respect to the difficulty arising from our aversion to taxation, I am ready to admit—nay, conclusively to affirm—that it must and will be fatal to every scheme of popular education to which it is made necessary. As to a spirit of hostility against knowledge and a determination upon principle to sustain the cause of ignorance and to exclude all education as a foe to human happiness and to true republicanism, the portion of our people who hold such opinions is too small to contend with the great body of our citizens, who for the honor of our State, it is verily believed, are of entirely different sentiments. . . . Our resources doubtless fail for want of commercial privileges. But this obstacle, too, ceases if some plan for the diffusion of education can be effected by means already at our command. . . . It will be forever vain to meditate plans of legislative action if we persist in looking to means which the people have given prescriptive evidence that they will never adopt. Why continue to press schemes from year to year, involving the necessity of taxation? . . . Thousands of parents are ready to second any practicable system by which education may be accessible to their children. . . ."

He then discusses the methods that were ordinarily followed to provide for popular education. One was voluntary, where the matter is left entirely to the people; a second was by the intervention of the legislature; a third was a combination of the other two. The first had been followed in North Carolina. This had disadvantages:

"The evil which is really the greatest of all is the want of qualified masters. It may be difficult to obtain a teacher at all, but it is pretty certain in the present state of the country not one is properly fitted for the occupation. Do we think that of all the professions in the world that of a schoolmaster requires the least preparatory formation? If we do, there can not be a more egregious mistake. For if any man arrived at years of maturity, who can read, write, and cipher, were taken up to be trained to the true methods of instructing and managing an elementary school by a master teacher who understood them well, he could scarcely comprehend them and establish them in his habits in less than two years. . . ."

"In the present condition of society and of public opinion the occupation of a schoolmaster, in comparison with others, is regarded with contempt. It would be wonderful were it otherwise, when we look at the manner in which it is very often, if not most usually filled. Is a man constitutionally and habitually indolent a burden upon all from whom he can extract a support? Then there is one

¹ According to Governor Holden this committee consisted of Duncan Cameron, Peter Browne, and Joseph Caldwell. The date of its appointment is uncertain.

² Letters | on | popular education, | addressed | to the people | of | North Carolina | [7 lines quotation] | Hillsborough: | printed by Dennis Heartt | 1832.

8vo, pp. iv+54, with an appendix of "explanatory and documentary papers on education," pp. 1-48+folding table.

way of shaking him off; let us make him a schoolmaster. To teach a school is, in the opinion of many, little else than sitting still and doing nothing. Has any man wasted all his property or ended in debt by indiscretion and misconduct? The business of school keeping stands wide open for his reception, and here he sinks to the bottom for want of capacity to support himself. Has any one ruined himself and done all he could to corrupt others by dissipation, drinking, seduction, and a course of irregularities? Nay, has he returned from a prison after an ignominious atonement for some violation of the laws? He is destitute of character and can not be trusted, but presently he opens a school and the children are seen flocking into it, for, if he is willing to act in that capacity, we shall all admit that, as he can read and write and cipher to the square root, he will make an excellent schoolmaster. In short, it is no matter what the man is, or what his manners or principles, if he has escaped with life from the penal code, we have the satisfaction to think that he can still have credit as a schoolmaster. . . ."

He then reviews the public-school methods of Connecticut and New York and enters into a computation to show what would be the cost of supplying the counties of North Carolina with a given number of schools. There were 64 counties in the State. If these counties were given one school each, at a cost of \$50 each per year, there would be an expenditure of \$3,200, representing, if capitalized at 6 per cent, a fund of \$53,333. If 16 schools were allowed to the county, which it was estimated would place a school in each 8 square miles of territory, the principal needed would be \$853,333. If these schools cost \$100 per year, instead of \$50, the principal would be \$1,706,666.

"To raise a fund of a million and a half of dollars, we must be taxed to the amount of a hundred thousand dollars annually for fifteen years. Is this within the limits of probability? It is presumed that no one will pronounce that it is. . . . Our habits are at variance with taxation for any purpose beyond the bare necessities of governmental subsistence. . . . It is now submitted to the dispassionate consideration of those who look to New York or Connecticut for plans of popular education, whether the proposal and discussion of them is likely to be attended with any other consequences than apprehension in the general mind that the whole subject of education is hopeless. . . .

"I have mentioned some difficulties in the way of making provision for general education, most of which it is probably in our power to supersede. But one there is of which in our present situation this is not to be said, and until it is removed it would prove alike fatal to all that could be proposed. It is the want of teachers qualified for the business of instruction, whatever be the mode of instituting and maintaining schools. . . . It will be seen in the course of these letters that an institution for preparing schoolmasters for their profession is regarded as a necessary and in the first instance at least as a competent provision in our own State for general education. . . .

"It is well known to have been an object for many years past in British India to discover and put in practice the most effectual methods of diffusing Christian civilization among the population of that country. It was in the prosecution of this object that Bell instituted his system of mutual instruction. It was soon considered as the most successful plan of instruction in elementary schools. Its peculiarities were so various, and so much depended upon familiar acquaintance in the teacher with these peculiarities, that few could adopt them from description, and none could fully understand and apply them in practice without witnessing the processes through which the pupils were passed in the whole course of their education. It was on this account deemed expedient to establish institutions called 'central schools,' whose purpose was to train up teachers qualified to take charge of schools as they might be formed in every place and conduct them with the necessary skill. The reason why they were denominated central schools obviously occurs. They were points of emanation, fountains of light, from which knowledge was to be propagated in every direction till it should reach the extremities of the empire. . . .

"It is in our power without delay to commence an efficient plan of popular education, by providing such a corps of instructors and offering them to the people upon terms to which few or none could think beyond their ability. We have a literary fund to the amount of \$80,000 or \$100,000. Let it forthwith be profitably invested. Let its annual interest be applied for the erection of a central school; that is, an institution for preparing schoolmasters upon the most improved methods of instruction. Let a head teacher be selected, with time and opportunity for inquiry, from the whole field of the United States, and a salary be allowed him, to

take charge of the institution, and in the central school let him train men sent to it from all the counties of the State. . . ."

Dr. Caldwell then discusses the organization and the form the administration of the central school should take:

"The literary fund of North Carolina amounts, if I mistake not, to \$100,000. This is amply sufficient for the creation and support of the institution of which we speak. . . .

"Whether grounds should be annexed for manual labor and to aid in the subsistence of the candidates is an inquiry worthy of consideration. . . .

"The school commissioners being appointed, they are to govern themselves by the rules prescribed by the legislature. For a limited time, previously published, they will receive the names of such applicants for education to the profession of teachers as shall choose to offer. From these they will select as many as the county will consent to support at the central school at \$100 each per year through the time required for completing an education. If more than \$100 be necessary, let it be added by themselves or their friends.

"The candidates, before admission, may be required to enter into bond with competent security to the county commissioners, that should they afterwards desert the profession for which they are thus educated at the public expense, they shall replace the sum expended by the county upon their education. . . .

"The central school should always have one or more primary schools of children and young persons connected with it, for exemplification to the candidates of the instruction in such schools. These being conducted under the direction of the principal who receives a salary, should afford tuition gratuitously to the pupils.

"It is evident that when the masters educated in the central school return to their counties, their services are supposed to be for the benefit of such neighborhoods as will erect schoolhouses, and proffer the sum requisite by law for the tuition of their children."

THE GROWTH OF THE LITERARY FUND.

After the letters of Dr. Caldwell, the next movement was the act of 1836-37, "to drain the swamp lands of this State and to create a fund for common schools" (chap. 23), and the act "to provide for the draining of Mattamuskeet Lake" (chap. 25). The first of these made some change in the composition of the literary board, providing that it should consist of the governor and of three other members appointed by him with the advice of his council; enumerated the property that was to be turned over to the literary board; appropriated \$200,000 for its use in draining the swamp lands and authorized them to employ an engineer for the work. For the draining of Mattamuskeet Lake, \$8,000 was appropriated. The same legislature instructed the board to digest and report on a system of public schools. This was made in 1838, and is summarized further on (see p. 1420). The legislature of 1838 passed an act under which organization of the schools began. This was superseded in 1840 by a better act. In the meantime it may be interesting to trace the growth of the literary fund from its beginning November 1, 1825, until 1840.

The literary board was organized January 16, 1827, under the law of 1825. It consisted of Hutchins G. Burton, governor, as president; John Louis Taylor, chief justice; Bartlett Yancey, speaker of the senate; James Iredell, speaker of the house of commons, and John Haywood, treasurer. The receipts, income, of the fund on February 1, 1827, amounted to \$12,724.95½, and on November 1, 1828, the fund itself amounted to \$77,811.62½, mostly in bank stock. In 1829 there were no disbursements, and the income arising from receipts, interest, etc., for the year was \$16,308.18. In 1830 it was \$30,152.88½; in 1831, including special gift from the legislature, \$74,476.48½; in 1832, \$88,156.61½, with no expenditures. In his message to the legislature on November 18, 1833, Governor Swain said that the aggregate amount of the literary fund was as yet "too small to justify our entering upon any general system of education. Indeed, were this fund much larger, it may be well doubted whether the period has yet arrived when it can be judiciously

expended." The sparseness of population was the great trouble. The governor felt that inlets must be opened, roads improved, canals dug, railroads built, and agriculture improved before much could come to the schools. The report of the literary board for 1833 shows \$117,024.81 $\frac{1}{2}$, with no expenditures. The board had declined to invest in the United States Bank and so the entire fund was idle. This report discussed in detail the draining of the swamp lands, especially Mattamuskeet Lake. The literary board worked in full sympathy with the board of internal improvements. Both made a strong appeal for more attention to the methods of communication. It was said that the departure of so many young men from the State was due to this fact alone, for lands had ceased to have value when measured in produce, and farmers were land sellers that they might emigrate and none were land buyers.

In 1834 the fund amounted to \$139,403.99 $\frac{1}{2}$, which was invested in 1,200 shares of stock in the Bank of the State of North Carolina. There were other investments in 1835. As yet nothing had been done for the schools. The literary board, in fact, seemed to look on itself as little more than an agent for the investment of funds, and its reports are almost entirely financial in character. Further, the State, corporations, and individuals looked on the fund as a reserve on which they could draw in time of need. As a result, there were none to urge the cause of the schools. Governor Spaight reported on November 22, 1836, that the estimated value of the fund was then \$242,045.09.

About this time the Federal Government passed the act to distribute the surplus revenue. The State of North Carolina received from this distribution \$1,433,757.40. The legislature provided that \$300,000 of this fund should go to the redemption of the public debt; \$300,000 was appropriated for stock in the Bank of Cape Fear, and \$200,000 for draining the swamp lands of the State. Both of the latter investments were for the benefit of the literary fund.¹ The amount received for the two years ending November 1, 1838, the sessions of the legislature having been made biennial instead of annual, and the reports of the State officers being changed to agree with it, was \$682,934.62. This included the \$500,000 received from the Federal Treasury.

The whole of the literary fund, as reported to the legislature of 1838, including stock, swamp lands, and other sources, was \$1,732,485.

The special report to the legislature of 1838 reviews the permanent property as follows:

"A million of acres of swamp lands of uncertain value; 5,000 shares of stock in the Bank of the State, and 5,207 shares in the Bank of Cape Fear, subscribed at \$100 per share; 500 shares of stock in the Roanoke Navigation Company, subscribed for at \$100 per share, and probably worth half the sum; 650 shares in the Cape Fear Navigation Company (500 subscribed for at \$50 and 100 at \$100 per share), subject to a like depreciation; the dividends on 6,000 shares of stock in the Wilmington and Raleigh Railroad Company, subscribed for at \$100 per share; and 175 shares in the Clubfoot and Harlow Creek Canal Company, subscribed for at \$100 per share, the latter of no marketable value."

The permanent fund from other sources of revenue were to be added:

The tax imposed by law upon the retailers of spirituous liquors, the tax on auctioneers, all moneys paid into the Treasury on entries of vacant lands (except Cherokee lands), and all profits accruing to the State for subscriptions to works of internal improvement and from loans made from the internal improvement fund.²

The estimated annual income from all sources, the bank stock being above par and the navigation below, was \$111,000.

¹ Laws 1836-37, p. 127, and Laws 1838-39, p. 203.

² And in earlier years a tavern tax.

On November 1, 1840, the resources of the board amounted to \$2,241,480.05, invested principally as follows:

Stock, Bank of Cape Fear.....	\$532,200.00
Stock, Bank of State.....	500,000.00
Notes of individuals and corporations.....	155,943.75
Swamp improvements.....	62,829.24
Bonds of Raleigh and Gaston Railroad.....	140,000.00
Bonds of Wilmington and Raleigh Railroad.....	85,000.00
Stock of Wilmington and Raleigh Railroad.....	600,000.00

THE REPORT OF 1838.

The literary board, under date of December 4, 1838, made a full report to the legislature. In this report the chairman says:

"The board have given to this subject attentive and anxious consideration, and taken pains to procure all the information within their reach which seemed essential to enlightened legislation. . . .

"They regret to be compelled to state in connection with this topic that their efforts to procure still more important information with respect to the actual state of education in North Carolina have been much less successful, and that no means at their command will enable them to obtain such facts as are indispensable to the proper discharge of the duty required at their hands.

"The reports to the senate in 1816 and 1817, by the late Judge Murphey, the letter of Charles R. Kinney, esq., communicated to the general assembly by Governor Owen in 1838, and the letters of the late President Caldwell, originally published in the newspapers and republished in pamphlet form in 1832, have been procured not without difficulty. They contain many valuable suggestions, and will well reward the labor of the most careful examination; but they are all eminently wanting in that which individual effort is incompetent to supply—the precise and minute statement of facts by which alone the accuracy of their theories can be tested.

"The memoir on the subject of internal improvements and on the resources and finances of the State, published by Judge Murphey in 1819, is the first and only essay that has been made toward the compilation of a system of statistics almost as indispensable to intelligent legislation on the leading interests of the State as a well-arranged account book to the proper management of individual affairs. . . ."

The report, after considering the size of North Carolina, her diversity of population, and the probable amount of illiteracy, reviews the permanent property and other sources of revenue that was committed to the board for school purposes, and continues:

"To devise a system, then, which shall secure instruction in reading, writing, and arithmetic for 150,000 children dispersed through the State in the ratio of three to every square mile, with the resources stated, would seem to be the precise duty required of the board by the last general assembly. . . . Our condition is not unfavorable to the establishment of common schools. We have the necessary resources, and need nothing but the will to apply them liberally and the intelligence to apply them with discretion. . . ."

The board then unfolds its scheme for the organization of the schools of the State and considers the difficulties in the way of the same.

"The districts having been designated and the requisite schoolhouses erected, the difficult question returns upon us, How are instructors to be provided? No one capable of forming correct opinions upon the subject and conversant with the state of things around us can suppose for a moment that we can find 1,250 properly qualified instructors in North Carolina or any considerable proportion of this number. They can not be had from the North, if it were desirable to employ others than those reared in our State, for the difficulty of obtaining them is much more loudly complained of in Ohio, Pennsylvania, New York, and even in Massachusetts, than here. What, then, is to be done? We will be compelled to adopt the course crowned with such perfect success at Hofwyl, in Switzerland, in Prussia, and Germany, and which is now in the progress of successful experiment in New York, and about to be adopted in Ohio, Pennsylvania, and Massachusetts—a scheme pressed with so much earnestness and ability on the attention of the citizens of this State by President Caldwell, in his volume of letters published in

1832, and which indeed constituted his only plan and hope for the improvement of our common schools. We must establish normal schools for the education of our own teachers, and we need entertain no hope of accomplishing the favorite object of the State in any other way. . . .

"If a system of common schools of this or similar extent should find favor with the general assembly, it will next become necessary to inquire more particularly into the amount of expenditure it will involve and the manner in which the requisite funds can be provided.

"The net annual revenue of the literary fund, as at present constituted, can not, as before remarked, be less than \$100,000, and will probably exceed that sum. The act of 1825, creating the fund, provides that it shall be distributed among the several counties in proportion to their white population. No illustration can be necessary to show that this sum, unassisted from other sources, is wholly inadequate to the maintenance of any general system of education. The distribution of the fund set apart for this purpose, however, should not be made until the citizens of each county shall have decided in favor of the scheme at the ballot box and the justices of the county court shall have levied and collected twice the amount that the county shall be entitled to receive from the State. . . .

"To superintend, direct, and control the whole of this complicated but not inharmonious machinery, a superintendent of common schools must be selected. Perhaps there is no office in the State so difficult to fill well, as there is certainly none of such incalculable importance. For such a station no character is too exalted, no amount of learning too varied and extensive, no talents too commanding, no benevolence too active or expansive. He must direct the normal schools, visit and examine every section of the State, devise the principle on which it shall be districted, furnish the model of the schoolhouses, devise the mode for examining and licensing teachers, select the series of text-books and see that they are invariably used in every school, devise forms of reports, to be required annually from each instructor, that shall contain all that is necessary to be known with respect to the condition, government, and police of the school, and prepare a systematic digest of the whole, to be submitted to the general assembly. . . ."

As a result of this report the legislature, by a resolution relative to common schools, adopted January 7, 1839, directed the secretary of state to have printed the Report on Elementary Public Instruction in Europe, by Prof. C. E. Stowe, which had been made to the general assembly of Ohio on December 19, 1837. This report dealt mainly with the schools of Russia, of Prussia, and of some of the other German states. To the North Carolina reprint various other documents were attached.¹

The concrete result of the effort made at the session of 1838-1839 for common schools was "An act to divide the counties into school districts and for other purposes." This act provided that the matter be submitted to vote. In counties which voted for schools the justices of the county courts were to elect not less than five nor more than ten persons as superintendents of common schools. These superintendents were to divide the county into common-school districts of not more than 6 miles square, and were to appoint for each school district not less than three nor more than six school committeemen, whose duty was to assist the superintendents in matters pertaining to the schools in their respective districts. It was provided that the county courts of the counties which voted for schools should levy a tax to the amount of \$20 for each district in the county. This levy was to be supplemented by double that sum, or \$40, to each of these districts from the State. Provision was made also for a school census.²

Under the provisions of this law the literary fund contributed during the years 1839-40 to Tyrrell County \$520 for 13 school districts, \$640 to Cherokee County

¹ I. Professor Stowe's report. | II. Proceedings of a Meeting at the Capitol of the United | States, | Called to consider the subject of Common School Education. | III. Report of the President and Directors of the Literary | Fund. | IV. Act of the General Assembly establishing a System | of Common Schools. | V. Plan of a Common School-House. | Prepared and published | In obedience to a Resolution of the last General Assembly, under the su- | perintendence of the | Secretary of State. | Raleigh: | printed by Thomas J. Lemay. | 1839.

8vo. 8½ by 5½ in., pp. 21 + 120 + 1 folding table.

² Laws of 1838-39, ch. 8.

for 16 districts, \$880 to Richmond County for 22 districts, and \$360 to Macon County for 9 districts.

These are the first actual payments to schools from State funds of which I am aware.

VII.—THE EXPERIMENTAL PERIOD, 1840-1852.

The preceding is a summary of what was done prior to 1840, when a new law, entitled "An act for the establishment and better regulation of common schools," was passed, under which the system was reorganized.

This act¹ provides that the net annual income of the literary fund was to be divided between the counties in proportion to Federal population. The courts of such counties as voted for schools in 1838 were to appoint not less than five nor more than ten "superintendents of common schools," who were to hold office for one year; these superintendents were to elect their own chairman and he was to give bond. The funds for each county were made due on September 1 and were payable to the chairman. The county court was "authorized and empowered" to lay a tax for school purposes "which shall not exceed one-half of the estimated amount to be received by said county for that year from the literary fund." The tax was to be collected and paid over to the county chairman. The board of county superintendents were to lay off the county into school districts. The free white electors of each school district were to choose by ballot three men as a "school committee" to serve for one year. These school committees were incorporated and put in charge of the schools. They were to provide houses, make a census (between 5 and 21), and employ teachers. "Any branch of English education" might be taught; all white children under 21 were allowed to attend and the committee was to visit the schools. The board of superintendents was to fix the number of teachers and the funds that were to go to each district, and its chairman was to report all essential facts and statistics to the literary board, having received these in turn from the school committees. Those counties which had rejected the schools under the act of 1838 were given an opportunity to vote on the question again, and those voting for schools were to be admitted to all rights and privileges. The literary board was directed as soon as it was ascertained what counties had voted against schools to invest for their future benefit "so much of said fund as said counties would have been entitled to receive under the ratio provided for in the first section of this act." This board was to prepare and distribute the forms necessary to carry out the provisions of the act, and a penalty of \$50 was provided for refusal or neglect on the part of a county officer "to perform the duties required of him by law." Teachers were exempted "from performing military duty, working on the road, or serving on the jury whilst engaged in teaching."²

Little was done, as we have seen, toward the organization of the schools prior to 1840. Having reached this period, it may be well to view the situation as it then appeared.

The condition of the educational interests of the State in 1840, according to the census, was as follows:

Number of colleges and universities.....	2
Number of academies and grammar schools.....	141
Number of primary and common schools.....	632
Total.....	775

The total population in 1840 was 753,419.

¹ Chapter 7, Laws of 1840-41, ratified January 11, 1841.

² This act may be considered the real beginning of the system in North Carolina. It was reported to the legislature by Jonathan Worth, afterwards governor, from the joint committee on education, of which Senator Mangum was the chairman for the senate and W. N. H. Smith, afterwards chief justice, chairman for the house.

Total white males, 240,047; white males 20 years old and over, 100,331. Total white females, 244,823; white females 20 years old and over, 109,354.

Black: Slaves, all ages, 245,817; free, all ages, 22,732.

The number of pupils in school was

In college.....	1158
In academies.....	4,398
In other schools.....	14,937
Total.....	19,483

The total number of whites 20 years old and over was 209,685; the number of these who could not read and write was 56,609. This means that 27 per cent of the adult population of the State could neither read nor write.²

The condition of affairs in 1840 can hardly be put into more graphic language than that used by Dr. Wiley in his *History of the Common Schools of North Carolina*, published in the *North Carolina Educational Journal* in 1881. He says:

"According to the census of 1840, one-third of our adult whites, by their own statements to the enumerators, were unable to read and write. This is one fact. By the side of this was the fact that our sisters had nearly outgrown us in population and improvements, and yet it was well known to some, and is now a matter of common information, that no part of the world enjoyed greater natural advantages. Our resources from soil and climate, from minerals and timber, fisheries, and water power were varied and immense; our colonial and Revolutionary history and traditions were honorable; from the establishment of American independence there was no purer government on earth than that of our own State and municipal system, and society was moral, peaceful, and secure.

"We always had an educated class, numbering men and women of the highest type for virtue, intelligence, patriotism, and public spirit, and our biographical annals, faithfully written, would embellish any history.

"But development everywhere around us was more rapid than here, and thus, comparatively, our course was downward. We labored under one disadvantage, and that was the want of streams navigable into the interior; but in other places railroads were superseding rivers as commercial highways. The exuberant soil and cheap lands of the West allured immigrants, and rapidly covered that vast region with industrious people; but there was no such exodus from other States as from ours, and some of our Northern sisters, with sterile lands and harsh climate, were in the van of improvement, while States south of us, under scorching suns and enveloped in a malarial atmosphere, were not only outstripping us, but constantly draining us of our capital and enterprise.

"We had sons who would honor any people, but we had no State pride and no State system; our people were straining their eyes to the desirable features of all other countries but their own, and plants from our human nurseries were shedding bloom and bearing fruit to beautify and enrich many regions, while their native and goodly land was desolate and poor. Our great leaders wrote and spoke of North Carolina, but their sketches never reached the masses; and in the hands of her common people were common-school histories and popular nursery songs of nearly all lands but their own. God has so created nature here that development was preeminently dependent on an intelligent and spirited yeomanry, knowing the resources of their country and attached to their homes; and this was the

¹ There were for that year 169 students in the University of North Carolina alone.

² It may be of interest to present the corresponding figures for the census years following:

1850.—Total white population, 553,023; males, 273,025; females, 280,003. Total white population 20 years old and over, 251,922; males, 120,585; females, 131,337; illiterate (can not read or write) males over 20 years old, 23,239, or 21.8 per cent. Illiterate females over 20, 47,327, or 36 per cent; total illiterates, 73,566, or 29.2 per cent.

1860.—Total white population, 629,942; males, 313,670; females, 316,272. Total white population 20 years old and over, 295,562; illiterate males over 20 years old, 23,024, or 18 per cent; illiterate females over 20, 42,104, or 27.5 per cent; total illiterates, 68,128, or 23.5 per cent.

1870.—Total white population 10 years old and over, 497,132; total illiterates, 166,397, or 33.5 per cent.

1880.—Total white population 10 years old and over, 608,806; total illiterates, 192,032, or 31.5 per cent.

1890.—Total white population 10 years old and over, 754,657; total illiterates, 173,722, or 23 per cent.

one thing needed in North Carolina, the great want for which all her advantages offered no compensation. And there were the materials for such a people, a working population unexcelled in sobriety, morality, and sturdiness of character, industrious, frugal, and conservative. But the masses, generally, were born homeless; the better part grew up to move, and for long years the situation was not comprehended even by the most sagacious of our leaders. At last the truth began to dawn dimly on various classes, and to some it came as an intuition."

Again Dr. Wiley very pertinently remarks on the introduction of the school system:

"This population was proverbially tenacious of old habits, conservative to the point of stubbornness, with no neighboring precedents or examples, and no persons trained under such systems. The experiment was an absolute novelty in this region, the cause occupied little of the thoughts of Southern statesmen, and it began among a people inured to light taxes and the less inclined to be taxed for education from the fact that there was a large school fund. The accumulation of the fund was a practical and strong teaching against current taxation, and since its inception the principle of distribution was changed from the basis of white to that of Federal population, and thus an element of sectional jealousy and strife was added to other inherent trials. The idea of a charity system was connected with it, rendering it obnoxious to many interested in it, and there were no appliances for the instruction and training of the vast number of managers and teachers immediately needed, while many of the 'old field' instructors, as the teachers of primary subscription schools were called, received it with jealousy, prepared to make war upon it."

But the schools were organized under the new law. The report on the finances of the literary board for 1842 was as follows:

Cash on hand November 1, 1840	\$78,007.06
Income from all sources, November 1, 1840, to November 1, 1842 (including entries for vacant lands, interest on money invested in stock of navigation companies and bank stock, and for capital and interest on loans)	222,936.50
	<u>300,943.56</u>
The disbursements were:	
Support of common schools, 1841	32,836.12
Support of common schools, 1842	65,277.14
	<u>98,113.26</u>
Investments (loans, draining swamps, railroad bonds, etc.)	144,832.00
	<u>242,945.26</u>
Balance on hand November 1, 1842	57,998.30

For the two years from November 1, 1842, to November 1, 1844, the total income of the board from all sources, and including the balance brought over, was \$316,459.81. The total expenditures were \$252,130.41. Of this amount \$175,744.57 went to the schools. It may be of interest to give the expenditures by months, to show the seasons mostly preferred for the schools:

Month.	1842.	1843.	1844.
November	\$7,944.15		
December	3,428.00		
January		\$3,093.21	\$1,031.26
February			4,971.53
March		1,213.80	1,899.89
April		3,340.00	1,107.00
May		17,649.21	17,306.00
June		4,543.00	3,410.00
July		416.00	8,099.20
August		3,260.69	4,066.36
September		11,582.31	14,131.76
October		1,326.70	26,036.35
November		39,042.21	
December		6,795.94	
Total	11,422.15	83,263.07	81,059.35

The total income for 1845 and 1846 was \$293,007.87. Of this sum \$61,466.01 was paid out for common schools in 1845 and \$96,702.01 in 1846—

Leaving a total in the treasury, after deducting all other expenses, of.	\$127,319.63
Income from all sources, 1847-48.....	358,218.31
Disbursements to schools, 1847.....	96,511.31
Disbursements to schools, 1848.....	101,530.04
Total for 1847 and 1848.....	198,041.35
Other expenses, including building of Deaf and Dumb Asylum and appropriation for deaf and dumb education, draining of swamp lands, and a loan to Floral College.....	23,964.27
Balance on hand November 1, 1848.....	136,212.69
Income from all sources, 1848-1850.....	347,902.37
Disbursements for schools, 1849.....	99,449.38
Disbursements for schools, 1850.....	107,339.00
Other disbursements.....	22,921.32
Total.....	229,709.70
Amount on hand November 1, 1850.....	118,192.67

Such was the course of the first period of actual trial of the school system. The school fund was in good condition and a steady revenue was received from it. But the evils of the system were perhaps larger than the good results. In the first place, there was no efficient supervision, and under the system in vogue there could be none.

Until 1853 the literary board was the chief executive head of the system. This was an awkward arrangement, and the board urged on the legislature the more simple and efficient plan of a single executive chief or superintendent. The biennial reports of the board were mostly confined to this one object, and hence for twelve years friends of the schools labored in darkness. As it was, the system could not be managed as a whole, and was left largely to local officers and to a public wholly unused to such cares. Whatever there was of error was allowed to grow unheeded, and there was no published record of progress.

"Some of the legislative provisions were wise—remarkably so, considering the circumstances—and they laid a broad and good foundation, but they could not be prudently added to from time to time, and it was impossible for any man to survey the whole system in its details, in its wants, and in its results."

Returns from the counties could not be enforced, and the result was that hardly half made regular reports to the board. No special report by the State authorities was provided for; consequently there was no general information on the subject. The first forms, which were necessarily imperfect, were not improved, and were often clumsily filled or entirely neglected. Diverse habits sprang up in different counties, and the best county systems, made so by the exertions of discreet and zealous local friends, naturally felt least interest in State action and in the system as a whole, and it was not until 1849 that the various acts relating to the common schools were collected and published. The character of much of this legislation was permissive. Thus the act of 1846 provided that the board of county superintendents might appoint a committee of five to examine "into the qualifications, mental and moral," of applicants for teachers' positions. Where there were such committees persons could not teach without their certificate, but this, when given, was little more than a testimonial of moral character. Another reason for the small success of the schools during the first decade of their existence is summarized by Dr. Wiley, in his special report, as follows:

"Under the constitutional provision of 1776 the schools were not to be charity schools. They were to be subsidized by the State, but every man was expected to

pay something toward the instruction of his children, but the idea of charity was attached to the common schools and the name itself helped to raise a barrier between the upper and lower classes of society. It seemed as if these schools were to erect a fence between the two. It prevented many from sending their children to these schools, and kept the more intelligent part from taking any active part in the management of the schools."

Further, the common schools were a novelty to the people; they were imported from the outside and did not grow in the soil; hence it took more time for the people to understand and appreciate them. They were at first considered as a sort of labor-saving machine and expected to work themselves.

Then came the imperfections of the system itself. The plan adopted in 1840 was dominated by the ideas in the plan submitted by Judge Murphey in 1817. His idea as to a literary board was framed into a law:

"It was enacted that there should be a 'Board of Literature in this State,' to be called 'The President and Directors of the Literary Fund of North Carolina;' so called because there was then only a fund and no public schools. This board became mere trustees of the fund—they have been useful as such, and as such only have tried to be useful, it being impossible, in the nature of things, that they could, without immense cost to the State, officially discharge the duties of the head of the public schools, as originally intended by Judge Murphey. Nevertheless, when we established our system of public schools, this literary board was made the nominal head—and thus, as I stated, we were still under the influence of the erroneous conclusions of one active intellect which thought for us twenty years before. This board, however, was but a nominal head, divested of all the powers necessary to make it useful as such; and so we launched our experiment, so new to our people, so complicated, so liable to difficulty, and cut ourselves off from all direct communication with it."

The radical defects of the system were soon seen and changes were repeatedly urged on the assembly. At the end of the first year it was not known how many schools had been established; it was not known thirteen years later, for there were no means by which the system could observe and note its own deficiencies, ascertain its own progress, and record its own experience.

Another vital defect was the permissive character of the legislation. The laws of 1838 and 1840 left it to the counties to say whether they would have the system at all. They took their time. In 1840 Governor Dudley said in his message: "Most of the counties have adopted the common-school system, and a few have received the State's quota of money to aid them." It was not until 1846 that the school system had been adopted in all. The law of 1840 simply "authorized and empowered," but did not require the counties to levy a local tax, and the effect of this laxness was soon felt. In 1844 the literary board says: "In some counties the justices fail to lay any tax whatever for common schools, alleging that the law does not impose it as a peremptory duty on them to do so, but leaves it to their discretion."

In 1848 Governor Graham asked if the counties should not be required to raise by local taxation at least one-half as much as they received from the State before being paid anything from the State quota. The board said on the same subject:

"It seems, however, to be expedient to require of each county imperatively to raise by local taxation, annually, a sum equal to at least one-half of that received from the State, to the end that schools may be maintained a sufficient portion of each year in the several districts, and to withhold from any county her share in the State's distribution until her chairman shall make the report now required of him by law."¹

¹ The census of 1850 gives the total annual income of the public schools from taxation as \$42,936. The income from all sources, endowment, taxation, public funds and other sources is put down as \$158,564. The total income of the academies and other schools was \$187,648.

But this requirement was not then made, and not until August 10, 1897, was the question of local taxation for schools submitted to the State as a whole.

One of the most difficult problems which the new system had to solve was how the local academies, encouraged to some extent by lotteries granted by the legislature, were to be brought into relations with it.

The "old field schools," which this new system supplanted, "so called," says Dr. Wiley, "because generally located on or near worn-out and unfenced fields grown over with sedge and scrub pines, and on which were the playgrounds, did not number 1,200 in all the State, and were taught by persons widely variant in character and qualifications. Some of these were seminaries of learning of a high order, conducted by men of mark in their day, and whose labors have exerted a wide and lasting influence for good, not only in this but in many other States; but the large majority of teachers instructed only in the elementary branches of spelling, reading, writing, and arithmetic. English grammar was not taught, perhaps, in a majority of the schools, and geography as a general thing was an unknown science. The text-books in every branch were few, unattractive, and often very defective; but one good result of the want of readers was the general use of the Holy Scriptures, and especially of the New Testament. The teacher, in most cases a law to himself and a neighborhood oracle, knew little of the methods of his brethren in other places, and never regarded himself as an element of a general system; and his progress was only in the mechanical art of writing, and from years of practice many became masters in penmanship and naturally looked with contempt on their brethren of a new generation whose qualifications were mental and who had not spent a lifetime in learning to make graceful curvatures and flourishes with the quill."

On these schools Dr. Wiley says, in his special report in 1855 (1 p. 17-20):

"From the first the facilities for improvement furnished to the masses were very indifferent; and down to a period within the memory of the middle aged, and even of the younger portion of our citizens, our voluntary subscription system of old field schools was, to say the least, utterly inadequate to the necessities of the times, giving no promise of ever effecting, within any reasonable period, the object of those who framed the clause of the constitution before alluded to.

"The schoolhouses were few and far between, located in the more thickly settled neighborhoods, and bad as are our common schoolhouses, not at all equal to them as a general thing in comfort and convenience of arrangement,¹ while there was not a house of any kind expressly dedicated to the purposes of teaching for every 10 miles square of territory in the State.

"The teachers as a class were indifferent scholars; and I say this with high respect for a race among whom there were some useful and devoted public servants and benefactors. But much as we complain now, salaries then were a good deal lower than what they now are; and even had they been equal or larger, the advantage in this respect would still belong to the modern cash incomes, promptly paid, over the uncertain earnings, which were often long delayed and part of which was very frequently paid in barter. There were a great multitude of little collections to make, and men of active business habits were not eager to engage in a calling whose small profits were as hard to collect as they were to make. The lazy, the lame, the eccentric, the crippled, were but too often the 'old field teachers;' and while many of them could not write their own 'articles' (as agreements between teachers and parents were called), a collection of those written by the masters would form a literary curiosity as unique in style, spelling, and chirography as any contribution of the kind that could now be made by any class of teachers.

"The studies pursued were spelling, reading, writing, and arithmetic; and if those who applied themselves to them in the old schools succeeded better as men and women than those who now study in our common schools, it is another illustration of the advantages of early hardships, while the praise is due mainly to the energy, industry, and perseverance of the pupils and not to the schools.

"Grammar and geography were almost wholly unknown in the best of these

¹ It was not at all uncommon to find these houses without ground or loft floors, with chimneys built of sticks and dirt. Fuel was supplied by brush, which the children were sent out every few hours to gather, and about the fire there was a perpetual scramble for the inside position, while the young men and women and older children ciphered out of doors in the sun, forming very social but not studious little parties on the sunny side of all the surrounding trees.

schools, and many of our middle-age people who now read the newspapers teeming with news from the four corners of the earth, all knit together with railroads and telegraphs, feel and complain of their ignorance of the latter study, and would give much to be able to trace upon the map the connections and bearings of countries formerly seldom heard of and now mixed up with their nearest political and religious interests and affecting the prices even of their produce and labor.

"The method of teaching was extremely primitive; to look on the book and make a decent droing noise of any kind, not out of the common key, would insure immunity from the all-potent rod, while this habit of noise, pleasant as it is as a reminiscence, because it was the music of our early years, was anything else than an advantage to those who really wished to bend their minds to study. Hence all these, and all who claimed to be such, were allowed to pursue their studies out of doors; and among the white heads with which the sunny landscape would blossom, perhaps one in every ten would be following out some useful train of thought or diving into the mysteries of Dilworth and Pike. He would 'work out the sums' for all the others, and, as blackboards were unknown, the scholar had but to run in, hold up his slate to the teacher, get an approving nod, and return to his amusements. There were no lectures, few explanations, no oral instruction; to get through the book was the great end, and to whip well the paramount means. Few and indifferent as these schools were, they were not generally kept for a longer term than the great majority of common schools now are, and the attendance was equally uncertain and irregular. The schools were generally limited to a quarter of three months during the coldest part of the winter, and as families with two to six children would subscribe half a scholar, the house would often be jammed with sixty students and as often hold fifteen or twenty.

"Half a scholar! Why, can't we remember when five children would biennially get the benefit of the teaching due half a scholar for three months; that is, when one and a half months' schooling every year, or every two years, would be divided among three to five children, making six to ten days or more apiece? The good old times, which, divested of all romance, of all the tender fancies which naturally cluster around the recollections of all childhood, were times which tried the souls of those who wished to gain a good education and which throw their still lingering shadows upon the present age."

VIII. REORGANIZATION AND GROWTH, 1852-1861.

The common-school system had begun in 1838 with considerable means, and the small impression that it created on the thinking people of the State and on the public generally proves that it was not considered a part of the governmental machinery, but as a local interest with which local authorities could deal largely at their discretion.

The law of 1825 had provided that the distribution of the literary fund should be on the basis of the free white population, but the act of 1840 changed the basis from white to Federal population. Governor Manly, in his message to the legislature of 1850-51, claimed that the rule adopted in 1840 carried "on its face a violation of the spirit and object of the injunction of the constitution; is a breach of the public faith given by the legislature of 1825; is at variance with the rule in other Southern States; divides the fund not according to the public necessity, but the wealth of the people, and is in itself unequal and unjust." The advocates of the existing system defended their side with equal vigor, and thus were sown the seeds of dissention and jealousy with which Dr. Wiley had to deal during the whole of his administration.

"The system, as then organized, was not only deficient in its organization but in accountability, uniformity, and its general management. For a period of ten years about \$90,000 have been placed annually in the hands of the various school committees of the State, a sum larger than the whole amount of the State's revenue paid into the public treasury during that period. This large sum, forming an aggregate of nearly a million of dollars, has within this brief period been spent, and yet no adequate provision has been made, much less enforced, for even

informing the people or their representatives of what has become of it or how it has been spent."¹

Governor Manly substantiates his charges by saying further that he had published in 1849 an edition (6,000 copies) of the laws of the assembly relating to the public schools (the first of the kind), and had distributed the same, together with an appendix of precedents and appropriate forms of returns. These laws required that the chairman of the board of county superintendents of each county should, within fifteen days of the 1st of November, report in writing to the literary board his school accounts, credited by the proper county authorities, together with the number of children in the county, the number in the schools for the previous year, and the length of time the schools had been kept open. But this duty was performed by only seven superintendents throughout the whole State within the specified time. Several came in later, so that at the time of the report to the legislature forty-one had been received. This was a little more than one-half. It was found that there was still in the hands of the chairmen an aggregate of school funds amounting to \$90,000. Estimating a like amount in the hands of those who had made no returns, it might be said that \$180,000 lay unemployed and not used for school purposes, besides an indefinite amount in the hands of former chairmen and not used for school purposes.

Governor Manly continues his message in the following strain:

"Those [chairmen] who choose to do so submit them [their accounts] to the committees of finance or county court clerks, while those who fail to do so escape forfeiture or censure. It may be safely stated that thousands of dollars remain from year to year in the hands of superintendents, and if a rigid settlement were enforced the public would be astounded at the aggregate sum thus withheld from its legitimate destination. The whole fund annually distributed, although large, is yet inadequate to the public exigency.

"According to the provisions of the existing law, the several county courts may, in their discretion, levy a tax as other taxes are levied for county purposes not less than one-half of the amount annually received from the literary fund. . . . Some of the counties, with commendable spirit, levy a fair tax, others levy a very small one, while very many of the counties levy no tax at all. Hence it results that in those counties dependent solely on the literary fund, the sum they receive, when subdivided among a large number of districts, is so small for each that many of the districts have no schools at all and derive no benefit from the provision. . . . Our people do not take hold of the subject with that energy and spirit essential to success. A general listlessness prevails. Those that can afford it send their children elsewhere to school, while the poorer classes keep theirs at home to work. Throughout the State you see everywhere on the highways schoolhouses deserted, the doors broken from their hinges, and the grass growing in the yard. Why is this? Besides those already alluded to, one prominent cause, doubtless, is the difficulty of procuring proper teachers, qualified by education and good morals to direct the young. . . . In some of the counties, I am happy to be able to say, their schools are well managed, and are accomplishing with marked effect

¹ Manly's message to the legislature of 1850-51 (p. 19). The growth of the literary fund is shown by the following figures:

1850-51:		
Receipts.....		\$129,255.24
Disbursements.....		94,590.41
1851-52:		
Receipts.....		137,380.41
Disbursements.....		161,472.53
1852-53:		
Receipts.....		192,259.75
Disbursements.....		139,865.13
1853-54:		
Receipts.....		196,000.25
Disbursements.....		169,983.32

the beneficent results aimed at by the law, and it is to be hoped that such is the case in others. But there is no official information on the subject, and what I design to say is that the very want of this information demonstrates the absolute necessity of some radical amendment. This necessity suggests the expediency of creating a new office in government to take general charge of the whole business, in accordance with the practice in other States and with the earnest and repeated recommendation of my predecessors. . . . Having been a member of the literary board from its organization and having bestowed some attention upon the subject, I feel in conclusion fully warranted in recommending as the most effectual means of attaining the ends referred to, the appointment of a general superintendent of common schools for the State."¹

Under such pressure as this from the governor, the literary board, and other officials, progress was made toward reform. When it is remembered that the annual income of the literary fund was more than the income of the State, and that this amount was spent and subjected to no general supervision, the importance of such supervision may be easily seen.

The legislature of 1848-49 had considered bills for the appointment of a general superintendent, but while rejecting them had authorized county superintendents at a salary of \$250 each. In the legislature of 1850-51, Dr. Wiley, who was then a member of the house of commons from Guilford County, introduced a bill for the appointment of a State superintendent. The bill had able and enlightened friends in both houses; it received favorable consideration and a large vote, but failed to pass.

Dr. Wiley was also a member of the assembly of 1852-53, and through his influence a bill for a superintendent was introduced by Mr. Cherry, of Bertie. Another bill to divide the funds among the counties in the ratio of their white population and one to provide for the education of teachers at Normal, Davidson, and Wake Forest colleges were also introduced, but these failed to pass.

The "Act to provide for the appointment of a superintendent of common schools, and for other purposes," stands as chapter 18 in the Public Acts of 1852. It is the corner stone on which was built up the best system of common schools in the South before the war, and in brief is as follows:

It provided for a superintendent of common schools for the State, to be chosen by the legislature and to hold office for two years. County chairmen were to make their reports to the superintendent on or before the third Monday in November, and to include, among other items, the number of certificates granted to teachers, male and female. In each county there was to be "a committee of examination," consisting of not more than five members, "whose duty it shall be to examine into the qualifications, both mental and moral, of all such persons as may apply for employment as teachers in any of the common schools." Certificates issued to teachers were good for one year and only in the county where issued, and in absence of such certificate payment might be refused. The State superintendent was to collect information concerning the condition and operation of the common schools in the counties and to report the same to the governor for the benefit of the legislature. He was to superintend the operation of the schools, see that the laws were enforced, and look after escheated property. The State treasurer was to furnish him an annual statement of the sums disbursed to the counties, and he was to issue annually to the examining committees "a circular letter of instructions and suggestions as to the qualifications of teachers." He was to prepare and furnish blanks for the use of county officers and to compile and arrange the laws on the subject, together with such other instructions as were necessary. He was to make an annual report to the governor, reviewing the work of the schools and including statistics, of which "the governor shall cause 150 copies to be printed in cheap pamphlet form, 50 copies for his own use,

¹ This message emphasizes and summarizes the report which Governor Manly had made to the same legislature as chairman of the literary board.

and 100 copies for the use of the said general superintendent," who was "as often as possible" to deliver public lectures on the subject of education. His salary was \$1,500.

The funds of the literary board, principal, in 1852 were invested as follows:

1. 5,322 shares stock in Bank of Cape Fear	\$532,200.00
2. 5,027 shares stock in Bank of the State	502,700.00
3. Bonds of Raleigh and Gaston Railroad Company, indorsed by the State, due January 1, 1860	140,000.00
4. Bonds on Wilmington and Raleigh Railroad Company, secured by mortgages and deed of trust on the property of the company in 1837 and 1840	85,000.00
5. Bonds indorsed by the State	50,000.00
6. Bonds indorsed by the State	2,250.00
7. Bond of State issued for stock in Fayetteville and Western Plank Road	2,000.00
8. Bond executed according to act of assembly	39,808.55
9. Bond executed according to act of assembly	552.00
10. Bond of Wake Forest College	6,169.52
11. Bond of Floral College	2,000.00
12. Bond of Greensboro Female College	7,000.00
13. Bond of Chowan Female Institute	3,000.00
14. The whole of the swamp lands of the State, reclaimed and unreclaimed, not granted and held by individuals prior to the year 1826, estimated at 1,500,000 acres, heretofore valued at	150,000.00
15. State bonds issued in 1852, purchased by the board	10,500.00
16. Three bonds on J. W. Keeling and others for swamp lands, \$755 each	2,265.00
17. Four bonds on Thomas Sparrow and others for swamp lands	125.60
18. Four bonds on Allen Grist and others for swamp lands	296.00
19. One bond on Nathaniel Credle and others for swamp lands	125.00
20. One bond on W. D. Cooke, showing a small balance	
21. One bond on N. S. King, believed to be of no value	268.00
22. One bond on William D. Cooke and others	1,000.00
23. Amount of cash in bank of Cape Fear to credit of board (principal money)	1,735.79
	<hr/>
	1,538,995.46

After securing a new and improved act for the schools and providing for a superintendent of common schools came the still more difficult task of finding the proper man to fill the office. Dr. Wiley was then a member of the legislature from Guilford County. He was a Whig in politics and a lawyer by profession, while the legislature was Democratic. But the activity displayed by him in advancing the interests of the schools pointed him out as the man for the place. He was elected, without the slightest solicitation on his part and by a large majority, in December, 1852, and entered upon his duties January 1, 1853.

In the estimation of all others, as well as himself, the superintendent was "all things to the schools, and had to be, for a time at least, a guide to them, to public sentiment, and to the legislature, with no guide or support for himself in the community or in the neighboring States." Dr. Wiley was already well and favorably known to the people of the State.

Calvin Henderson Wiley was born near Greensboro, Guilford County, N. C., February 3, 1819, and was the son of David L. and Anne Woodburn Wiley. His father's family was of Scotch-Irish stock; William Wiley, his great-grandfather, removed from Pennsylvania in 1754, and bought lands from Lord Granville in the Alamance section of Guilford; his grandfather, David Wiley, was a Regulator in 1771, and later a soldier in the Revolution. While still a boy he showed a taste for books and reading, and was sent to Caldwell Institute in Greensboro and was there prepared for the University of North Carolina. He was graduated from that institution in 1840 and already numbered among his friends some of the political leaders of the State. He studied law, was admitted to the bar in 1841, and located in Oxford. In addition to his practice of law he edited the Oxford

Mercury, 1841-43. Not content with these two activities, he entered the field of romance and published in 1847 his first novel, called *Alamance, or the Great and Final Experiment*, which was redolent of the soil of his native section. A second novel, *Roanoke, or where is Utopia?* appeared in *Sartain's Magazine* in 1849. In 1851 he was invited and urged to go to Charlotte to edit a Whig paper, but declined. During that year, however, he associated himself with W. D. Cooke in editing the *Southern Weekly Post*, in Raleigh. The first number appeared December 6, 1851, and was "edited chiefly" by Wiley. Cooke was the publisher. It was devoted to the general upbuilding of North Carolina. The announcement of this paper, evidently the work of Wiley, strikes the keynote of the policy which his paper, and he in all his subsequent work, was to pursue:

"It is a fact worthy of being universally known that North Carolina is considered by bookmakers the best mart in the world for uncurrent and trashy productions, and the very refuse of literary quackery is sent out here and circulated among our people. For most of the works of this sort Northern publishers have agencies all over North Carolina, and thus while there are none to circulate our own books, and the people are kept in ignorance of their own history and of the character and resources of their State, they are drugged with foreign narcotics and heavily taxed for the benefit of fabrics that will not sell and can not be sold where they are manufactured."

It was with the hope of doing away with or improving on this state of affairs that Dr. Wiley entered politics in 1850 as a Whig member of the house of commons from Guilford County, and began efforts for that series of educational reforms which have put him among the leading educational statesmen of the South. He assumed his duties as superintendent of common schools January 1, 1853. During the whole period of his incumbency much of the superintendent's time was taken up with the routine and clerical duties of the office, for he was allowed no clerk. His correspondence with local school officers was heavy and much of it trivial. He prepared digests of the school laws, gave directions and made suggestions to teachers and to committees, made many speeches in all parts of the State, and published many articles in the papers. He was forced, moreover, to meet many attacks on himself and on the system as a whole from its enemies, open and concealed. It was said that he wasted his time or used it for his private interests, while he complained that the newspapers failed to devote a proper attention to educational affairs, since few were apparently interested, and that there were none to stir up a community on education against the coming of the superintendent, while there were plenty to arouse enthusiasm when a politician was to speak. But in the midst of criticism and abuse Dr. Wiley steadily refused to follow the policy which would keep his own name most prominently before the public. He chose rather to do the humbler work, which was no less necessary, but which brought him little personal credit. He was willing to work for the future. His first official duty was to prepare a new digest of the State laws relating to the schools then in force. These laws went no further back than the act of 1844-45. To the collection of acts was added a statement of the forms in which the principal of the literary fund was invested (see p. 1431); specimens of the forms to be used by the county chairmen in their reports to the State superintendent, and by the school committees to the county chairmen, regulations, a circular to the chairmen, and an address by the general superintendent "to the officers of the common schools and to the friends of education in North Carolina," were included in his first official publication.

In the spring of 1853 Dr. Wiley began the active prosecution of his duties. He made a tour in his buggy from the middle part of the State to Currituck Court-House, in the extreme east, and delivered addresses, according to previous arrangements, at each county seat. In the summer and fall he traveled in the same way to Murphey, in Cherokee County, in the extreme southwest. It is evident that trips of this kind would require a large amount of time, but they were made dur-

ing the whole period of his incumbency, and during the earlier part were necessarily by private conveyance. But as the means of travel became better, public methods were used more and less time was spent on the road. But these early tours by private conveyance, while they were paid for by the superintendent out of his own pocket and cost for the first year nearly half of his salary, were of great service; the disabilities and conveniences of different localities were observed; visits were made to districts distinguished by special or good features and to some schools laboring under peculiar disadvantages. The history and progress of the schools in the counties visited was inquired into, the friends of the system, teachers, and school officers were interviewed and the system discussed. Further, the superintendent made use of the public press at every opportunity. There were many misconceptions of the work. These had to be corrected and its true mission and spirit made known. Uniformity had to be fostered and a healthy public spirit created. The friends of the schools had to be discovered, supplied with arguments, and every effort made to keep the movement clear from sectional, partisan, and sectarian prejudices. Special efforts were made to show to academies, high schools, and colleges their interest in the common schools and to enlist the sympathy and cooperation of ministers of all denominations.

"At that day all of these points, some of which now seem elementary, had to be fixed, and some of them after a hard struggle, and the whole system had to be purged of the fatal taint of charity once adhering to it, and especially, and after a protracted effort, lifted from the position of a beneficence to a class to that of a fundamental interest of all the State."

These earnest efforts met with great success. The higher schools were brought to see their interest and duties in the superintendent's labors, and denominationism was kept out of the work. It was the same in the matter of politics. Dr. Wiley, a Whig, was elected by a Democratic legislature; he retained and voted on his political convictions, but from the day he went into office had no stronger friends than W. W. Holden, of the Standard, and W. J. Yates, of the Charlotte Democrat, who were the leaders of the Democratic press.¹ In the same way all the governors from 1853 until the close of the war were Democrats, as were most of the other State officers, but they were the friends of Dr. Wiley, and held up his hands to the fullest extent. It is safe to say that he won his position through merit and retained it largely through a self-respecting neglect of his political interests, for on one occasion the Democrats in the legislature moved his reelection early in the session to anticipate the rise of party feeling and to lessen the chances for a Democratic opponent.

The first annual report of Dr. Wiley was made to Governor David S. Reid, and is dated January 24, 1854. It is mainly a review of the situation, pointing out the weaknesses and difficulties of the schools and the character of the work needed for the future, while the survey of what had already been done occupies a subordinate place. It may be well to summarize the situation as it then appeared.

He gives the extent and character of his travels from one end of the State to the other, for the most part by private conveyance, for only in ten or twelve counties could access be had to the county seat in any other way. In his future travels he was to be governed to some extent by the character of the reports received, his object being to visit the counties that sent in the least satisfactory reports, to find out the difficulties in their way, to give them advice and information.

"Every citizen of the State ought to be spoken to. . . . I hope in due time to reach every man. . . . There is, also, now a source, however imperfect, of information, and a tribunal to decide or give opinions; and almost daily applications to me demonstrate to me the injuries and discouragements heretofore resulting from doubts never solved, difficulties never settled, and inquiries never answered."

¹ But neither of these papers, so far as I know, nor the Raleigh Register, the Whig organ, interested themselves to any great extent in the agitation which brought about the appointment of a superintendent. This honor was left to the Raleigh Star.

To promote the efficiency and uniformity of the system, he prepared a form of certificate to be given to the teacher by the committee of examination. "The grades are from No. 1, the highest, to No. 5, the lowest, on the studies of spelling, reading, writing, arithmetic, geography, and grammar." Under the law the chairman of the county superintendents was authorized to refuse payment to a teacher who held no certificate. These certificates were good only in the county where issued, and were to be renewed annually. From these it was hoped that the happiest results would follow.

"A crying evil in the State was the multiplicity and frequent change of textbooks, by which expenses are accumulated on parents and guardians, the progress of the school retarded, and teachers greatly embarrassed by having large schools with nearly every child in a class by itself. I have often been called on to interfere in this matter, and have felt it my duty to use such exertions as the law would authorize. The object of my efforts was, first, to drive from our schools bad books; second, to prevent frequent and injurious changes—injurious alike to parents and to pupils—and third, to secure the use of a uniform series, whereby expense would be avoided and teachers would be enabled to arrange their pupils in classes."¹

His efforts were directed largely to securing the best books for the schools.

"Not willing to recommend for the use of the schools of the State books which do it injustice, I notified publishers that I would not approve of any geography unless I was allowed to alter and correct the text so far as relates to North Carolina. The publishers of different works consented, and having selected Mitchell's Intermediate Geography as best suited under all the circumstances for our common schools, I prepared an appendix, which, in a new edition of the work, with a full and new map of North Carolina, is now coming out. . . . The new edition will be worthy of the patronage of all our schools and will contain, besides the new map, several engravings illustrating the description of our State. . . . The time is coming when very material changes will be effected in the routes of commerce. All things considered, the finest agricultural country in the world is the valley of the Mississippi and its tributaries. . . . Between the nearer Atlantic and this vast granary of the West and Southwest stands the interposing barrier of the Allegheny Mountains, long thought to be an impassable wall, and a limit to the iron track of commerce. But modern science has overcome greater difficulties to secure that modern desideratum, the shortest passage, and the gallant States of Virginia and Georgia are already storming these heights with every prospect of success. South Carolina will follow in the assault, and none of these have so great inducements to undertake the enterprise as the people of North Carolina. Nearly midway of the Atlantic coast, in a temperate and healthy climate, is the unchangeable, safe, and capacious harbor of Beaufort; and from hence through our fertile upland slopes and the gorges of our own beautiful mountains, lies the shortest route to the great Southwest. To foreshadow the grand commercial destiny we might attain on the youthful mind of the State and prepare it to grasp and realize the magnificent consummation, I took much pains to have all the proposed railroads over the mountains and their bearings and connections made familiar to the publishers of the geography in question. . . . The State already occupies in the work the largest space of any other, with its railroad routes noticed, and Beaufort handsomely described."

In the matter of school readers Dr. Wiley did not make a recommendation, for reasons as follows:

"It is well known that a few years ago I undertook to make a series of North Carolina Readers, and published the most important number, for advanced schools, containing a familiar history and description of the State, with compositions in prose and verse by distinguished North Carolinians. Its object was obvious; and to all acquainted with our peculiar position, our desponding and erroneous estimate of our resources, and the history of that singular and remarkable exodus or emigration which for years has retarded our progress in every species of improvement, the uses of such a work, well compiled, were fully apparent."

For these and other reasons, Dr. Wiley had it at heart to make a good series of

¹ As early as 1853 there was a proposition from Pasquotank County to furnish books to the pupils at government expense. The proposition was renewed from time to time from other quarters.

home readers. His own book had been recommended by all the colleges and many academies before his appointment as superintendent, but he knew its defects, and also determined to make no profit out of any school book used during his term of office. He thereupon began negotiations to induce some publisher to take the reader at the original cost, on condition that he would employ Professor Hubbard, of the university, "or some other person, of equal taste and ability, to alter my work and complete the series."

Dr. Wiley proposed also under an arrangement which he termed "model schools" to give the few individuals in a community who were accustomed to spend money for education in private schools at a distance a large control in the public schools of their district, thus securing a better school for the home district, arousing interest in the home school, and saving money.

The prospects and necessity of normal schools were also considered. Teachers were already being educated in the Normal College in Randolph County in return for a loan made by the State. "Let it be universally understood," he adds, "that colleges, academies, and common schools are all bound up in one common interest and that the common schools are to the academies and colleges what the back country is to commercial cities."

The subject of escheats was discussed. These had been transferred to the university after the State had exhausted its resources in trying to enforce payment. Later they were retransferred to the literary fund, and a suit was brought in the Supreme Court of the United States to test the legality of the act. Agents were appointed to hunt up this species of property and prosecute the claims of the literary fund.¹ He combats vigorously the strange and foolish idea that a free school was a place—

"where entire freedom of action is to be guaranteed to the pupil; and, entertaining these erroneous notions, parents not unfrequently prevent the improvement of their children by refusing to permit them to be corrected or submit to discipline necessary to chasten and restrain the wayward disposition and the prurient passions of youth.

"Efforts to promote the love of home in the plastic nature of childhood are peculiarly becoming in North Carolina, a State where the want of this attachment and its ruinous effects are eloquently recorded in deserted farms, in wide wastes of guttered sedge fields, in neglected resources, in the absence of improvements, and in the hardships, sacrifices, and sorrows of constant emigration. Our State has long been regarded by its own citizens as a mere nursery to grow up in, and, from my earliest youth, I have witnessed the sad effects of this in the families of my acquaintance, many of such being scattered from the homes of their nativity over the wide Southwest."

He adds statistics of the progress of the schools since 1840. In 1850 the schools had been in operation about nine years, and the increase of the white population had been about 12 per cent. In 1840 there were 19,483 pupils in schools of all grades; in 1850 there were 100,591, or an increase of 500 per cent. In 1840 there were 632 schools; in 1850 there were 2,131 schools in 70 counties, and perhaps 2,500 in all; increase in thirteen years, 400 per cent. In 1840 the pupils in the common schools were 14,937; in 1850 there were 83,873 in 70 counties, which would indicate 95,000 for the whole State, or an increase of 600 per cent. During the same period the colleges and academies increased in attendance by 150 to 200 per cent. The value of the apparatus was three times as much, the number of grammars and geographies sold five times as many, and the number of good scholars three times as many. It was not claimed that all the common schools were as good as the subscription schools broken down, but it was claimed for every one thus broken down there were two just as good in its place, besides three or four other schools not so good. The average time during which the schools were kept open was, for the whole State, about four months. From the progress made in these ten years

¹ In 1855 escheats had been restored to the university.—Manly to Wiley, February 16, 1855.

Dr. Wiley estimated that the next generation would have 50 per cent less of ignorance than the one then on the stage of action.

"I feel bound to say that money is not our greatest want, and that the places where the highest salaries are paid are not generally those which have succeeded best. We want more efficient management, a constant embodiment and expression of public opinion, a watchful supervision, a liberal course of legislation, good officers, and patience and energy in all having an official position in the system."

Again, he says in his special report on the same subject:

"I admit that a considerable number of those who attend school go but a few days in the year and learn but little; but it must be borne in mind as a very important consideration that many of these are the children of those who never went a day to school themselves. Into a mind wholly ignorant it is hard for the light to penetrate, and a man who does not know the alphabet is not sufficiently enlightened to feel his ignorance or to appreciate a higher state of improvement. He is not upon the ladder of knowledge at all, and can, therefore, see no one above him, but as soon as he makes a start he can begin to understand his relative position. Hence the children of ignorant parents, who get a little smattering of knowledge at our common schools, will feel their wants when they take their positions in life, and their children, if the same facilities remain, will be much better educated. This is a conclusion that can not be gainsaid, and as a large majority of the children of that large part of our population who can not read at all are learning a little at our common schools, we may boldly assert that in the second generation that dark belt that covers the sixth of our moral surface will nearly wholly disappear, leaving only a dim outline to indicate its former existence." (Pp. 28, 29.)

With the founding of the common schools came two great problems to their managers:

"First. How were eight hundred to a thousand old-field school-teachers to be utilized in a system of one genius, one law, and one end, when to each his own school had long been the educational world, of which he was the center and sovereign? These teachers were our only capital, of the kind with which to begin, and we all know that it is easier to prepare a new generation of employees in any business than to break in old ones long accustomed to their own diverse ways."

But the managers of the common schools could not wait and they had no means of training, besides it would have been unjust and impolitic to set aside the old-field veterans as a class, while their opposition to the new system would have insured its failure. "And yet to work them into a homogeneous and progressive system under a general law, to subject them to annual examinations and licensure, and to grade their attainments was a task requiring the greatest patience, tact, and powers of organization." The next question was how to find the 1,500 or 2,000 more teachers that were needed at once, for the position was considered humble and the salary was small. The situation was delicate and the superintendent was aware of its character. The conclusion was reached that the common schools must both multiply and improve the teachers whom they needed. There was no other practicable method.

The first step was the establishing of examining boards in all the counties. This was no easy task, for there was no salary and no influence attached, and its objects seemed to aim at individual freedom and made it unpopular, but after a while these examining boards were paid and their value increased. The certificates issued allowed the party to teach for one year and in one county only. It was found that perpetual permission to teach caused retrogression on the part of the party holding such a certificate, and confining the license to one county was necessary to give such counties as desired it an opportunity to raise the standard of their own schools. Few young people dependent on their own resources cared to go into the schools, but the superintendent used all available means to bring to the attention of such people a realization of the avenue of advancement open to them through the schools. To carry out these plans it was necessary to begin with low grades. His rule was to authorize the issue of certificates to persons who could teach only spelling, reading, writing, and arithmetic, and who received

low grades on those subjects, but none were to be relicensed with such a grade, and all with grades below the first were expected to improve with each new examination. Under such an arrangement it was possible to make the requirements for No. 1 exacting. Of the successes of this system Dr. Wiley says:

"Progress could be more easily marked when there were so many grades, even the least advancement could be graded, and advancement became the order of the day. Some of the very best teachers and most useful members of society grew from the lowest grades, young persons, shut in by poverty and thirsting for knowledge, would follow my advice and teach on low certificates, studying as they taught, and as they acquired means, would attend higher schools, and then go on step by step to the most respectable positions in life."

There were at this time few women in the schools. In some counties there were none. He urged repeatedly that they be encouraged to teach. In his second annual letter to county superintendents he says:

"Encourage as much as possible the very poor, and especially poor females, to become teachers. . . .

"There is, however, a class, a numerous class, who are hired out to field labor, and many of these, if properly awakened, could become excellent teachers, and make more than twice as much as by their present occupations. . . .

"But a helpless female, who can not push her fortune in the world, and yet is born dependent on the labor of her own hands, when started on such a career, fairly electrifies surrounding ignorance and prejudice and is a standing miracle performed by means of our common schools. Imagine a girl—you can see them in your own neighborhood—a girl with natural sensibilities and capabilities—for heart and mind are inherited by all ranks and classes—but from her very infancy pushed into rude contact with the world, it being necessary for her own existence or that of her parents that she be hired out to wages. What is the hope before her? In the factories she may make \$4 to \$6 per month, and may preserve her character, though inhaling a noisome atmosphere. In the fields she may earn \$3 per month. . . . Or such a one may, for board and coarse clothes, go into domestic service. . . .

"There is another road open to such a one leading from want and social inferiority to independence, to respect, and to usefulness and happiness, and it lies through our common schools. . . .

"And females, for certain classes, make the best teachers. They are more patient, more easily win the affections of the young, and are more likely to mold to virtuous and refined sentiments the plastic nature of childhood."

The schools needed all the help and encouragement that could be drawn from the enthusiasm of their superintendent, for his correspondence shows that the complaints were neither few in number nor insignificant in character. Many districts were careless. In some cases the money was not appropriated and no schools were held for several years. Many of the teachers were incompetent. The committees had to take as teachers persons who had never studied English grammar or geography. It was necessary to employ those who could only spell and read and who had only a moderate knowledge of arithmetic, for these were the only kind to be had, while in some districts no children were far enough advanced to study grammar. Many school committees refused to serve. Some, if not actually dishonest, were careless, and there had been no machinery by which they could be brought to a strict account. In some counties, prior to 1853, there had been no chairman for two years and in some sections the common schools were patronized only by those who were too poor to do better, and from one county it was reported that some districts had had no schools in four or five years. There was sometimes trouble with the county chairmen, who either failed or refused to report, and in a few cases it was found necessary to fine them for their neglect. In some cases, so imperfectly was the common-school idea recognized, people moved into the school-house and had to be dispossessed by process of law. In some places there was trouble over the age limit. Persons over 21 years of age would attend the schools and thus crowd out the younger pupils. Trouble also arose from the passing of pupils from one school district to another. One case was reported where the

teacher was required to receive pupils coming from another district, but to charge them tuition, which the committee undertook to appropriate for their own benefit! Some counties would now and then refuse to levy any tax at all for the schools, and the amount due from the literary fund was too small to be of any practical value. The schools were usually held in the fall, since this was the season when pupils could be most easily spared from the work of the farm; they were then crowded with the larger boys and girls, who monopolized the teacher and cut out the smaller pupils. It was proposed to obviate this difficulty by holding two sessions instead, one in the fall and one in the spring for young pupils especially. The latter were to be taught by women, who were cheaper than men. The question of the teaching of free negroes in the common schools also came up, and there was at least one case where a committeeman insisted that they attend. There was also more or less discussion as to whether "silent" schools were superior to "noisy" schools, or vice versa. New committees on coming into office would sometimes expel the teacher employed by the former committee and put in a new one, or they would notify him to quit and refuse to pay his salary.

These were some of the many questions that came to the superintendent for adjudication and settlement. There was also talk of repealing the law. This had, of course, a depressing effect on the superintendent and shows itself in his report. Dr. Wiley discusses in his second report the leading features of the schools as follows:

A stricter and more uniform and patient attention to the execution of the law. Annual reports from the counties should be insisted on, together with a certificate as to the correctness of the accounts from the committee of finance, authenticated by the clerk of the county court. This requirement would compel more accurate accounts to be kept, for while the greater part of the money had passed through honest hands, "doubtless a sum sufficient to pay a superintendent for twenty years has been carelessly handled, to say the least." When the county chairmen found that strict accounts were not required of them, they in turn relaxed their requirements, and after twelve years there was "a universal complaint that committees will not make the proper returns."

The second subject demanding careful attention, wise oversight, and constant exertion by some systematic means was the improvement of teachers. There had been great complaint in regard to them; some were incompetent, some were unfaithful, and he emphasizes the fact that it is not always the want of money which makes indifferent teachers. The salaries paid were not large, but poor teachers were paid as much as good ones, and still better ones might be employed for the same money.

"On the contrary, large salaries under the old regulations would often enhance the nuisance; it would be an inducement to impostors and adventurers to swarm among us in pursuit of the sums thrown out to attract the attention and excite the enterprise of such characters. Have it understood that \$50 to \$75 per month were to be paid to those who would fill in so many days in a schoolhouse, and that no evidence of moral character, and no certificate as to mental qualifications from those capable of judging, and no reports of the manner in which they had discharged their duties were to be required, and you will have not the merely indifferent teachers and respectable and moral persons now so much complained of, but every ignorant neighborhood, from the seaboard to the mountains, infested and overrun by plausible, worthless, and dangerous characters, setting on foot all sorts of intrigues, imposing on the credulity of the simple-minded, and even conspiring with local speculators to obtain and divide with them the tempting spoils."

Normal schools were needed, but they were rather the result than the cause of an advanced state of education. Teachers were to be examined yearly. This was found to be a hard rule to enforce, but the examining committees were steadily supported by the superintendent, and as refractory teachers saw that the

officers supported each other, they were glad to give in and pass the examinations. Further, the schools were beginning to command the sympathy and respect of other branches of education:

"Professors in colleges, male and female, reposing a confidence for which I am grateful, have tried to strengthen my hands, and I have felt proud of the fact that since my term of office began common schools have enlisted interest and received respect in every male college and nearly every female one in the State, and from the conventions of both political parties."

Another means of improvement recommended to teachers was the formation of teachers' library associations.

"Every trade and profession should be learning by experience; but how many teachers in North Carolina have read one single book giving an account of the experience and improvements in their profession in other places? . . . The legislature should pass a general act of incorporation, giving corporate existence and privileges on certain conditions to the chairman of the board of county superintendents, and the teachers of each county and committees of examination; and an appropriation of \$1 or more for each school district . . . should be made for a foundation. Let the chairman be librarian, with a certain remuneration, and let each teacher pay 50 cents, more or less, annually, for the privilege of membership. The superintendent can furnish or recommend a list of books, in conjunction with the chairman; and each teacher who joins should have the fact stated on his certificate. . . . These associations will increase in consequence; they will form meeting places for teachers to assemble and discuss the affairs of education, and furnish proper places for lectures by superintendents and others; besides, when the minds of teachers are thus brought in contact, the superior intellects will diffuse themselves and be reflected in the action of all the teachers in the association."

In an appendix to this report Dr. Wiley emphasizes still more the necessity of organizing, throughout the State, teachers' library associations.

"With such an organization the following effects may be confidently anticipated: The first appropriation, small as it is, would buy a sufficient number of copies of Page's work on teaching, Northend's, or any other, for all the teachers in the county. Some four or five works on such subjects might be selected and enough of each purchased to have one book, at the least, for every member. And if only one-third of the common-school teachers of North Carolina could be induced to read the most indifferent work on teaching, what a vast change would soon be perceptible! . . . Scatter judiciously over the State good copies of any good work on teaching and it will create a revolution. Hitherto we have never seen or heard of any other plan than the old provincial one, with no blackboard, no oral instruction, no lectures, no inducement to study but the whip, no evidence of proficiency but the sum stated on the slate, without a word as to how it was arrived at, no admitted indications of industry but a loud babel of sounds, etc. Teachers have no fixed plans for their own improvement—none for the scholars. The only labor is to fill out the time; the only object to get the public money."

Other objects to be secured by the teachers' library associations were the insuring an active person as the head of the examining committee and insuring a committee. Further than this, a communion of feeling and ideas would be effected among the teachers:

"They will have something to distinguish them as a class—a common bond of union, a place to meet and exchange thoughts. . . . Teachers will feel themselves enhanced in public estimation, and they will have a body, a society, to defend, to promote, to improve; and by all efforts to elevate their society and make it respected they will be individually benefited."

These library associations would also furnish vital mediums through which to effect the interest and progress of common schools and enlist the aid of public-spirited and philanthropic citizens. The views of the superintendent on these and similar lines are reenforced by extracts from the reports of State superintendents and others.

Another vital point demanding constant care and attention was the discipline in the schools. "How often do I hear the complaint that teachers consider that they have to fill out merely a certain number of days, and make it their greatest object

to kill time instead of improving it." It was charged that bad habits were not forgotten and no good ones acquired; parents were put to expense and children put back by a constant change of books, while no efforts were made to classify the children, "and a school of fifty scholars will have forty classes, each class thus having but a very few minutes to recite in and the teacher no time for lectures, explanations, or oral instructions. Seven hours are enough for school hours in the twenty-four; and ten recitations, fifteen at the furthest, are as many as can be well made and heard in seven hours, except recitations by those learning their letters. Oral instruction is coming more and more in vogue." Dr. Wiley then recounts his efforts to bring about a proper classification of the children:

"I determined, if possible, to make arrangements to have the children classified, and to get into use one uniform system of good books, to insure this end of classifying the pupils, to save cost, to have good sources of instruction in the schools, and to have the young mind of the State in its plastic condition learning about North Carolina and learning to love the State and to take an interest in its institutions. This of itself would make a great revolution in time. How could we feel an abiding interest in the common schools, or in any other institution of the State, when under the old way of doing things we were educated to love and respect every other country and the affairs of every other country more than our own?"

Of his own duties he says:

"The head of the common-school system ought to study; like the leader of an army, he ought to have the whole field before him and to initiate every general movement with great care. He ought to study other systems as well as our own; he needs a previous preparation just as much as a lawyer, engineer, or physician. . . . Knowing that States never do things as well or carefully as individuals or private companies, I have endeavored to prepare myself in the midst of the duties of the office. I have read and written on the road, and procured and studied all the lights I could, and, as I could catch time, endeavored to look over our whole system and examine it in its details and in its general bearings."

Of the need and importance of teachers' institutes he says:

"When traveling, to acquaint myself with the character of the State, I often undertook to deliver lectures, and I was of opinion that many who heard me began to feel a new interest in the cause. But many of our so-called intelligent people would not attend, looking on the whole common-school machinery as not intended for them; and they, whom they called the common people, had no excitement to draw them out, no example of interest set by others, while teachers, afraid, no doubt, of exposing themselves in some way, rarely ever attended. Hence, speech making in North Carolina was not calculated much to advance the cause."

Then, mindful of the criticisms which came pouring in on him and of the political sword suspended always above his head, he modestly says of his own work:

"I was conscious that more was expected of me than could be accomplished by mortal man, in the time, with even more means at his disposal—that I was, in fact, expected to do in two short years, with none to help and all to criticise, what legislators and officers and people, by cheerful cooperation and patient effort, with full confidence in each other and every disposition to strengthen the hands of each other, ought to be proud to be able to accomplish in ten or twenty years, and what it had taken such efforts much longer time to effect in other places. I felt, too—not a pleasant reflection to a sensitive mind—that while I was spending freely in books, in postage, in travels, and neglecting more profitable sources of revenue, and not saving much of my salary, some were thinking I was growing rich on the public money and robbing the schools, which had lost many thousands for the want of a more efficient organization and which contributed to my salary about 50 cents each, or in the ratio of three-quarters of 1 cent to the child, while I was trying to save twenty times that amount to each on the single small item of books alone. . . . I will be excused for saying, in conclusion, that the subject is the most important one which can possibly come before our legislature, and that in common schools the people are infinitely more interested than in all the other literary institutions of the country."

The year 1855 opened with a revival and reenactment of the school law. There had been much opposition to the new system developed. There had been rumors that the law of 1852 was to be repealed and a return to the old decentralized,

do-nothing system inaugurated—a “system of nominal supervision and actual indifference.” But these fears were groundless. The return to the old system was not inaugurated, and Dr. Wiley was reelected to the place of superintendent without opposition and by political opponents.

There is a vein of hope and encouragement in the third annual report for the year ending December 31, 1855.

Before noticing the report it may be well to consider the new law: The act ratified February 10, 1855, defined the sources of revenue of the literary fund, directed the management of the swamp lands, and regulated the common schools. Under the act the distribution was to be on the basis of Federal population as it had been under the earlier law, the appointment of a general superintendent was renewed, and each county was to have not more than ten nor less than five local superintendents or committeemen. The chairman of these superintendents was to give bond, and his compensation was $2\frac{1}{2}$ per cent; the counties were to levy a tax not less in amount than one-half of the estimated amount to be received from the literary fund. In addition to these, three school committeemen were to be chosen annually by popular vote. These two boards were to have the control of the schools and to make reports to the State superintendent. The efforts of the superintendent were directed largely to introducing new ideas, to improving the quality of the teachers, and to securing punctuality and faithfulness in the disbursement of money.

Only in two cases did the failure to report on the use of money indicate its misapplication, and one of these was taken into the courts more as a matter of warning to others than with the idea of prosecution. A more general knowledge of the school law and of its objects and a stricter attention to its requirements was needed. Dr. Wiley desired to secure good examining committees by providing for the payment of their expenses, but in this he failed. He wished also to organize the teachers into associations. One of the matters that attracted the attention of the superintendent continually and enlisted his best efforts was the desire to spread throughout the State a more general knowledge of its history and resources and correct false impressions. The common-school class “imbibed their first ideas from books, in which North Carolina, whenever it was necessary to mention the State, was represented in such a way as to make impressions anything else but pleasant to young imaginations.” On the misrepresentations and manifest injustice to the State Dr. Wiley rings the changes time and time again. It was against such ideas as these that he had prepared his reader and the North Carolina edition of Mitchell's Geography, and so persistent and enthusiastic was he that before the war began his reader had been adopted in most of the schools of the State, and there was more knowledge of the State and a better appreciation of its resources than at any previous time. He was also busily engaged during this year in superintending the making of the first and second numbers of his readers.

“In a short time our whole school literature will be changed—a new spirit will breathe from the pages where our children get their first and most lasting impressions, and it is impossible not to foresee from this a great and thorough revolution in public sentiment and feeling, producing a more homogeneous and public-spirited population, inspiring respect for the common schools as a great hope of a growing and prosperous Commonwealth and reflected in fact in all our industrial, social, and educational characteristics.”

He repeats his suggestions in favor of teachers' library associations which he had previously made, and emphasizes their importance in fostering the growth of knowledge of methods of teaching and of the history of the schools of the State. That this knowledge was necessary is evident from the fact that while the American Almanac, published in Boston, had some mention of common schools in North Carolina, there was none in either of the two leading almanacs published in the State.

But while there were defects and weaknesses, the report for the year as a whole was satisfactory. The reports from the counties, while not complete, were more complete than they had been in any previous year. There were then about 9,000 pupils in academies and about 1,000 in colleges. The male colleges numbered 5, the female 9, the academies about 300, and the common schools about 3,500. The whole number of counties was 85; the whole number of districts in 75 counties reporting was 2,995; the whole number of schools taught in 71 counties, 1,905; whole number of children in 70 counties, 189,562; whole number attending schools in 73 counties, 112,632, and those in counties not reporting would have probably swelled the number to 130,000. The number of teachers licensed in 57 counties was 1,369; the average length of the school term was about four months; the salaries ranged from \$10 to \$13 in Watauga County and \$11 to \$15 in Madison to from \$25 to \$40 in Carteret and New Hanover. According to the observations of the superintendent, "In all essential points the common-school system of North Carolina has undergone an entire and quiet revolution in the last three years." Reports had improved, salaries had improved, and "our social condition more than that of apparently better favored regions has helped to foster this system of schools, and our masses, nearly all of them being of the middle class, are becoming molded into a homogeneous population, intelligent, eminently republican, sober, calculating, moral, and conservative."

The report of the superintendent for 1856, coming within less than a year after that for 1855, is more like a special report. In this report the chief matters discussed are the publication of the school journal and the organization of a State Teachers' Association. These subjects are treated at length later (see p. 1447). In his annual letter to the county superintendents, whose duty it was to examine teachers, he notes the progress that had been made in the teachers in the last five years. Then there were perhaps two hundred teachers who held certificates of character and qualifications from examining committees, and these were for an indefinite period. In 1856 there were 2,000 such teachers, all under the spur of annual examinations—

"and of these, a considerable proportion are continually improving, while some of the old incorrigible nuisances are each year cut off and their connection with our educational system severed forever. These are great facts; they show that while we are getting rid of bad material we are supplying its place with that which is better, while of those who still continue to teach an important number are improving. . . . It is right to be predisposed in favor of those who have stood high heretofore; but ever remember that while the teacher may depreciate in morals and in intelligence, and thus lose his relative position, he may also lose it by the increasing knowledge of the community. A high standard of qualification five years ago is not a high standard now; and, therefore, let me urge on you the importance of granting no certificates without actual examinations. These examinations are not a thorough test, but they are a spur to candidates, and cause many of them to be constantly endeavoring to improve, and that is the great point."

Dr. Wiley urges repeatedly that mental qualifications should never be substituted for "unimpeachable integrity and moral character."

The fifth annual report was for the year 1857-58, but was made to the assembly of 1858-59. It notes satisfactory progress throughout the whole of the State, but there were still many things that needed attention and improvement. The superintendent notes that at that time the number of schools taught in any one year was not in itself an indication of increasing or failing energies in the system, for many districts preferred to have a long term once in two years than a short term each year. A considerable number of schoolhouses had been closed for temporary reasons—some for repairs, others to be rebuilt or removed to a more convenient location. "Notwithstanding the hardness of the times, there is quite a spirit of improvement of this kind, and in some places the schools have been stopped that the districts may be laid off on a better plan." The estimated value of school-

houses and lots was \$950,000. The sum expended in the 76 counties reporting was \$326,238.49; the sum expended in the whole State was probably \$253,000. The sum left over in the hands of chairmen in 76 counties was \$157,519.60, or perhaps \$175,000 for the whole State. The number of certificates to teach granted and reported was 2,256, which included 214 women teachers or more. There were perhaps 2,500 teachers licensed in all. There were perhaps not fifty who taught without license, while a few years before not one in forty had been licensed. At least three-fourths of all the teachers taught grammar and geography, while fifteen years before this time these subjects were not taught in one-fifth of the schools. The average length of the school was four months; the average attendance was 40 pupils, and the average salary about \$24 per month, varying in different locations and at different seasons from \$15 to \$40. The average amount expended on each pupil was \$1.66 $\frac{2}{3}$, while the average cost to each parent for all the expenditures of the common schools was about 66 $\frac{2}{3}$ cents per annum. The entire cost of administering the school fund, including expenses of every sort other than teachers' salaries, was less than \$13,000. This meant that about 95 per cent of the entire fund was paid to teachers.

For the year ending with September, 1857, the whole number of districts reported was 3,190, of which 2,516 were taught. The number of male children in these counties between 5 and 21 was reported as 91,938, the females 81,134; the boys attending school were 55,477, the girls 42,167.

The chairman of the board of county superintendents was now becoming of more importance and value than he had been in the past. He was now something more than an honest man and a good financier:

"These officers and the committees of examination manifest a much more enlightened sense of the spirit of their obligations, and very generally the regulations for the improvement of teachers and for enhancing the usefulness of chairmen are better understood and better appreciated. The capacity of the system for great and continued improvement is settled beyond dispute; the good already done is known and more properly estimated. Insufficient local officers are now much less likely to escape an awakened public attention, and a healthy and vigorous public opinion is bringing to light the defalcations and abuses of those who once freely speculated on the public funds. . . . There are now, comparatively speaking, no frontiers, no colonies, no obscure territories in which such persons can take refuge and be a law unto themselves."

These sentences indicate practices which had grown up in many quarters. Chairmen were required to give bond for the moneys passing through their hands, but in many counties they were allowed to hold over from year to year without renewing their bonds, which not only produced vexatious law suits, but in some cases actual loss to the schools. The legislature finally declared that the bond of a chairman was good against him and his sureties as long as he continued in office under the bond and until he settled his accounts with his successor, or gave a new bond. They were also required to renew the bond annually.

Dr. Wiley reviews the prospect of the future with hope and encouragement:

"A united people, a healthy and vigorous public sentiment, a vast educational combination, animated with one impulse and guided by fixed, uniform, and general principles, and all operating to one end, the improvement of our common schools. . . . Every unimproving and unimprovable teacher in the State will be cut off after one year's trial; and none will be licensed for one year without proving a good moral character and showing respectable mental attainments. The entire corps of teachers will be organized into disciplined bodies, the members losing their isolation and feeling themselves to be parts of a great system, learning ideas from each other, zealous of the reputation of their order, and feeling that they are acting in the light of a public opinion from whose scrutiny they can not escape."

A plan for a series of district normal schools was proposed, which were to be inexpensive and were intended primarily for female teachers.

The success of the common-school system of North Carolina had been so marked that it was attracting general attention abroad:

"Three of the most distinguished States of the South, and long considered our superiors in many things, are not ashamed to look to us for light and information on this important subject. Virginia, South Carolina, and Georgia are disposed to copy our example; many leading citizens in each of these noble Commonwealths openly acknowledge our superiority in educational facilities and point to our course as worthy of imitation. . . . Perhaps no State in the South has so respectable an educational system as North Carolina; and surely this is saying much for a State which was once behind all her sisters."

It was estimated that the schools brought into the State not less than \$250,000 annually. This was due largely to the prominent position which the University of North Carolina then occupied among Southern colleges. During the year 1858-59, out of 456 students in the institution 39 were from Tennessee; Louisiana had 28; Mississippi, 26; Alabama, 21; South Carolina, 15; Texas, 15; Georgia, 14; Virginia, 8; Kentucky, 4; Florida, 4; Arkansas, 2; Iowa, 1; New York, 1.

A matter which gave the school authorities much trouble was the distribution of the school fund. It produced hardship in the large districts if the same amount was given to each and in the small ones if the division was made on the basis of numbers. The solution arrived at was that the districts should be so arranged that there should be only one school in each, and where it was necessary to have a very small district this was considered as having an average number of children. Wherever this plan was adopted it gave satisfaction and put an end to disputes. Another matter that gave considerable dissatisfaction, but which continued to be the plan of administration, was the distribution of the school fund on the basis of Federal rather than white population.

The report for 1858 indicates that the progress of the schools as a whole was favorable. It opens, however, with the characteristic and necessary complaint that some of the counties were slow in making their returns, and that therefore the reports were necessarily imperfect. There was in this, as in earlier reports, a manifest and laborious effort to figure ignorance out of existence. Still, the progress of the schools was very favorable. The sums reported as in the hands of chairmen of 71 counties (out of 85) during the year was \$371,320.07; the disbursements were \$221,132.50, leaving a balance on hand of \$152,173.87, a part of which was to be paid out soon for schools still in session. The number of districts reported was 3,237; number of schools taught, 2,602; boys reported, 82,642; in school, 57,700; girls reported, 74,582; in school, 44,587;¹ average length of school term, 3.7 months; average salary, \$23.62; teachers licensed, 1,994, of whom 205 were women. The hopeful manifestations of progress were an evidently increasing sense of responsibility on the part of subordinate officers; more energetic and enlightened action on the part of boards of county superintendents; the general, gradual, but certain elevation of the standard of teachers' qualifications; obvious influences for good among all classes and in various places, caused by unceasing efforts to disseminate useful information and statistics; the successful formation of associations intended to combine the exertions of the friends of all classes of general education; the general disappearance of prejudice and the difficulties arising from prejudice and ignorance, and an increasing animation and hopefulness on the part of friends in every part of the State (p. 13).

Chairmen of boards of county superintendents took more pains as a general rule, and acted more on system, and there was less opportunity for malfeasance in office, and temptation to careless handling of money was cut off; maps of the counties and of the districts were prepared, and more visits were made to the schools.

A new school register was printed and sent out in course of the year. "Its

¹ Corrected returns show that the whole number of boys and girls taught in 1858 was 115,855.

advantages as a history of our schools are obvious, while it will be a material aid to the teacher in preserving order and in stimulating the industry of the pupils, who will not fail to remember that their actions and progress are being recorded."

The idea of school libraries was emphasized and a proposition made to erect teachers' halls in each county. The want of convenient and comfortable places of meeting had been a drawback on the usefulness of the examining committees.

"These halls would in time be filled with libraries for the use of teachers and common-school officers, and they would furnish tempting inducements for the formation of teachers' associations. They would furnish points of contact and intercommunication for the teachers of each county, thus tending to destroy that isolation and indifference to the opinion of others so much in the way of their improvement and so repressive of a proper public spirit and interest in their calling; and here also the friends of the cause could and would have opportunities of meeting the teachers and officers, and would, from time to time, have courses of lectures delivered for their especial benefit. These halls and their purposes would be standing appeals to the patriotic, the benevolent, and public-spirited—and natives of the county, prospering in business in distant States and countries, Members of Congress, and public bodies would make donations of books, documents, maps, reports, periodicals, and minerals. They would be external signs of the progress of a moral cause, improving the senses and exciting the patriotic pride and generous emulation—considerations not to be neglected by the friends of common schools. The State would also doubtless contribute public documents, and these halls would in time become, next to the churches and court-houses, the most useful and indispensable public buildings of the several counties."

As to the schools in general, Dr. Wiley is very modest:

"The common schools of the State make little show in the world. The houses are generally plain, the teachers modest and unpretending, and a vast majority of the officers are the hard-working and simple-minded yeomanry of the country. Even the chief executive head of the system has no office in the capitol, and there is not connected with any of the operations of the schools any of those pompous externals which command the respect and admiration of the vulgar-minded. But like every great cause, this one is striking its roots into the hearts and minds of the masses of the common people, and the philosopher can easily see that here is the nursery of power and dominion."

The reports for 1859 and 1860 were both made to the assembly of 1860-61, although printed and published separately. They begin with the usual complaint at the vice of tardiness which had characterized the local school officers from the beginning; but notwithstanding such defects, the progress of the schools was satisfactory. Returns had been made by 81 of the counties, but many of them were defective in one respect or another. The labor of educating the local officials up to the knowledge of the importance of full, accurate, and early returns was great. In the leading facts the reports for 1859 and 1860 differed only in degree, not in kind, from those for other years. Several of the counties were redistricted by actual surveys and in some cases the schools had been closed temporarily. The disposition to build new and better houses was on the increase. The salaries reached the maximum of the ante-bellum period in 1859, being \$28 on an average, but fell in 1860 to \$26. The receipts of school money was \$379,842.64½ in 1859 and the disbursements \$235,410.57½, against \$408,566.32 received and \$255,641.12 disbursed in 1860. As has been stated already, the sums reported as remaining in hand were liable to be paid out in part for schools in operation at the time of the report but not yet finished. A new phase of the report appears in 1859 for the first time with the reports from the various counties of the amount of school taxes collected during the year. This was done in accord with an act passed in 1858-59. Imperfect reports for the year ending September, 1859, show that in 59 counties \$73,160 had been collected. The largest amount collected in any one county was \$3,905.04 in Guilford; Mecklenburg came next with \$3,449.98. In 1860 the amount in 65 counties was \$75,929.88, making an average of \$1,168.02 to the county. This average would have made for the State taxes amounting to \$100,449.72. The

districts as reported in 1859 were 3,373; in 1860, 3,488; schools taught, 1859, 2,758; in 1860, 2,854; boys reported in 1859, 93,494; in school, 61,496; boys reported in 1860, 96,926; in school, 59,496; girls reported in 1859, 86,878; in school, 47,442; girls reported in 1860, 88,637; in school, 45,558; teachers licensed, 1859, 1,843; women, 156; teachers licensed in 1860, 2,164; women, 315. There was in these, as in former reports, a strenuous effort to figure ignorance out of the State, with the same lack of success. It was always impossible to get Dr. Wiley's actual figures up to his estimates.¹

Nearly all of the teachers were compelled to undergo annual examinations, and these were becoming more rigid from year to year. The number of women teachers was increasing, and there was not as much disparity between their wages and those of men as in other States.

"Nor should there be, for females make much the best teachers of primary schools, and it is sincerely to be hoped that the pecuniary inducements to engage them in the most honorable calling of teaching, as well as the great need of their services and the good to be accomplished by them, will soon enlist a much larger number in this cause. At present the proportion of female teachers is not greater than one in twelve of the whole number, and it ought to be at least one-half."

There is less emphasis in these later reports on the series of North Carolina readers and on the North Carolina edition of Mitchell's Geography, the probable reason being that these had been introduced already and had secured a firm foothold. But the subject of a uniformity of text-books is discussed with considerable fullness in the report for 1859. Dr. Wiley confessed that "the nuisance arising from the diversity and bad character of text-books is yet far from being removed," but still he argued against putting absolute power over this matter into the hands of the school authorities or in those of the superintendent. This subject makes him forget his true position and leads him off into a discussion of the great political topic of the day and its relations to the education of the ruling race, which is renewed in even more vigorous language in the report for 1860.

In his eighth letter of suggestions and instructions the superintendent discusses the growing need of a graded system, and in 1859 the educational association appointed a committee to investigate the matter. The disadvantage of the system in use lay in the fact that it was horizontal, furnishing but one grade of education for all, and thus meeting only the demand for an elementary education.

"This first and chief necessity being overcome, we now want schools that will enable all classes to obtain such a practical or business education as they may desire. . . . If we had remained without common schools, we never would have needed a general system of graded schools, all kinds of education remaining at a very low point. But by furnishing the elements of knowledge to all, a great many naturally want more light; and therefore, if we would have graded schools to suit all, we must build on the common-school system, and never for a moment think of abolishing it. To abolish it is to take away all foundation for graded schools, or for any general system. It has now laid a broad and durable basis for graded schools; and let us build all our hopes of improvement on this. . . . The first and chief point, then, to which I would direct your attention in this letter is this, to wit: To keep before you the fact that graded schools are becoming more and more necessary to supply the primary educational wants of the community. . . . Until the popular mind is better prepared for such things it would be unprofitable and very troublesome to undertake, generally, to establish graded schools; and still there are increasing wants which point to such a system as a coming necessity."

He urges, therefore, that at least one thoroughly qualified teacher should be secured for each school, and that no certificate should be granted to "any other class, unless it be to females who will teach summer schools composed of the smaller children."

Of the general success of the system in 1860 he says:

"The educational system of North Carolina is now attracting the favorable

¹According to the census of 1860 the total school tax of North Carolina for the year ending June 1, 1860, was \$94,731 and the total school attendance, 116,567.

attention of the States south, west, and north of us. . . . All modern statistical publications give us a rank far in advance of the position which we occupied in such works a few years ago; and without referring to numerous other facts equally significant, our moral influence may be illustrated by the fact that the superintendent of common schools was pressingly invited to visit, free of expense, the legislature of the most powerful State south of us [Georgia], to aid in preparing a system of public instruction similar to ours. He receives constant inquiries from abroad in regard to our plan; and beyond all doubt our schools, including those of all grades, are now the greatest temporal interest of the State. . . . North Carolina has the start of all her Southern sisters in educational matters. . . . If, then, she is true to herself, and justly comprehends the plain logic of the facts of her situation, she will now . . . prudently and courageously advance in the direction which leads alike to safety, to peace, and to prosperity. . . . Such action is not merely important as likely to lead to future greatness; it is also a defensive and imperative necessity of the present. If the Union remains, no one will deny the importance, to our peace as well as honor, of having a strong and prosperous State, able to command the respect of her confederates; if the Union is dissolved, then North Carolina is our only country for the present, and our present security and future hopes will depend on her power to stand alone or honorably to compete with rivals in a new confederacy."

In 1860-61 the assembly passed an act modifying the method of choosing district committeemen, by which, while the election was put into the hands of the county superintendents, the people were given the power by means of petition to dictate the parties to be elected. Provisions were renewed by which copies of the North Carolina Educational Journal were to be sent to all school officers and paid for out of the school fund. The State Teachers' Association was chartered and given a small appropriation, and a plan for a teachers' or normal school was unanimously recommended by this association in November, 1860. The main features of this proposed plan were "that it springs as a natural, upward growth from the common-school system, and is not a foreign idea ingrafted on it; it will not be a burden to the State or literary fund; it allows the people of the several counties to act on their own discretion when ready to act; it does not require all the counties to act together, but permits such as are ready for it to adopt the plan, others to follow when they choose."

This scheme had two defects. It was permissive, and it expected good schools at an insignificant outlay of money. It was bitterly attacked in the newspapers, and it was claimed that at each session of the legislature this or some similar scheme was gotten up to "throw dust into the eyes of the members" and get the superintendent reelected. It was said that \$10,000 had been wasted on one normal school already. The proposed scheme came to naught. This was not an unusual attack, for the success the system had attained under great difficulties had not saved it; but as an offset we may quote the reports from Granville County that the healthfulness of the system was being manifest in the building of new school-houses of brick and stone, and from Chowan County, where the system was making itself felt in more intelligent jurors.

THE NORTH CAROLINA JOURNAL OF EDUCATION.

There were during the period of "reorganization and growth" two auxiliary agencies in the work of the schools, which were of so much importance and value that they are, perhaps, worthy of a separate treatment. These agencies, which began before the close of the period to take on an official character, were the North Carolina Journal of Education and the Educational Association of North Carolina.

As early as 1849 Nereus Mendenhall, a Quaker teacher of Guilford County, issued proposals for the publication of a small monthly, at 50 cents a year. It was to be issued from Greensboro, was to be devoted to education, and especially to the common schools. We do not know of its success. It was probably never published.

In his first efforts in this direction Dr. Wiley proposed to edit a monthly newspaper, give it an educational turn, and send it free to all school authorities. This scheme was a failure.

In the report for 1855 he outlines another plan for an educational journal. In fact, he may be looked on as playing a threefold part. In his chief rôle he was State superintendent of public instruction. In subordinate capacities he was director of the Educational Association of North Carolina and editor of the North Carolina Journal of Education.

In the plan outlined in 1855, Dr. Wiley says he had found that speeches, although delivered in every county, had little effect; the laws were read by few, even; of the school officers; no one newspaper reached the people generally, and it seemed to him that a periodical, sent free to the districts, would be the best means of accomplishing this end.

"The periodical should contain, in standing type, the law in relation to the duties of district committees—forms for the reports they are required to make, explanations, and useful suggestions connected with these. In addition to this, there might be short editorials in a familiar style on the subject of education, sketches of common schools in other States and countries, facts and incidents in our own experience, correspondence of teachers and officers of the system and of the friends of education, instructions of the general superintendent, notices of schools, of the want of teachers in particular places, of teachers out of employment, etc., with a record of the current news, especially in its relation to education and improvements."

He reports that he will be able, "without asking the aid of the State or taxing individual liberality," to publish such a journal monthly and circulate 3,500 copies among the school officers of the State. The plan thus outlined took shape with the issue of the North Carolina Common School Journal in September, 1856. It was published quarterly from Greensboro and Raleigh, 32 pages, octavo. The Journal follows the general outline laid down for it in the report. It is made up largely of extracts from that document, and nearly the whole was from the pen of Dr. Wiley. The expense of the publication was borne by the firms of G. & C. Merriam and A. S. Barnes & Co., whose books had been recommended for the North Carolina schools, and their advertisements alone appear in its pages. They declined to invest more money in it after the publication of the second number. Its publication was continued, however, for one year, when it was forced to suspend, after having entailed on the superintendent a loss of several hundred dollars besides the extra labor.

But the project was not allowed to sleep. In the meantime the Educational Association of North Carolina had been organized, and found it necessary to have an organ of communication. At the first annual meeting of the association, held in Warrenton in July, 1857, the matter was discussed and referred to a committee, who reported to the association "that the president of the association appoint a committee of five, whose duty it shall be to take all necessary steps for the permanent establishment of a monthly journal for the promotion of the general educational interests of North Carolina. That as members of this association we will use every effort to secure the success of the enterprise, and recommend it to the favorable consideration of the friends of education throughout the State."

This report was adopted, and the committee appointed consisted of Dr. Wiley, as chairman, George W. Brooks, C. C. Cole, W. W. Holden, and William Robinson. Under these auspices the first number of the North Carolina Journal of Education was issued in January, 1858, from the Times office, in Greensboro. The editor in chief was Dr. Wiley; the resident and managing editor was J. D. Campbell, and he alone received pay for his work. Wiley and Campbell were assisted by a board of fourteen others, who represented all sections of the State, including the college and private school interests. The volume for 1858 consisted of 390 double-column octavo pages. It seems to have been liberally supported by advertisers.

"The general object of this and of all similar enterprises is the promotion of education among the people," says Dr. Wiley in his editorial introduction. "It is

to be the special object of the Journal to be an instrument of good to the common schools in North Carolina; and much of its matter, both of facts and statistics and also of discussion and suggestion, is intended to bear on this paramount subject. The general character of the contents of the Journal may therefore be easily inferred. They are to be practical; they are to be plain; . . . they are to be pointed, and to relate exclusively to the cause of education in some one of its countless phases. Experience in the schoolroom, experience among trustees and committees, discussions as to methods of instruction and of discipline, and suggestions as to improvements in the construction of houses and in the method of furnishing and warming them; looks, amusements, and studies, plans for increasing the public interest in education and for the improvement of teachers, duties of teachers, parents, school officers, of the people and of their public servants, objects in legislation, facts, abuses, good examples, history, biography, moral instruction, etc., are all subjects which ought to be treated of in the Journal. The style should be plain—not inelegant, but simple; the illustrations, practical and to the point. There should be as little as possible of elaborate discussion of abstract principles, and nothing published merely to display ability or taste in composition."

The Journal is made up from the contributions of the various editors, from college professors, and other teachers throughout the State. There are many extracts from the report of the State superintendent; reports of the State Educational Association were made prominent, and everything possible was done to advance the cause of education.

Dr. Wiley found it necessary to urge constantly in his reports the importance of the Journal. This was due largely to the fact that while it commanded respect among similar journals in other parts of the Union, its list of subscribers was small. In the course of time the law was so altered that the counties might subscribe from the school fund for copies for the use of its school authorities, and in 1860-61 the superintendent was authorized to subscribe for copies for each of the county school authorities and for each common-school district. The influence of this step on the tone of the teachers of the State was very great. It was continued through the year 1863, but the pressure from increased prices, the failure of subscribers, and the inability to get paper compelled the editor to cut down the size and to publish it bimonthly instead of monthly. The last number seen is that for March, 1864.

It is remarkable that it had held out so long, for as early as 1862 it complained that at least one-half of its exchanges had been compelled to suspend publication, and time and again it was delayed by the impossibility of getting paper. The establishment of Campbell & Albright, who printed the Journal, was destroyed in March, 1863, and this loss, coupled with other difficulties, was probably one of the troubles from which it could not recover. The managing editor did not long survive the Journal. Mr. Campbell died about September, 1865. There has been no educational journal in North Carolina since that time of equal value.

THE EDUCATIONAL ASSOCIATION OF NORTH CAROLINA.

An educational association was organized in Guilford County in 1849.¹ Women

¹In 1822 the "Education Society of North Carolina" was organized in Hillsboro "to aid indigent and pious young men in acquiring an education for the gospel ministry." The fee for membership was \$10. Rev. Joseph Caldwell was president; Joseph B. Littlejohn, Martin Ross, Duncan Cameron, and Rev. J. M. Wilson were vice-presidents; Dr. James Webb, treasurer; S. K. Kollock, corresponding secretary, and Benjamin S. King, recording secretary. The Peacock Library, of Greensboro, N. C., has two copies of its constitution, one of them as follows:

The | constitution | of the | Educational Society | of | North Carolina | as adopted by said Society, at Hillsborough, | October 5th, 1822 | Hillsborough: | Printed by D. Heartt. | 1822. [12 mo. pp. 6.]

Another copy, with board of directors and address to people of North Carolina, was printed by Gales in Raleigh in 1822. [8vo., pp. 8.] See also Barnard's Journal, XVI, pp. 361-363, for mention of the "North Carolina Institute of Education," organized by Dr. Joseph Caldwell in January, 1831. A second meeting was held in January, 1832, at which papers were read by Alfred Moore, H. S. Ellenwood, and Dr. William Hooper.

took part in its proceedings, and its object was to aid the common schools. No names are given in the report of this association consulted, but it was in Dr. Wiley's county, and we may be sure that he had a hand in its organization. This was a local association.

The Educational Association of North Carolina had its origin in a teachers' convention held in Goldsboro May 7, 1856. The leading spirit on that occasion was Dr. Wiley, and the expressed object was "to bring together both common school and classical teachers and unite them in one body, whose interests are identical and whose aims should be the same." A committee was appointed to make arrangements for a general convention and to invite proper persons to address that gathering on subjects relating to schools. Another committee on membership was appointed, and which, from its cosmopolitan character, extended from one end of the State to the other. Dr. Wiley by a special address aroused the interest and enthusiasm of those present to greater efforts in behalf of the schools.¹

Dr. Wiley says of former efforts:

"Every attempt heretofore made to get together a respectable educational convention representing the different sections of the State and its various schools proved a total failure. . . . We have been a divided community. As every student of our past career and as everyone familiar with scenes in our legislative halls well knows, we have seldom been pervaded by one sentiment, sympathy, or sense of interest in our State affairs, and this divided and localized feeling has marred many schemes intended for the general good and retarded the progress of the State in useful improvements. One advantage of the common-school system was that it was one interest (unfortunately the only one) which pervaded every section."

But notwithstanding opposing obstacles a successful meeting was now held, the right elements attended, and all barriers to union were broken down.

"The educational interests of North Carolina were placed in a position to speak hereafter with one voice and in all its departments, to strike with a thousand energetic arms nerved and animated with one heart, one mind, and one hope. The ultimate result of the course so successfully inaugurated no one can over-value: and already several counties are in the field with county affiliated associations, whose influence will be exerted directly and most effectually on common-school teachers. Three counties have applied for constitutions; and I feel confident that if the cause is pushed on vigorously on the plan I am pursuing in one year half the counties in the State will have similar associations."

This preliminary meeting was followed by another meeting at Salisbury on October 21, 1856, and the organization was completed at Warrenton July 1, 1857. The main features of this meeting were the complete organization of the association by the adoption of a constitution and election of officers; the discussion on the needs of and the ways and means for a journal of education, and the address of W. W. Holden, editor of the Raleigh Standard, on the history of the common schools in North Carolina.² This was the first time that this subject had ever been deemed worthy of consideration in a detailed and dignified way.

Dr. Wiley's success in organizing a State association was in sharp contrast with the efforts made to organize such an association a short while before he was elected superintendent. The matter was thoroughly advertised, "the day arrived, and one delegate attended." But Wiley's later success was the result of a continued and persistent agitation of the subject, as it had been in the case of the Common School Journal and of the North Carolina Journal of Education. He sent letters to most of the leading men in the State and asked them to aid in the movement for the educational association, and in some cases to prepare papers. The number of public men and lawyers who expressed their interest and sym-

¹ Common School Journal, September, 1856.

² In North Carolina Standard, August 5, 1857, and also in pamphlet, Raleigh, 1857.

pathy was large, while the aid and encouragement from other professional men was small. A majority of those who were invited to participate declined for one reason and another, but they all commended the idea. The trouble in this connection was that Wiley was obliged to appeal for support to other than professional teachers. This class had not been evolved as yet, or if evolved commanded little respect, while those of other professions who were interested in education and commanded respect had little or no time to take from their own particular employment.

The State Educational Association was tended and nursed in the same careful way as the educational journal. These two instruments were considered by Dr. Wiley his chief aids in developing and strengthening the common-school system of the State. He lost no opportunity to advance their interests or to encourage the teachers to become members of the one and to read the pages of the other. The association brought "into council representatives from all classes of our schools, from the university down, and including officers and teachers of the common schools; and its direct and obvious tendency is to create and foster a more catholic spirit among educators, to unite the efforts of the friends of popular intelligence, to repress hostility between schools of different grades and sections, to elevate the standard of teaching, to enliven and widen the popular interest in education."

At the annual meeting held in Statesville in 1858¹ it was found that the organization of a central association had stimulated and encouraged the work of the local associations, for they were found to be increasing in numbers and improving in the character of their work. The principal work of the Statesville session was a discussion on the importance and need of normal schools, the claims of the Journal, and the need of assistance to the association from the State. It was proposed that such moneys as remained uncalled for in the public offices of the State should be paid to the association, to be used in preparing young persons as common-school teachers. Text-books and school apparatus were also submitted to and reported on by the association.

The session of 1859 was held in Newbern. The chief subjects of discussion were normal schools, uniformity of text-books, a military and polytechnic school, coeducation of the sexes, female schools, the practicability of enlarging and elevating the course of study in the common schools, and graded schools. A committee was appointed on the last-named subject and directed to report at the next meeting, which was held in Wilmington November 13-15, 1860. The principal subjects for discussion at that meeting were text-books, female teachers, enlarging and elevating the school course, graded schools, and normal schools. A plan to divide the State into five districts and to establish a normal school in each was presented to the association. It was discussed and a committee was appointed to bring the matter before the coming session of the legislature, but the plan proposed met with opposition in the association itself, was bitterly attacked through the press, and failed in the legislature. There was also a report on graded schools by Prof. C. W. Smythe, which does not seem to have attracted much attention, although there had been an educational meeting in Wilmington in April, 1860, to consider the establishment of such schools in that city, and a committee, consisting of R. H. Cowan, Dr. William G. Thomas, A. Martin, G. Potter, A. J. De Rossett, E. Murray, and S. D. Wallace, had been appointed to make arrangements to call a town meeting to consider the same.

The legislature of 1860-61 granted an act of incorporation to the association. It was allowed to hold property up to \$20,000, and the superintendent of common schools was made a member of its executive committee. It was authorized to pub-

¹ The reports of the various yearly meetings are to be found in the pages of the North Carolina Journal of Education.

lish the North Carolina Journal of Education, which was to present from time to time such decisions of the superintendent as seemed proper, and once in two years to make a digest of the school laws of the State. The association was further granted \$600 per year from the State treasury for four years, beginning with 1859. With this small appropriation it would have been possible for the association to enter upon a new career of prosperity had it not been for the war.

The meeting for 1861 was held in Greensboro, November 19-21. The subjects of discussion were very much what they had been at earlier meetings—text-books, normal and graded schools, and female teachers. Naturally the supply and character of the text-books formed a large part of the discussions of the meeting, and there was a long address to the State convention, then in session, asking for their continued favor and support to the common schools.

The session of the association for 1862 was held in Lincolnton, October 13, where the supply of Southern text-books was the main topic. I have been able to find no record of any meetings in 1863 or 1864. I find that the question of a meeting was discussed in the fall of 1865, but of its results I know nothing.

IX. THE CIVIL WAR AND THE END OF THE OLD RÉGIME.

Having traced the history of the common schools in North Carolina from the earliest times down to the beginning of the civil war, we must now trace their struggle for bare existence through that momentous epoch. In the meantime it may be desirable to review their condition in 1860-61, in order to see the powers at their command to meet the strain that was now to be put upon them. This can not be done better than in the language of Dr. Wiley himself.

"The first superintendent went into office in January, 1852 [1853], and nine years afterwards, to wit, in January, 1861, the system of common schools was an established interest, respected and cherished by all parties and classes. It had fought its way against strong antagonisms, it had cleared its path of formidable obstructions, and now its character and capabilities were understood and appreciated, and it had arrived at that point whence more rapid advancement and higher development were reasonable expectations. The machinery committed to subordinate officials was worked smoothly and efficiently by men trained to their duties. The number of local officers was over 10,000, and the great majority of these had become familiar with the management of the system, understood its laws, and were in sympathy with each other and with their head; public opinion had been enlightened by all possible means, and the whole educational force of the State had been welded together. The cause of education in all departments had made rapid progress, and North Carolina was acknowledged to be the banner State of the South, not only for her common schools, but in academic and collegiate progress. . . .

"Our progress excited attention and interest in every part of the Union. The superintendent was applied to from various Southern States for copies of our common-school laws, and for suggestions and plans, and was invited to visit the legislature of Georgia, with offers of expenses, and, being unable to go, was asked for an essay, which the chairman of one of the committees on education in that body incorporated into an elaborate report to it. The means for the regular and systematic improvement of teachers had been carefully matured, and were working their accomplishment; the body of teachers, as a whole, had been completely revolutionized, and the superintendent's persistent efforts had infused into it a large element, constantly increasing, of refining and elevating female influence.

"The State Educational Association, and the appliances for its usefulness, and especially its journal, had been firmly established at the cost of much exertion, and of considerable pecuniary outlay. . . .

"The continued efforts of the superintendent were also ripening into systematic efforts to save and make available that vast, long-neglected, and somewhat mythical resource of the literary board called the swamp lands; and through his means a beginning was made to ascertain the location, titles, and qualities of these, and to protect them from squatters and timber getters. In the meantime all legislation on the subject of education of every kind and on the literary fund had become systematic. Through the influence of the superintendent the policy of making loans of the funds to individuals and to private institutions was discon-

tinued, and for important reasons, the speaker of the two houses of the legislature, without solicitation from the superintendent, had adopted the habit of consulting him about the committees on education,¹ and these committees sat jointly, inviting the superintendent to attend as a consulting or corresponding member, and every bill relative to education in any of its branches, and to the school fund or school taxes, was submitted to him.

"The State Educational Association was ramifying into county societies, the superintendent was organizing, without public aid, teachers' institutes, and under his influence county superintendents were visiting their districts, in some instances making resurveys of their counties, and were making out maps for their use and that of the superintendent. . . .

"Hitherto the system, in machinery, was horizontal, though often it cropped upward by voluntary effort into higher developments. The superintendent had pointed out its availabilities in this respect, and he had legislative provision made to enable parties wishing higher grades to secure them in a way just to all. One or several individuals, for instance, contributing means equal to or greater than the fund coming to the district, were authorized to make bargains with the school committee whereby these parties could select the teacher from among those regularly licensed, and manage the school, always in a way not to prejudice the rights of any of the children. This was in accordance with the genius of common schools—people whose children were to receive only an English education were not taxed to promote special studies useful only to a class, and those desiring to pursue such studies could do so economically and under the moral restraints of home, through the working of the common schools. Arrangements of this kind were becoming common, there were a number of admirable schools of the kind in the State, and cases could be mentioned of ladies thus highly educated and of men afterwards distinguished who were thus prepared for college.

"But a different machinery was needed in the cities and larger towns paying heavy sums of school taxes, and the beginning of the late war found the superintendent just preparing to launch a carefully matured system of graded schools. . . .

To this review may be added the following statistics for 1840 and 1860, taken from Governor Ellis's message to the general assembly of 1860-61 (p. 17):

	1840.	1860.
Number of male colleges.....	3	6
Number of female colleges.....	1	13
Number of academies and select schools.....	141	350
Number of primary schools.....	632	4,000
Total	777	4,369
Number of students in colleges.....	158	900
Number of students, female colleges.....	125	1,500
Number of students in academies and select schools.....	4,398	15,000
Number of students in primary schools.....	14,000	160,000
Total	18,681	177,400

The movement of North Carolina toward the cause of secession was slow and deliberate. The State legislature of 1860-61 had refused at first to consider the question; then provision was made for calling a convention. This was defeated by popular vote in February, 1861. Then all the surrounding States seceded, and President Lincoln made his call on her for troops. It was not until then that the secession sentiment became predominant. The State seceded May 20, 1861. There was then danger that the people, having been slow and deliberate in making up their minds to enter the Confederacy, would now, with that fixed purpose before them, sacrifice all other interests to the war. It became obvious to a calm observer that there was danger of uprooting State institutions, and with them those ideas of local self-government and independence which are necessary for freedom.

¹ Dr. Wiley virtually dictated these committees.

These new perils to the school system, just now coming to maturity, "filled the superintendent with unspeakable concern, and the anxiety lest the result of years of toil and prayer should be suddenly blasted in the very dawn of triumph will never be known on earth outside of his own mind and heart. But his duty was to stand by his trust, to continue at his post, and there to serve his Divine Master and his generation."

It was evident that efforts would be made to exploit the school fund for war purposes, and against this effort Dr. Wiley tried to fortify himself. On May 4, 1861, he addressed a circular to the county superintendents, in which he recited the necessity the State was under to borrow money for war needs; that some persons, without due reflection, might propose to take the proceeds of the common-school fund. This action would create a panic and produce the impression that the people of the State were not patriotic enough to pay a moderate tax for war purposes. He was anxious to aid the State and at the same time to save the school fund. To do this he proposed that the unexpended balances of the school fund which remained over in the various counties from year to year should be invested in State bonds taken at par. This investment would amount to something like the interest on a loan of a million of dollars.

"This would enhance our sense of our own resources, and would be a most useful and most gratifying achievement. . . . Of course the market value of State bonds is now below par, but if we secure our independence and the State does not repudiate, these bonds will soon be valuable, and can be converted into cash when needed. If we are subjected or the State repudiates her bonds we will be so hopelessly ruined that it will make little difference how our county funds are invested. By such an investment the counties will get interest on money not now needed, and they may save themselves from a much worse resort."

It does not appear that this suggestion was ever put into operation. In fact, it is not probable that it would have saved, under any circumstances, the fund from the attacks that were made on it.

The first legislature to assemble after the beginning of the war had to make provisions necessary for carrying it on. It was then that Dr. Wiley feared an attack on the literary fund. Before the meeting of the legislature he

"asked and received permission to attend the meeting of the governor's council, at which were matured the first executive recommendations for the impending crisis. The governor was in feeble health, wasting with consumption and the weight of public cares, and the meeting was at his residence. The superintendent was kindly received and patiently listened to on that memorable occasion, and then and there was fixed a policy which will ever be honorable to the State. It was suggested that the school fund of over \$2,000,000 would seem large to some, and a ready means for the prosecution of the war and to save taxation, and that under these plausible pretenses the slumbering opposition to the schools would unite short-sighted friends, and by a temporary suspension aim to destroy them forever. And it was argued that though the fund was indeed a large one, in one sense, it was but an inconsiderable item in the expenses about to be incurred, and that if we were able to engage in hostilities at all we were able to do without it; that if it was desired to popularize the war it would be most injudicious to begin it by the suspension of a system which was the poor man's life, and which would be so essential to the orphans of the soldiers called to surrender their lives for the common good; and that now when it was aimed to vindicate Southern civilization before the world it would surely be an unwise step to begin by the voluntary destruction of an efficient system of popular instruction; that no people could or would be free who were unable or unwilling to educate their children. True independence must be based on moral character and on popular intelligence and industrial development, and thus in the momentous struggle about to begin it would impart confidence to the public mind to see the State enter the contest with the apparent assurance that her interior interests were not endangered by her course; that war under any circumstances was destructive for the time, and that the pending contest might be long and exhausting; and that it was the part of wisdom and patriotism so to act that the end should find the fewest possible desolations to be repaired, and no permanent weakening of the elements of social elevation. These considerations prevailed, and the executive power of the State, represented

by the governor and his council, entered into an informal but solemn agreement with the superintendent of common schools to oppose, with him, all attempts to seize the fund for war purposes, or to suspend the schools; and the compact was faithfully observed by Governor Ellis and his three [two] successors during the war, and by their constitutional advisers."

The North Carolina Educational Association also added its pleadings for the integrity of the school fund, and in a memorial to the State convention in November, 1861, asked that "by an amendment to the constitution the proceeds of the common-school fund be sacredly and permanently secured to their original purpose." The memorial recites that while—

"The proceeds of the school fund would be barely sufficient to equip and keep in the field for military operations about 100 men, as now applied they give life to some 4,000 schools and are furnishing an elementary education to over 150,000 children. This much they now directly accomplish, and their certain tendency is to widen and deepen among the masses the spirit of education, and thus to sustain that vast superstructure of classical schools, seminaries, and colleges which constitutes the present glory of North Carolina and the great hope of the future of the State."

It was well that Dr. Wiley and the educational association had thus prepared themselves against the day of attack, for it came soon after the legislature met.¹ The measure was introduced into the senate and was backed by parties of the highest standing. The superintendent in the meantime had sent circulars to the school boards of the counties, apprising them of and warning them against the effort. These local school officers were usually men of position and influence in their respective communities, and their answers were generally in favor of the school fund. Governor John M. Morehead was then a member of the State senate, and led the defense of the fund. The attempt was defeated, but it reappeared again and again in new forms and in both branches. It was protracted and strong, and closed only with the adjournment. With the end of this legislature the fight was practically won. Succeeding governors followed in the steps of Governor Ellis, and succeeding legislatures respected the action of the earlier body.²

The distribution of funds to the schools during the war period was about as follows: In May, 1861, the local school authorities were assured that there would be no permanent falling off in the school fund, but during this year only one-half of the dividend due was paid out, and this was not made payable until April 1, 1862. This delay was due to the great and inevitable pressure brought to bear upon the treasury at the outbreak of the war and under which the literary fund, like the school fund of 1754, was temporarily diverted. This pressure was finally relieved. In October, 1862, \$100,000 was distributed. This was the largest semiannual dividend ever paid, but it was intended to cover a dividend and a half formerly withheld.

This irregularity brought down wrath upon the head of the system. Jonathan Worth, of Randolph County, one of the earliest and most steadfast friends of the schools, and afterwards governor, writes to Dr. Wiley under date of June 6, 1862:

"It seems to be the pleasure of the literary board to assume legislative power over the literary fund and to disregard the will of the legislature and of the convention. Neither the board nor the treasurer, even with your assent, has any

¹ The first extra session of the assembly met May 1, 1861, and adjourned May 13 until June 25. In the meantime an ordinance of the State convention changed the date of reassembling. The second extra session began August 15, 1861, and adjourned September 23, 1861. On September 9 Mr. Candier introduced a bill "to prevent the collection of tax for common-school purposes during the war." (Senate J., 36, 104.) This act became a law on September 21. (Laws of 1861, 2d extra, ch. 31.) It repealed that section of the code which required the county courts to levy and collect a tax for school purposes, but provided that the act was not to apply "to those counties where the justices, a majority being present, shall elect to lay such tax."

² From the account prepared by Dr. Wiley and printed in the North Carolina Educational Journal, 1881-1883. The Journals of the legislature of 1861 fail to mention this fight.

right to withhold or direct the fund as they have been doing. They had no right to declare a dividend last fall and postpone its payment till this spring. It was a legislative usurpation, and I think a reprehensible usurpation, after the repeated refusals of the general assembly to allow any encroachment on this fund. I believe the convention also refused to interfere with it. If the board had previously made illegitimate dividends, so that there was no money in the treasurer's hands, then they made dividends they ought not to have made and they were culpably negligent of the treasurer's accounts. The uncertainty which their illegal action occasions is about as pernicious to the school system as would be a diversion of the income of the fund to the ordinary or war expenses of the State by an act of the general assembly."

From this time on, so far as I have been able to learn, this fund was paid regularly. But the counties were not always as faithful to their educational trust as was the State. As has been said, a law of 1861 released them from the requirement to levy taxes to support the schools. Some counties, as Edgecombe in 1862, and Mecklenburg, voted to use the school money for war purposes. Others, as Granville, refused to levy taxes for the support of schools and said that they must stop until the war was over. Others seem to have let them fall into abeyance and die. They did not think their death even a matter of sufficient importance to be reported to the superintendent. But such cases were the exception, not the rule.

In his ninth annual report, for 1861-62 (Doc. 9, sess. 1862-63), Dr. Wiley discusses the situation as it then appeared.

The legislature of 1860-61 (chap. 19) changed the school year to make it more convenient and uniform. The county chairmen, under the new law, were required to report on or before the third Monday in April, at the end of the school term instead of the middle. The labor of adjustment to the new requirements and to pressure of war made these reports more irregular than usual, but official reports were received from 65 counties. The receipts reported in 60 counties, including balances, was \$230,312.99; disbursements, \$117,924.50; on hand, \$104,336.46. The number of children reported in 46 counties was, boys, 57,157; girls, 54,890; sex not stated, 6,755; total, 118,802. The number of districts in 58 counties was 2,621; the children attending school in 59 counties, 52,018, or 29,122 boys, 22,838 girls, and 58 sex not given; number of licenses granted and reported, 1,233-962 to men, 271 to women; schools reported, 1,556; average length of schools, 2.8 months.

The superintendent felt authorized to say that more children were taught in the counties officially heard from than were actually reported, that this discrepancy was due to the nature of the schools, and that as many as 60,000 children had been in school in the State.

"Let it be borne in mind, in connection with these facts, that our common-school system had to encounter during the past year not only the difficulties naturally incident to revolution and war, but trials which, in times of peace, would greatly impair the energies of any enterprise. The novelty and the all-absorbing interest of the tremendous struggle in which our country is engaged necessarily distracted the minds of all classes of the community, and until we became used to revolution in our political relations and to a state of war a great many would naturally feel indisposed to devote much attention to the usual avocations of life. There were also some who supposed that our contest for independence would be of brief duration, and that all the agencies of society could be suspended during the struggle without injury, and others, still more shortsighted, seemed to think that a war for political, commercial, social, and intellectual independence could be waged with better results by arresting or destroying all those springs of life on which national wealth and greatness are founded."

Another difficulty was that of procuring text-books. This became so pronounced that the writing and publication of text-books grew into an important business interest in the Confederate States.

"The cheerful radiance of letters has not been for a moment extinguished even during the deepest gloom and the most terrible throes of this great crisis; and in the midst of a shock with which the whole continent trembles, our public schools

gave birth to an enterprise worth more to the independence and character of the South than all the money ever expended on them."

The method of procedure in the matter of schoolbooks was a question of some delicacy. Some thought that the publication of books ought to be encouraged by a bounty from the State; others that there should be a tribunal to decide on the manuscripts to be published; and nearly all that there should be a protective tariff in favor of local or State talent. The State Educational Association finally determined that "the whole educational influence of North Carolina could be pledged to sustain, when worthy, home publications in preference to any other, whatever might be the difference in price or mechanical execution."

The superintendent was embarrassed as to the proper action to be pursued by himself on the publication of a work.

"But after careful consideration I adopted the plan of not recommending any home series of works for exclusive use, but of indorsing all that I deemed worthy of public confidence and patronage. . . . My indorsement of a book as superintendent of common schools simply brings it to the notice of all our school authorities and warrants them in introducing it without fear into the common schools, while, the recommendation not being special and exclusive, is not in the way of rival claimants of public favor."

The report for 1863 resumes the review:

"The present generation does not need to be told that it was hard to keep up a general educational system in any part of the Confederate States of America during the year 1863 . . . and it is, therefore, a subject of devout gratitude to me to be able to announce that our common schools still live and are still full of glorious promise. Through all this dark night of storm their cheerful radiance has been seen on every hill and in every valley of our dear old State; and while the whole continent reels with the shock of terrible and ruthless war, covering the face of nature with ruin and desolation, there are here scattered through the wilderness hundreds of humming hives, where thousands of youthful minds are busily learning those peaceful arts which, under the blessing of God, are to preserve our civilization and to aid in perpetuating the liberty and independence for which this generation is manfully contending. This prospect more than repays all the toils, anxieties, and vigils of those to whose keeping is committed the great moral trust; and if the labors, denials, and responsibilities of those who nurse our educational system are unnoticed in this stirring and martial age, they have in their own hearts a consolation infinitely more valuable than any reward the world can confer."

Reports had been received during 1863 from about 60 counties, but these were inexact and ununiform. The whole number of districts as reported in 47 counties was 2,149; the number of schools taught in 50 counties was 1,076; teachers licensed in 44 counties, 872, of whom 348 were women; children attending school in 50 counties—boys, 18,977; girls, 16,518; total, 35,495; average length of school year, three months; average salary per month, \$25; the receipts of money in 54 counties was \$240,685.38; the disbursements \$31,588.56 $\frac{1}{2}$, not including money then on hand for schools not finished. There had been an increasing difficulty in securing a supply of teachers; as the war went on the difficulty became greater, for school-teachers were not exempt from conscription in North Carolina (as they were in Georgia), but "the increasing number of female teachers not only gives promise of an ultimate supply of laborers for all our schools, but is a sure augury of their greater efficiency."

The depreciation of the currency had made it impossible to employ teachers in some districts with the funds due them; some waited until the funds accumulated; in others the schools were taught, but the drafts held back with the hope of obtaining funds of a higher market value. In some it was found impossible to get active committees, for the reason that "nearly every man of that useful class which is willing to assume, without remuneration, responsibilities in behalf of popular education and improvement, is gone to the army."

It was estimated that during this year the schools were attended by 50,000 children. Says Dr. Wiley:

"The future historian of this stirring age will not fail to find evidences of the moral energy which this fact implies; for he will see that these schools had to be chiefly supplied with books written and printed in the State after the commencement of the revolution and in face of incredible difficulties, that they were all regularly visited by a State Journal of Education at a time when periodical literature was at a low ebb, and that educational associations still held their meetings, and still discussed plans for popular improvement."

Dr. Wiley then proceeds to point out the weakness of the school system as it stood and to suggest a remedy. The great defect of the system was that it was a horizontal one, "furnishing one kind of education for children of all ages and of every degree of advancement." As the school system elevated the standard of popular intelligence, there was an increasing necessity for higher ones. In this report (1863) and in a circular letter addressed to the authorities and people of North Carolina this year it was proposed to organize a series of graded or high schools in connection with the common schools of the State, "the first and immediate purpose being to furnish facilities for a thorough business education to young men disabled in the army and to the children of indigent soldiers, while a second and important object will be to promote the general interests of the people of the State." The plan was now proposed that "in addition to the annual distribution from the literary fund for common-school purposes, an additional amount should be appropriated to such counties as should raise a like or greater sum by taxes—the amount to be employed in supporting graded or higher schools for the education of disabled soldiers and the indigent children of those who have entered the army for teachers and for other useful and honorable occupations." To advance this purpose agents were appointed in each county to agitate for and advance the interests of these schools. As a reward these agents were to have exemption from service in the home guards, and they were to strive to secure donations for a county fund, to secure buildings in a convenient and healthy locality, and to enlist the sympathy and interest of the county authorities and of the public.

The subject of graded schools had been discussed by the North Carolina Educational Association in 1859, and a committee had been appointed on the matter. A bill for the creation of graded schools was introduced in the legislature of 1863, by William S. Harris, of Cabarrus. It had been approved by the literary board and was warmly pressed by the governor. It passed the house, but not before being crippled by an amendment to the effect that 20 per cent of the fund be given to all the counties, and that the local authorities be left to decide the question of graded schools for themselves, this amendment being due to the false idea that 20 per cent of the whole school fund was to be set aside and given to such counties as organized graded schools. The bill in its amended form passed the house and was sent to the senate. It was reported back favorably from the committee, but was tabled for lack of time. This was the end of the efforts in the session of 1863.

An act to grade the common schools was passed December 23, 1864. It provided that the president and directors of the literary fund should not "for any purpose whatever, except the want of income, diminish the usual semiannual appropriations to what are now known as the common schools of the State, and these appropriations, with the county taxes, levied under existing laws for school purposes, shall be applied as heretofore. But when the income of the literary fund shall exceed those appropriations, the president and directors of the fund shall apply such portion of the surplus as they deem proper to the use of graded schools, dividing the amount among all the counties in the same ratio with other distributions." It also provided that when any individual made a subscription to a school amounting to more than that derived from the public, he was to be allowed to appoint the teacher and fix the salary and the length of the school term. When the

funds allowed a school to be kept open more than six months, the surplus was to be put into school buildings, books, and apparatus. When funds would justify, the school was to be divided into the primary and high-school departments, and it was the duty of the superintendent to recommend a course of study for the higher department.

The inherent defects in this law were enough to cause its failure had there been no other.

The passage in the message of Governor Vance to this assembly which deals with education deserves being put on record not only for the sentiments expressed, but because of the fact that it is one of the last official expressions of North Carolina on the subject of education while a member of the Southern Confederacy.

Governor Vance said (November 21, 1864):

"The subject of our common schools is one which I beg you will not forget amid the great concerns of the war. The efforts making by the friends of education, with our zealous and indefatigable superintendent at their head, to prevent the public from losing sight of this great interest is worthy of our admiration. I earnestly recommend to your consideration the whole subject, and especially the system of graded schools advocated by the superintendent, for which memorials will be presented by the literary board and the Educational Association of North Carolina. I also suggest that regular teachers be exempted from State military duty whilst employed in teaching. Though fully aware of the importance of their vocation, I have not felt at liberty to excuse them under existing laws.¹ The common schools should surely be kept going at every cost; and if sufficient inducements can not be offered to disabled soldiers and educated women to take hold of them, the necessary males should be exempted. . . . It is with pride that I observe the publication in our State of various new school books, creditable alike to the authors and to the public which has demanded them. Our great system of common schools is, after all, our only true and solid foundation for public education and demands your constant and fostering care."

The continued fall of Confederate currency was another cause of trouble. The funding bill which took effect April 1, 1864, put county chairmen in uncertainty whether the school funds in their hands should be thus scaled. They had only a choice between funding in Confederate bonds or further depreciation.² They asked Dr. Wiley for advice. He was himself brought into sore trouble over the depreciation. His salary was not enough "to board a horse," and so he concluded in 1864 to live without it. "Throughout the war I have devoted myself to the schools, and have tried to live on a salary averaging hardly \$200 in par funds for four years." When the board came in the spring of 1865 to pay his \$2,000 salary due for 1864, they offered it in State coupons and Confederate currency, which at the then rate of depreciation made his salary for 1864 amount to \$700 in the currency of 1864.

But notwithstanding all of the storm and stress of the war period, the light of the common schools—now changed to public schools so as to include the primary and the graded schools—shone on. And Dr. Wiley stated in a speech before the State Educational Association in 1874 that he was receiving reports from school officers in different parts of the State at the time he heard of the surrender of Gen. Joseph E. Johnston, April 26, 1865.³ The schools were closed at the end of the war only because of the loss of their funds. The disposition had been manifested from time to time to change the form of these investments. It was the general policy to encourage Confederate securities, but it was a difficult matter to

¹ The extra session, June 26 to July 7, 1863, exempted "All persons engaged in editing or publishing classical or common-school books and all persons actually engaged in printing or binding such books." (House Journal, p. 44.) By chapter 18 of the laws of this session one editor for each newspaper, the necessary compositors, mail carriers, professors in colleges, and teachers in academies were exempted from service in the home guards.

² On May 28, 1864, county chairmen who had invested in Confederate bonds were authorized by act to sell these bonds and distribute the proceeds among the districts.

³ Report 1874-75, p. 37.

change an investment; especially one of a fiduciary character, and as the principal of the literary fund was in what was then the best possible securities—bank and railroad stock—it seemed that there could be no reason for a change.

Early in the war Dr. Wiley had recommended to the literary board that they agree to make no change in the investment. This policy was adopted and was followed to the end of the war. One of the results was that while the fund was not invested in Confederate securities, and was thus saved from destruction direct, it was retained as a part of the capital stock of the banks of the State and of Cape Fear, which invested in these securities, and perished in the wreck of the old banking system after the close of the war. But there still remained to the banks, according to Dr. Wiley, a considerable amount of assets. Further, some of the county chairmen had invested the county school funds in Confederate bonds, which were lost. Besides this, the war made the collection of interest, notes, etc., more difficult. In 1863 the literary board complained to the legislature of the carelessness with which the proofs of indebtedness, certificates of stock, etc., had been kept, and an act to define further the duties of the treasurer of the literary fund was passed December 14, 1863, to cover the necessities of the case. Dr. Wiley says also that the financial system of the schools had been conducted on such a simple and admirable basis that little loss or confusion was brought about by the collapse and surrender of the Southern armies and that \$10,000 in good currency would have paid all outstanding debts to teachers, officers, and printers. But this sum was wanting, and a part of these debts fell on him in his personal capacity.

Dr. Wiley remained in office after the close of hostilities and until the constitutional convention declared by ordinance on October 19, 1865, that all offices of the State in existence on April 26, 1865, should be vacated.¹ His last report as superintendent accompanies the message of Governor Worth to the assembly of 1865-66, is dated January 18, 1866, and forms pages 23-36 of Document 47, session of 1865-66. This report contains no statistics and no definite information on the condition of the schools in the last days of the war, but has some suggestions of value. He reviews the fortunes of the school fund in the war period; the need of money, of men, and of text-books:

“To the lasting honor of North Carolina her public schools survived the terrible shock of cruel war, and the State of the South which furnished most material and the greatest number and the bravest troops to the war did more than all the others for the cause of popular education. The common schools lived and discharged their useful mission through all the gloom and trials of the conflict, and when the last gun was fired, and veteran armies once hostile were meeting and embracing in peace upon our soil, the doors were still open and they numbered their pupils by the scores of thousands. . . . The feeling universal among the people is that the schools must not go down.”

Dr. Wiley emphasized the necessity of making some arrangement by which the State would be relieved from the poverty then threatening. Many families had lost their support, many men were crippled for life, and many children were left orphans. The way of escape from pending dangers was thought to be through the school and the training of teachers.

He suggested the use of the remaining principal of the literary fund for the needs of the hour. He proposed to make distribution to schools and not to counties, so that it would all be used at once and none be allowed to lie idle. He said the board then owned in good stocks about \$880,000. By his scheme \$200,000 could be expended per year for four years and there would still be left to the State from \$150,000 to \$500,000.

In connection with the use of the principal of the literary fund he suggests two plans: (1) “To issue certificates of indebtedness, in sums convenient for general circulation, bearing 1 per cent interest, receivable for all State dues, and to be

¹ Ordinances, pp. 25-26.

redeemed in four, five, or six years." (2) "To convert the stocks of the fund into national securities and establish a national bank under the management of the literary board." But neither of these plans was adopted. The disposition of the remaining funds will be considered later.

At another time he addressed a letter to the legislature developing another plan by which he hoped to save the schools from the impending ruin. He says:

"Permit me to impress upon all a consideration which is sometimes overlooked in the discussion of the subject in hand; and that is, that the public schools are by constitutional provision, by law, and by established ideas, a part, and an essential part, of our State machinery, and, indeed, of our civilization. They are, for instance, as much a fixed institution of the State as the university, the lunatic asylum, or the institution for the deaf and dumb and the blind; and for every one to be benefited by either of these latter there are five hundred interested in the former. . . . These schools, be it remembered, do not propose now to be a burden to the State. They ask only permission to use their own capital to the best advantage, a capital which the State has no more moral right to seize than it has to appropriate the property of the university. The assets of the school fund are small compared with what they have been; but they are still of immense importance to a people who appreciate the blessings of education, and who have a clear perception of the deplorable consequences that will follow the suspension of the public schools. . . . Let us look this straight in the face if we would appreciate the importance of our resources. To suspend the public schools is to destroy them; and to break them up at such a time is to risk utter demoralization, to add the most melancholy wreck of all to the ruins with which we are surrounded. . . . Let it be added that the abandonment of the cause of education will be regarded in this enlightened age as a certain indication of hopeless bankruptcy or of inferior and retrograding civilization; and either of these conclusions will be fatal to our credit and blast a thousand hopes built on expectations of capital and enterprise from abroad. I believe that there is not one of your body but would regret to see extinguished forever those thousands of lights which have shed a cheerful radiance over every hill and valley of our good old State from the ocean to the Smoky Mountains. . . . Permit me to say with emphasis that, in my judgment, there is no such necessity, and that the people generally, poor as they know the State to be, do not believe this. To-day the common-school system is the most solvent institution of the State. It is both able to pay its own way and aid the State. Why do I say so? It owes no debts, and it has assets that will soon and certainly be worth at least a million of dollars." . . .

Dr. Wiley then proceeds to develop a plan by which the literary board was to be authorized by the State to issue \$400,000 in "certificates of indebtedness." He says:

"If payable in two years, our teachers will be glad to get them, and if not receivable for taxes, they would pass. They would in no sense be bills of credit forbidden by the Constitution of the United States. They would be the notes of a corporation, like bank notes, but not taxable as such, and based on a fixed capital. If made receivable for taxes, they would be the best relief which the State could afford for the people. They would be put into circulation in every school district, and by this universal diffusion be of infinite service in relieving the monetary pressure. Two hundred thousand dollars thus diffused would be equal in its relief to half a million, or a million loaned by banks; and the State must do something to furnish a circulating medium. Here is a plan, simple, practicable, constitutional, and operating impartially as the dews of Heaven, and while it furnishes means everywhere to pay taxes, it keeps in life the most important institution of the State, and enables the people to educate their children."

The plan was warmly indorsed by the governor, but nothing came of it.

So deep was Dr. Wiley's interest in the subject that he adds by way of postscript:

"I feel bound to warn the friends of the schools against the insidious policy of suspension. Had this policy prevailed when it was urged the first year of the war, the fund would be now all gone; if it prevails now, the fund will never accumulate, but be fritted away on other institutions. I hear there is a plan on foot to turn the poorer classes over to county systems, to be supported by county taxes. This is to degrade a noble State system into a pauper establishment that has heretofore miserably failed in a sister State, and which has been denounced by the best men in it. It would render poor white men worse off in educational facilities

than the freedmen; and while the world is trying to elevate these latter in the social scale, we would be taking steps to degrade our working classes."¹

But the appeal was without effect. The schools went down in the general ruin that followed the beginning of reconstruction.

It now only remains for me to trace briefly the subsequent fortune of the remainder of the literary fund and to give the leading facts in the private life of Dr. Wiley.

On July 4, 1868, the State was again reorganized by turning out all of the old officers and putting in others who had been elected under the constitution of 1868. Under the new régime Rev. S. S. Ashley was made superintendent of public instruction. His first report was made to the general assembly for the session of 1868-69, is dated November 10, 1868, and addressed to Provisional Governor Holden. The system was again reconstructed under the law of April 12, 1869, and Ashley continued in office until 1872.² His report of November 10, 1868, contained a summary of the character and value of the literary fund which had escaped the wreck of war. The old literary fund was now known as the educational fund and owned stock as follows:

Cape Fear Navigation Company, 650 shares, at \$50.....	\$32,500
Bank of North Carolina, 5,027 shares, at \$100.....	502,700
Bank of Cape Fear, 5,444 shares, at \$100.....	544,400
Wilmington and Manchester Railroad, 2,000 shares, at \$100.....	200,000
Wilmington and Weldon Railroad, 4,000 shares, at \$100.....	400,000
Total.....	1,679,600

The bank stock, amounting to \$1,047,100, was supposed to be nearly or quite worthless, and a thorough examination of the affairs of the banks was recommended. The affairs of the Wilmington and Manchester Railroad were undergoing an investigation. The corporation was bankrupt and "the prospect that this stock will be a source of income to the educational fund is not promising." "The stock of the Wilmington and Weldon road will probably become again profitable to the holders." The stock of the Cape Fear Navigation Company, of which the State owned 650 shares, was at that time "of no pecuniary benefit to the school fund. For twenty-nine years, ending with September, 1863, the annual dividends punctually paid to the State amounted to \$1,300." The swamp lands were at that time of no pecuniary benefit. The amount derived from the tax on auctioneers and from the entry of vacant lands was about \$1,500; the tax from retailers from October, 1867, to October, 1868, was \$6,762.50. The fund also owned 6 per cent coupon bonds, dated prior to May 20, 1861, and amounting January 1, 1866, to \$30,600. It had been increased by three 6 per cent certificates of indebtedness given by the State as follows:

Certificate dated June 1, 1867.....	\$320,070.50
Certificate dated October 24, 1867.....	20,273.50
Certificate dated January 16, 1868.....	32,701.00
Total.....	383,045.00

The total income of the school fund from all sources was \$32,932.70. This represents all, and more than all, that had been saved from the great fund which had been accumulated and devoted to the common schools.³

¹ Dr. Wiley had been one of the first to advocate the education of the negro.

² Other superintendents have been as follows: Alexander McIver, 1873-1875; Stephen D. Pool, 1875-1877; John C. Scarborough, 1877-1885, 1893-1897; Sidney M. Finger, 1885-1893; Charles H. Mebane, 1897 to date.

³ In January, 1869, the board of education proposed to issue \$500,000 in bonds with interest payable semiannually for use of the school. The interest was to be secured by one-half of the tax for educational purposes and a sinking fund was to be created to meet the principal.

During the next year (1869) all the railroad stock belonging to the fund was sold to W. T. Walters, of Baltimore. He paid for the 4,000 shares of Wilmington and Weldon Railroad \$148,000, and for the 2,000 shares of the Wilmington and Manchester road \$10,000. This money was invested in new State bonds, and the superintendent says:

"The sale of these stocks will realize to the board a permanent paying capital of not less than \$450,000. The original investment was \$600,000. The loss, therefore, will not exceed \$150,000. It is certainly cause for congratulation and encouragement that so large a sum has been rescued from a condition of utter unavailability and made to contribute yearly to the support of public schools."

May 1, 1869, the stock of the Cape Fear Navigation Company was also sold for \$3,250, or at the rate of 10 cents on the dollar.

There were, besides these funds, stocks amounting to \$1,097,100, which were considered as worthless (Bank of North Carolina, \$502,700; Bank of Cape Fear, \$544,400, and Roanoke Navigation Company, \$50,000). When the Bank of North Carolina went into bankruptcy, an effort was made to protect the interests of the educational fund, and

"by the advice of able legal counsel proceedings were instituted against the assignee in bankruptcy of the Bank of North Carolina to establish the right of the board of education to prove their stock in said bank as a debt against its assets in bankruptcy. The matter was argued before Chief Justice Chase at the late June term of the circuit court of the United States for this district, and the decision of the Chief Justice was against the board. An appeal was taken to the Supreme Court of the United States, but in view of the uncertainty of gaining the case and of the great expense attending its prosecution, the appeal was withdrawn. The bank stock aforesaid owned by the board may therefore be considered worthless."

"The Roanoke Navigation stock should be valuable; accordingly the board hopes to turn it to account," but it was then not available. After deducting these amounts it was found that the "net public-school fund" was "not less than \$968,242.43" on November 1, 1869.

In the report of Superintendent Ashley for 1870-71 the only source of revenue of the public schools mentioned are the State tax on polls, county tax on polls, special tax of one-twelfth of 1 per cent, and a tax on retailers of spirituous liquors. It was reported that the stock in the Bank of Cape Fear was worthless and could not be relied on for any "future pecuniary availability." Efforts had been made to sell the Roanoke Navigation stock, but to no purpose. There was due to the board from the State as accrued and unpaid interest on coupon bonds and certificates of indebtedness \$60,291.75, besides \$27,000 interest for one year on \$450,000 in special-tax bonds purchased by the board from the proceeds of the sale of railroad stock. The total interest then due from the State was \$87,291.75. I have been able to find no evidence that this sum was ever paid, unless it is included in the "special appropriation," made during the year 1870-71, of \$92,976.04.

The fortunes of the old literary fund may be summarized as follows: In 1860 this fund amounted to more than \$2,000,000. The failure of the banks in whose stock a part of the principal was invested reduced this fund to less than \$1,000,000 in 1869. This consisted in depreciated railroad stock, which was sold at from 10 to 37 cents on the dollar. The money thus realized was invested in North Carolina special-tax bonds, bought at a discount. These were repudiated by the State.

From that time (1870) practically all the support of the public schools has been derived from the annual State, county, and municipal taxes.¹

¹ It seems that there was a slight effort made after this to accumulate an educational fund. The report for 1872-73 gives, under the head of "Permanent fund," \$23,307.26½, which had been derived from entries on vacant lands, fines, and a balance on hand from the previous year. Of this sum, \$16,218.75 was invested in United States bonds. The receipts of the "income fund"

Perhaps the last official act of Dr. Wiley in the position which he had honored so much was writing a pamphlet on the swamp lands of the State, which was published in 1867. It now only remains for me to notice his work as a private citizen in other capacities.

Dr. Wiley had felt himself called to preach at an early period in his educational career. He studied theology and was licensed by Orange Presbytery in 1855. He was ordained *sine titulo* in 1866 and never held a settled pastorate. He was one of the executive committee to found the North Carolina Presbyterian and a contributor to its columns. His work for the schools had brought him a knowledge of the undeveloped lands and other resources of the State and, when the development boom came after the war, was solicited to become a partner in many schemes looking to exploiting these resources. In 1867 he was elected corresponding secretary of the North Carolina Land Company, at a salary of \$1,000 a year, and began work January 15, 1868. The company proposed to invest in and develop the swamp lands of the State, and Dr. Wiley's business was to collect information for pamphlets which were to be circulated abroad. He also sought to make better known the resources of the State by calling a convention of the leading literary men of the State in Raleigh in July, 1869.

On June 1, 1869, he became the general agent for the American Bible Society for middle and eastern Tennessee, and took up his residence in Jonesboro, Tenn. In March, 1874, on the resignation of Rev. P. A. Strobel, he was transferred to a similar position in North Carolina, and removed to Winston, N. C. In 1876 South Carolina was added to his field. He remained in this work until his death.

Dr. Wiley would have been made the candidate of the Conservatives for superintendent of public instruction in 1872 had he not been kept out by political disability. Dr. Nereus Mendenhall became the candidate, but the party went down in defeat. In 1876 he was again proposed as a candidate on the Conservative ticket, and would, no doubt, have been nominated and elected but for his own sense of duty. He regretted that the public schools had been brought into political debate, but "in view of the situation and of what is expected of candidates nominated on party platforms, the arena where honorable and good men not of my vocation may lawfully strive is closed to me by my sense of the obligations of my sacred calling."¹ During his later years he devoted himself as far as possible to advancing local educational interests, helped to establish the graded school in Winston, N. C., and was the chairman of its school board from its organization until his death.

He served the State as superintendent of common schools for thirteen years. He was a Whig in politics, and was twice elected by the Whigs and five times by the Democrats. He was a trustee of the University of North Carolina from 1875 until his death, and, although he never held a regular charge, preached frequently to Presbyterian and other congregations. He received the degree of D. D. from the University of North Carolina in 1881, to whose interest he had been always devoted. He married Miss Mittie Towles in Raleigh, N. C., February 25, 1862. To this union seven children were born, of whom five still survive. Dr. Wiley

included "interest on United States bonds" and "dividends Roanoke Navigation Company." These are the only items in this report which indicate that they might have come from the old literary fund.

For the year 1873-74 the navigation dividends and interest on United States bonds amounted to \$1,748.25. There was also an investment of \$19,404.29 in United States bonds. These interest items amounted in 1874-75 to \$2,461.50. There was then a further investment of \$13,682.50 in United States bonds.

These bonds seem to have been carried from year to year as a part of the assets of the educational fund until 1881, when they were sold under the direction of the legislature. They then amounted to \$91,500 and were sold for \$106,224.25. The fund also owned \$99,200 in State bonds, which were offered for sale in 1882, but not sold.

¹ Dated at Winston, June 7, 1876.

died in Winston, N. C., January 11, 1887. According to a personal friend, who knew him intimately, he "was very agreeable in social life. He was simple, gentle, unpretending, gracious, genial. He had a genuine fund of quiet humor, not anecdotal, but spontaneous and innocent. He was a guileless man—true, sincere, lovable."

X. BIBLIOGRAPHY OF CALVIN H. WILEY.

Dr. Wiley was a prolific writer. He produced works in history, economics, theology, and fiction, as well as in education. It is not far from the truth to say that his writings represent the whole literature of the North Carolina common schools up to the close of the war. A list of his published writings, complete as it can be made with the sources at command, is added herewith:

Alamance; | or, | the great and final experiment. | [2 lines quotation.] New York: | Harper & Brothers, publishers, | Pearl street, Franklin Square. | 1870. 1.

8vo, pp. 151. Library of Select Novels, No. 104.

The first edition was published by the Harpers in 1847, but no copy has been seen. A reprint was contemplated in 1852 and a Confederate edition discussed in 1863. The edition of 1870 seems to have been made from the plates of the 1847 edition.

The scene is laid in Guilford County, N. C., and deals with the times of the Regulators.

The Haunted Chamber (a story). Sartain's Union Magazine, Vol. IV, pp. 45-48 (1849). 2.

The Poor Student's Dream (a story). Ibid., Vol. IV, pp. 107-113 (1849). 3.

Roanoke; or, Where is Utopia? In Sartain's Union Magazine, Philadelphia, Vol. IV, pp. 189-195, 241-249, 305-312, 376; V, 5-12, 81-88, 145-152, 209-216, 273-282, 339-352 (1849). 4.

This novel, begun in March, 1849, was attacked in some of the Southern papers as being too abolitionist in sentiment, and is defended by Wiley in the Greensboro Patriot, November 3, 1849, where he denies the charge. It was republished in London in 1851 under the title "Adventures of Old Dan Tucker and his son Walter" (see that title), and is probably the same as Utopia: A Picture of Early Life at the South, published by Peterson in 1852 (see that title).

Roanoke; | or, | "where is Utopia?" | By C. H. Wiley. | Author of "Alamance," etc., etc. | Embellished with fourteen beautiful illustrations, | from original designs, | drawn expressly for this work, by Darley. | Philadelphia: | T. B. Peterson & Brothers. | 306 Chestnut street. 5.

Copyrighted by T. B. Peterson & Brothers, 1863, 8vo., pp., t p., 11, + 19-153; 14 ills.

With the historical appendix found in Sartain; double column edition; illustrations same as those in Old Dan Tucker.

— Another Edition: Philadelphia, Peterson, 1886. 6.

A sober view of the slavery question: by a citizen of the South. n. t. p., n. p., n. d., [Dec., 1849]. 7.

8vo. pp. 8.

Speech of Mr. Wiley on the "Bill to provide for the appointment of a superintendent of common schools, and for other purposes." Register, January 4, 1851, 5½ columns. 8.

Adventures | of | Old Dan Tucker, | and | his son Walter: | A tale of North Carolina. | By C. H. Wiley. | With numerous illustrations, | by Felix O. C. Darley. | [8 lines quotation] | London: | Willoughby & Co., 22, Warwick Lane. | [1851]. 9.

8vo. pp. t p. + ii + 222; 14 ills. Without the historical appendix found at the end of "Roanoke."

The | constitution | of | North Carolina; | with | a historical account of its origin and changes: | together with | an account and explanation | of the questions of | constitutional reform, | now agitating the people of the State; | a table showing the apportionment | of senators, | and other matter connected with these subjects. | By | a member of the last legislature. | Printed | at the N. C. Institution for the deaf and dumb and the blind. | 1851. 10.

8vo., pp. iv. + 11. + 150.

The object of this publication "is to diffuse popular and practical information concerning those questions of constitutional reform which are now agitating the people of the State." A number of the speeches presented had been made in the late legislature.

The | North-Carolina Reader: | containing | a history and description of North Carolina, | selections in prose and verse, | many of them by eminent citizens of the State, | historical and chronological tables, | and a | variety of miscellaneous information and | statistics. | By C. H. Wiley. | [3 lines quotations] | Illustrated with Engravings, and designed for Families and Schools. | Philadelphia: | Lippincott, Grambo & Co. | No. 14 North Fourth street, | And for sale by Agents, Merchants, and Booksellers, in all the Counties of | North Carolina. [1851.] 11.

12mo., pp. 359. Illustrations.

This Reader was first published in December, 1851 (copyrighted, 1851, and preface dated July 4, 1851), at Wiley's expense. The first part contains a sketch of the State, its geographical features, and its varied resources; the second gives the first popular school history of the State ever written; the third includes reading lessons, which were mostly the composition of North Carolinians or related to the State. The book was enthusiastically received by the whole press of the State; was approved and adopted by all classes of teachers, and rapidly found its way to the masses. The first edition, in 1851, was 1,000 copies. The issues made in 1852 and 1853 raised the whole number of copies published to 6,000.

The whole of Dr. Wiley's interest was disposed of when he became superintendent of common schools, and there were efforts to make this a part of a series. For this purpose Prof. Fordyce M. Hubbard (1809-1888), of the University of North Carolina, was induced to undertake the preparation of the remaining volumes under the supervision of Dr. Wiley. The whole series was to be published by E. J. Hale & Son, of Fayetteville, but this scheme failed. The copyright, etc., was afterwards transferred to A. S. Barnes & Co., of New York. (See below.)

The Reader became and remained a standard until the close of the war. It exerted a quiet but immense influence in creating and fostering a new spirit among the masses of the people.

The following pages of the Reader may be ascribed to Dr. Wiley: General description of North Carolina, pp. 21-90 (except the poetry); Historical sketch of North Carolina, pp. 91-223; Female education—woman's mission, pp. 232-236 (reprinted in *Our Living and Our Dead*, I, pp. 273-276, November, 1874); The sand hills of North Carolina, extract from "Alamance," pp. 266-267; The mission of Washington—Union among men, pp. 269-273, omitted in revised edition; Resources of North Carolina, pp. 338-339, omitted in revised edition.

— New edition, 1856 (not seen). 12.

— The | North-Carolina Reader | number III. | [seal of State] | Prepared, | with special reference to the wants and | interests of North Carolina, | under the auspices of the | superintendent of common schools | containing | selections in prose and verse. | By C. H. Wiley. | New York: | A. S. Barnes & Co., 51 John street. | Fayetteville: E. J. Hale & Son. | Raleigh: W. L. Pomeroy. | 1859. 13.

12mo., pp. 1-6+4-351. Illustrations.

This issue is the same as that of 1856; a few of the extracts in the edition of 1851 have been omitted and a few new ones inserted, but there is little difference.

— Another issue, A. S. Barnes & Burr, 1860. 14.

Three editorials in the *Southern Weekly Post* for January 24, 1852. 15.

Editorial in *Southern Weekly Post*, April 3, 1853, on the Resources of North Carolina. One-half column. 16.

- The great concern of North Carolina [education]. Southern Weekly Post, April 10, 1852. 17.
- "To be or not to be." A series of articles in the Southern Weekly Post for 1852 on the development of North Carolina. 18.
- A | new and practical | form book: | containing | forms of all those legal instruments | important to be known | by the people of North Carolina; | and designed, also, | for the use of justices of the peace, sheriffs, | clerks, constables, coroners, &c., &c. | Compiled and arranged from the best authorities | by Calvin H. Wiley, esq., | to which are added, | the constitution of North Carolina, | and the | constitution of the United States. | Raleigh: | printed and published at the office of the | "Weekly Post," | 1852. 19.
- 16mo, pp. 199+x1.
- Utopia: A Picture of Early Life at the South. Philadelphia: Peterson, 1852. 20.
- 8vo. Not seen, but believed to be the same as "Roanoke" and "Adventures of Old Dan Tucker."
- Life in the South: A companion to Uncle Tom's Cabin. 1852. 21.
- 8vo.
- Possibly the same as the pamphlet described in the advertising pages of the Form Book of 1852: "Uncle Tom's Cabin reviewed; or, American society vindicated from the aspersions of Mrs. Harriet Beecher Stowe."
- Memoirs of a Fugitive. A tale. Southern Weekly Post, 1852. 22.
- Letter to Governor David S. Reid on the common schools. Fayetteville Observer. August 15, 1853, 1½ columns. 23.
- This letter speaks as if it was the first of a series.
- Address to the officers of the Common Schools and to the friends of education in North Carolina. December, 1852. 24.
- In compilation of Acts of Assembly relating to Common Schools, 1853, pp. 33-37.
- This is Wiley's first official utterance as superintendent.
- Acts of Assembly, | establishing and regulating | common schools in North Carolina, | together with | proper forms of returns, | and a | synopsis of the said acts, etc., etc. | Arranged in accordance with an act of assembly, | By Calvin H. Wiley, State Superintendent. Approved by the President and Directors of the Literary Fund, | and published by direction of the General Assembly. | Raleigh: | William W. Holden, printer, "Standard" office. | 1853. 25.
- 8o., pp. 47 + [1].
- The first compilation of school acts made by Dr. Wiley and the second published in the State, the first being in 1849.
- [Circular] to the chairmen of Boards of County Superintendents of Common Schools in North Carolina. January 15, 1853. 26.
- Q. pp. 1. Also in Compilation of Acts of Assembly relating to schools. 1853, pp. 39-40.
- [First annual letter] to the committees appointed to examine and pass on the qualifications of those wishing to become teachers of common schools. August 1, 1853. 27.
- Q. pp. 2. These annual letters were the medium of official communication between the superintendent and the county school officers. They reviewed and discussed the subjects then of most interest and importance to the schools, such as the supply and qualification of teachers, the plan of grading, the reason for issuing certificates with low numbers to persons of good character, the wants of the schools, and rules of procedure.
- First | annual report | of the | General Superintendent of Common Schools, | of the | State of North Carolina. | Published in conformity with the Act of Assembly. | Raleigh: | printed by William W. Holden, "Standard" office. | 1854. 28.
- 8 vo. pp. 25 + [1] + [6] + table. Another edition as Ac. Doc., No. 12, sess. 1854-55. Raleigh, 1854. 8 vo., pp. 55 + table.

Appendix on North Carolina to Mitchell's Intermediate Geography, Philadelphia: Copperthwaite & Co. 1854. 29.

Dr. Wiley refused to recommend any geography until allowed to correct the text in regard to North Carolina. He also helped to prepare a new map of the State with all railroads, plank roads, intended routes, etc., indicated. In October, 1865, E. H. Butler & Co., successors to Copperthwaite & Co., proposed that Wiley prepare a new edition of his appendix which they desired to put into their New Intermediate Geography. I do not know the results of the proposal.

[Second annual letter] to the committees appointed to examine and pass on the qualifications of those wishing to become teachers of Common Schools. n. t. p., n. p., n. d. [Raleigh, 1854.] 30.

Pp. [6]. Dated February 1, 1854. Another edition. Q., pp. 4.

Leg. Doc.] [Ses. 1854-'55. | Second | annual report | of the | general superintendent | of | common schools. | Raleigh: | W. W. Holden, printer to the State. | 1855. 31.

8vo., pp. 56.

Leg. Doc.] [Ses. 1854-'55. | Special report | of the | general superintendent | of | common schools of N. C., | Made, according to law, to the Governor, for the use | of the General Assembly. | Raleigh: | W. W. Holden, printer to the State. | 1855. 32.

8vo., pp. 78+iv+table; extracts from first, second, and special reports in Barnard's American Journal of Education, II, 527-530 (Dec., 1856).

Third annual report | of the | Superintendent of Common Schools | for the | State of North Carolina. | 1855. | [Raleigh: Holden & Wilson, printers to the State. 1855]. 33.

Printed half title, as above; no full title; 8vo., pp. 77+table; forms executive document No. 9, session of 1855-56; extracts printed in North Carolina Journal, of Education, I, pp. 62-64 (Feb., 1858).

Third annual letter of instructions and suggestions. March 1, 1855. 34.

Q., pp. 2; also in Third Annual Report, 1855, pp. 54-63.

Circular to county court clerks on division of common-school funds in case of new counties. Dated June 30, 1855. 35.

Q., pp. 1. Reprinted.

The North Carolina Reader, No. I, prepared by Prof. F. M. Hubbard. A. S. Barnes & Co., 1855. 36.

Nos. 1 and 2 of this series of North Carolina Readers were the result, as we have seen, of a plan which had been evolved by Dr. Wiley before he became Superintendent. The transfer of Reader No. III to A. S. Barnes & Co. and the employment of Professor Hubbard was completed in the winter of 1853-54. In 1853 Messrs. Barnes proposed to E. J. Hale & Co., of Fayetteville, N. C., that Professor Hubbard should take Parker's Readers Nos. 1, 2, 3, and 4 and add some 10 per cent more matter of a North Carolina character. They were then to be called "North Carolina Readers," and these four were to be followed by Wiley's No. III as No. V. This was not done, but new books were compiled.

The | North-Carolina Reader | number II. | [Seal of State.] | Prepared, | with special reference to the wants and | interests of North Carolina, | under the auspices of the | superintendent of common schools, | by Rev. F. M. Hubbard, | professor of languages and literature in the University of | North Carolina. | New York: [A. S. Barnes & Co., 51 John-street. | Fayetteville: E. J. Hale & Son.—Raleigh: W. L. Pomeroy. | 1856. 37.

12mo., pp. 195, with pp. 3-6, "preliminary remarks of the general Superintendent of Common Schools," preceding the title page. Ills.

— Another issue from the same plates, 1859, 12 mo., pp. 1-6+3-195; ill. 38.

— Another issue from the same plates, 1873, 12 mo., pp. 1-195; ill. 39.

- Fourth annual report of the superintendent of common schools. [Raleigh: Holden & Wilson, printers to the State. 1856.] 40.
 Document No. 10, session 1856-57. 8vo., pp. 32; no copy seen with a title page or half title.
- Fourth annual letter of instructions and suggestions. April 14, 1856. 41.
 Q., pp. 3.
- North Carolina | Common School Journal | Vol. I. Greensboro and Raleigh, September, 1856, No. 1. 42.
 Heading as above; 8vo., pp. 32, double column; ads. 32 pages. This was almost entirely the work of Wiley.
 Publication continued for one year only.
- Educational convention. North Carolina Standard. September, 1856. One-half column. 43.
- An address to the officers and friends of Common Schools in North Carolina. February 9, 1857. 44.
 Forms pp. 27-31 of the compilation of acts of assembly relating to Common Schools made in 1857.
- [Circular] to the Board of Superintendents of Common Schools for the several Counties of the State. March 5, 1857. 45.
 Q., pp. 2; also in Report for 1857, pp. 53-57; Report for 1858, pp. 43-47; and in North Carolina Journal of Education, I., pp. 59-61 (February, 1858).
- Fifth annual letter of instructions and suggestions, March, 1857. 46.
 Q., pp. 3; also in Fifth annual report, pp. 45-53.
- [Circular] to the chairman of the Boards of County Superintendents [on a State Educational Association]. Aug. 4, 1857. 47.
 Q., pp. 2.
- Directions for the formation of county and district educational associations. August 4, 1857. 48.
 Q., pp. 4; in North Carolina Journal of Education, I., pp. 27-30 (January, 1858).
- Acts of Assembly | in relation to | common-schools in North-Carolina: | with a | plain digest of the same, | Forms of Returns of School-Committees, | &c., &c. | Arranged and prepared in accordance with an act of | the Assembly, passed at the session of 1856-'57, | By Calvin H. Wiley, | State Superintendent. | Approved by the president and directors of the Literary | Fund, and published by directions of the | General Assembly. | Raleigh: | Holden & Wilson, printers to the State. | 1857. 49.
 8vo., pp. 32. The third revision.
- [Circular] to the chairman of the Board of Superintendents [on the Common School Register]. February, 1858. 50.
 Q., pp. 1.
- Fifth | annual report | of the | Superintendent of Common Schools | of | North Carolina. | [Raleigh: Holden & Wilson. 1858.] 51.
 Doc. No. 9, session 1858-59. Half title, as above.
 8vo. pp. 1-92, +ii+2 tables; map of school districts of Union County; extracts in North Carolina Journal of Education, I., pp. 94-97, 123-125, 184-188, March, April, June, 1858.
- The | North Carolina | Journal of Education. | Greensboro: "Times" office: by Cole & Albright, various dates.
- Dr. Wiley was editor in chief of this journal and contributed to its pages, much of which had already appeared in other forms.
 The volumes were:
- | | |
|---|-----|
| I. 1858, 8vo, pp. 390. | 52. |
| II. 1859, 8vo, pp. 394. | 53. |
| III. 1860, 8vo, pp. 382. | 54. |
| IV. 1861, 8vo, pp. 384. | 55. |
| V. 1862, 8vo, pp. 308. | 56. |
| VI. 1863, 8vo, pp. (not seen). | 57. |
| VII. 1864, 8vo, pp. 1-48 (no number seen beyond March). | 58. |

- Objects and Character of this Journal. North Carolina Journal of Education. Vol. I, pp. 1-5 (January, 1858). 59.
- Female School[s] in North Carolina. Methodist-Protestant (Balto?), *circa* September, 1859. One-half column.
- [Letter on] Common Schools. North Carolina Standard, December 21, 1859. One-half column. 61.
- Report to Salisbury Convention [of the Presbyterian Church] on the Work of that Convention. North Carolina Presbyterian, December 24, 1859. 62.
- Sectarian Schools. A series of articles in the Wilson (N. C.) Ledger in 1859. 63.
- [Sixth annual] Report | of the | superintendent | of | common schools, | of | North-Carolina, | for | the year 1858. | Raleigh: | Holden & Wilson, printers to the State. | 1859. 64.
- 8vo, pp. 57+[1]+11.+2 tables. Document, No. 10 session 1858-59; extracts in North Carolina Journal of Education, II, pp. 57-61, 122-123, 185-186 (February, April, June, 1859).
- Sixth annual letter of instructions and suggestions. 65.
- Dated April, 1858; in report for 1858, pp. 33-43; also in North Carolina Educational Journal, I, pp. 154-160 (May, 1858).
- [Seventh annual] Report | of the | superintendent | of | common schools, | of | North-Carolina, | for | the year 1859. | Raleigh: | W. W. Holden, printer to the State. | 1860. 66.
- 8vo, pp. 63+[1]+2 tables. Document No. 3, session 1860-61.
- Seventh annual letter of instructions and suggestions. [Raleigh: 1859.] 67.
- Dated May, 1859; reprinted in report for 1859, pp. 50-60; and in North Carolina Journal of Education, II, pp. 148-154 (May, 1859).
- Circular letter to the chairmen of the county boards of superintendents. August 1, 1859. North Carolina Journal of Education, II, pp. 285-287 (September, 1859). 68.
- [Eighth annual] Report of the superintendent of common schools of North Carolina for the year 1860. [Raleigh: John Spelman, printer to the State, 1860.] 69.
- 8vo, pt. 1, pp. 39+[1]; pt. 2, pp. 38; heading as above; no separate title. Doc. No. 10, session 1860-61; extracts in North Carolina Journal of Education, III, pp. 85-90, 97-100, 129-133 (March, April, May, 1860).
- Circular to the board of county superintendents of common schools of North Carolina, February 24, 1860. 70.
- Q., pp. 3. In behalf of the North Carolina Educational Journal. Reprinted in part in that journal, Vol. III, 57-59.
- Eighth annual letter of instruction and suggestions. [Raleigh: 1860.] 71.
- Dated May, 1860; reprinted in report for 1860, Pt. I, pp. 28-38; and in North Carolina Journal of Education, III, pp. 161-167. (June, 1860.)
- District committees and their duties. North Carolina Journal of Education, III, pp. 213-216, 277-280. (July, September, 1860.) 72.
- Examining committees—the studies upon which they are to examine those who wish to teach common schools. Official decisions of the general superintendent, dated Greensboro, July 7, 1860. North Carolina Journal of Education, III, 249-250. (August, 1860.) 73.
- [Review of Dr. Joseph M. Atkinson's] "The True Path; or, The Young Man Invited to the Saviour." North Carolina Presbyterian, September 1, 1860, 3 columns. 74.
- A Suggestion to the Officers and Friends of Common Schools in all the Counties of North Carolina. North Carolina Journal of Education, III, pp. 280-282. (September, 1860.) 75.

- Suggestions to different local officers. *Ibid.*, III, 309-311. (October, 1860.) 76.
- Letter to [R. M. Sherrill] a teacher of Cleveland County. *Ibid.*, III, 311-313. (October, 1860.) 77.
- Letter to R. A. Freeman, Henderson County, on silent and noisy schools. Official opinion of general superintendent as to their relative advantages. *Ibid.*, III, 313-314. (October, 1860.) 78.
- Opinions on various points, recently delivered by the superintendent. *Ibid.*, III, 345-347. (November, 1860.) 79.
- Plan for teachers' or normal schools, unanimously recommended by the State Educational Association, at its fifth annual meeting, held in November, 1860. December 6, 1860. 80.
- Q., pp. 2; also in eighth annual report, 1860-61, pt. 2, pp. 34-37. 8vo.
- Logic at Fault [Dr. Rice and Slavery]. North Carolina Presbyterian, 1860. [Vol. 3, No. 16.] 1 column. 81.
- Digest of the laws in force in relation to common schools in North Carolina; with reference to the original acts, explanations, decisions of the State superintendent, etc. Prepared under the authority of an act of assembly of 1860-61, by Rev. C. H. Wiley, superintendent for the State. 82.
- In North Carolina Journal of Education, May, 1861, Vol. IV, pp. 129-159; the fourth revision.
- Ninth annual letter of instructions and suggestions [May, 1861]. 83.
- 8vo., pp. 12; also in report for 1862, pp. 31-42, and in North Carolina Journal of Education, May, 1861, pp. 150-153.
- [Circular against use of common-school funds for war purposes.] May 4, 1861. 84.
- Q., pp. 1; also in report for 1862, pp. 25-28.
- [Circular] to the chairmen of boards of county superintendents. May 28, 1861. 85.
- Q., pp. 1; also in report for 1862, pp. 21, 22.
- [Circular letter to teachers on a conference to consider text-books.] June 22, 1861. 86.
- Q., pp. 1; also in report for 1862, pp. 46-47.
- Address to the people of North Carolina [on the continuance of the schools and the production of Southern text-books. n. t. p., n. d., n. p. [July, 1861.]] 87.
- 8vo., pp. 15; also in report for 1862, pp. 47-65; in North Carolina Journal of Education, IV, pp. 193-207 (July, 1861); in the North Carolina Presbyterian for August 17, 1861, et seq.
- [Circular] to the boards of county superintendents of common schools, November, 1861. 88.
- Q., pp. 1; also in North Carolina Journal of Education, IV, pp. 345-347 (November, 1861); and in report for 1862, pp. 23-25.
- Memorial [from the State Educational Association] to the Convention of the People of North Carolina [on keeping open the schools and printing text-books at home] November 19, 1861. 1 p. 89.
- Not signed, but no doubt by Wiley.
- Letter to Chairmen. North Carolina Journal of Education, V, pp. 117-120 (May, 1862). 90.
- The copy^{of} of the Journal used was too imperfect to allow identification of this "letter."
- [Announcement of] fall dividend of school fund—\$100,000, October 11, 1862. 91.
- Q., pp. 1; in North Carolina Journal of Education, IV, 269-271 (November, 1862); and in report for 1862, pp. 43-45.

[Ninth annual] Report | of the | superintendent | of | common schools, | of | North-Carolina | for | The Year 1862. | Raleigh: | W. W. Holden, printer to the State. | 1862. 92.

8vo., pp. 72+2 tables; Doc. No. 9, session 1862-63, dated December, 1862.

[Circular of State Educational Association on a General Convention of Teachers of the Confederate States.] January 12, 1863, 1 p. 93.

Columbia, S. C., April 28, 1863, recommended as the time and place of meeting.

Circular, | to the | authorities and people | of | North Carolina. | By Rev. C. H. Wiley, | superintendent of common schools for the State. | Greensboro, N. C.: | Sterling, Campbell & Albright, | 1863. 94.

8vo., pp. 8; also in Report for 1863, pp. 18-23.

[Circular on Graded Schools], 1863. 95.

8vo., pp. 3.

[Tenth annual] Report | of the | superintendent | of | common schools, | of | North Carolina, | for | the year 1863. | Raleigh: | W. W. Holden, printer to the State. | 1863. 96.

8vo., pp. 32+11.+2 tables; extracts from same in North Carolina Journal of Education, VIII. pp. 27-36 (March, 1864).

Scriptural views | of | national trials: | or | the true road | to | the independence and peace | of the | Confederate States of America. | By Rev. C. H. Wiley, | superintendent of public schools of North-Carolina. | [4 lines quotations] | Greensboro, N. C.: | Sterling, Campbell & Albright. | 1863. 97.

8vo., pp. 213.

[Letter] to the Honorable, the General Assembly of the State of North Carolina [against suspension of the Public Schools] n. p., n. d. [1865]. 98.

Q., pp. 1.

[Eleventh annual] Report of the superintendent of common schools. n. t. p., n. p., n. d. 99.

Forms pp. 23-36 of the message of Governor Worth to the general assembly of 1865-66, which is dated January 18, 1866, and is printed as Document No. 7, session 1865-66.

The swamp lands | of the | State of North-Carolina: | facts for emigrants and capitalists. | Published by order of the Literary Board. | Raleigh, N. C. | Printed by W. E. Pell, State printer—Sentinel office. | 1867. 100.

8vo., pp. 31; suppressed.

Circular [letter] to the officers and friends of the Bible cause in North Carolina. 101.

Q., pp. 1; dated April 24, 1874; reprinted in the State papers.

[Letter declining the nomination for office of Superintendent of Public Instruction.] Greensboro Patriot, June 21, 1876, and other State papers. 102.

Dated Winston, N. C., June 7, 1876.

[Circular letter] to the officers and friends of the Bible cause [in North and South Carolina]. 103.

Q., pp. 1; dated Winston, N. C., October 17, 1876.

[Circular from] American Bible Society, District of North and South Carolina [to the ministers of the Gospel in North and South Carolina]. 104.

Pp. 1; dated Winston, N. C., October 24, 1876.

Letter [to Rev. S. S. Murkland on the Education of the Negroes]. Greensboro Patriot, March 26, 1879. 2 columns. 105.

Dated June 30, 1865, and decided in its advocacy of their education.

Alamance church. | A historical address | delivered at | The Dedication of its Fourth | House of Worship, | on October 18th, 1879. | By Rev. C. H. Wiley. | Published by the Congregation and other friends of the Church. | Raleigh: | Edwards, Broughton & Co., Printers and Binders, | July, 1880. 106.

8vo., pp. 46. Summarized in North Carolina Presbyterian, and summary copied in Greensboro Patriot about November, 1879, 2½ columns.

"Aramanchy" v. "Allemande," North Carolina Presbyterian, February 25, 1880. 107.

A discussion of the origin of the name "Alamance," holding that it is an anglicization of "Allemande."

Report of Rev. Calvin H. Wiley on the condition of the University of North Carolina, May, 1881. 108.

8vo., pp. 4 + table; summarized in North Carolina Educational Journal, July 15, 1881.

History of the common schools in North Carolina. 109.

A series of chapters in Heitman's North Carolina Educational Journal, Chapel Hill, N. C., 1881-1883, as follows: June 15, July 15, August 15, September 15, November, 15, December 15, 1881; February 15, March 15, June 20, August 20, November 20, 1882; January 15, March 1, June 1, 1883.

Circular to the ministers and Sunday school superintendents and teachers of North Carolina [n. p., n. d. [1883].] 110.

Pp. 2; on the State Sunday School Association.

Report on the trade of North Carolina. Internal Commerce of the United States, Washington: Government Printing Office, 1886. 111.

North Carolina, pp. 214-260.

Dr. Wiley also edited the Oxford Mercury; along with W. D. Cooke, founded and edited the Southern Weekly Post, Raleigh; contributed to Sartain's Union Magazine, to the Saturday Evening Post, and helped to found the North Carolina Presbyterian.

Besides the foregoing which are known to be the work of Dr. Wiley I have found various references to other work which he had undertaken, but I am unable to say whether they were brought to a conclusion and published. In 1852 a "College address" is mentioned and in 1854 Dr. Deems proposed to publish the address which he had delivered at the previous commencement of Greensboro Female College. In 1853-54 he proposed publishing a "Common School Almanac" and also a "Primer." In 1852 W. D. Cooke, Samuel Pearce, and C. H. Wiley made a formal and legal agreement to publish a "Map of North Carolina together with a book of reference." It was to be at their joint risk and each was to have an equal share in the copyright and profits. Wiley was to prepare the book of reference, "consisting of a statistical work to accompany the map," on railroads, canals, plank roads, rivers, cities, schools, colleges, productions, and general topography. Cooke was to construct the map and prepare it for the engraver. He was also to act as secretary and central agent. Pearce was to solicit subscribers. Wiley did some work on his part of the undertaking, having been particularly interested in the botany of the State, but withdrew in 1854 and the undertaking was carried on by the remaining members. The map, known as Pearce's map, was published about August, 1856. The Gazetteer, continued by Pearce, was about ready in November, 1860, but was killed by the war. The map was again issued in 1871, from New York, by H. H. Lloyd & Co.

Dr. Wiley had a catechism in hand in 1855 which was about ready to be sent to press. It was to be pedagogical in character and to be used as a text-book. It was to contain "short lessons in questions and answers, as to the origin, history, and progress [of] common schools generally; their history, character, and

object here; the duties of parents, teachers, and children in regard to them; the name and style of the State, names of its governors, etc."—Special Report, 1855, p. 61.

He prepared and published a School Register, which was intended as "a daily and permanent record of the school," and had ready in 1857 a "Manual" or guide for the use of teachers, with extracts from the school laws, etc. He wrote also a monograph on botany called "Catalogue of vegetable productions." It extended to 100 pages. In 1858 he was engaged on a work entitled "The duties of Christian masters."

In 1872 he proposed to A. S. Barnes & Co. to prepare a book on the resources of North Carolina and to issue it in three editions, English, French, and German, of 3,000 copies each. July 4, 1876, he delivered in Greensboro an address on the history of Guilford County, in which he traced the sources of its population. He had also been engaged for many years in the preparation of a work on Revelations, which was left unfinished at his death.

The bibliography of Dr. Wiley given above represents the principal sources for the history of the Common Schools in North Carolina. To this may be added a few others, as follows: Colonial and State Records, Laws, Journals and Documents of the Legislature, North Carolina University Magazine, Reports of the Literary Board, Reports and Writings of A. D. Murphey, Caldwell's Letters, Caruthers's Caldwell, Foote's Sketches.

CHAPTER XXX.

THE TEACHING OF GEOGRAPHY IN CERTAIN FOREIGN COUNTRIES.¹

REPORT TO THE COUNCIL OF THE ROYAL GEOGRAPHICAL SOCIETY.

By J. SCOTT KELTIE, the Society's Inspector of Geographical Education.

A very remarkable thing in the matter of education is the rise in the importance which within the last twenty-five years has been given to geography; more remarkable still that since that enhanced importance has been made manifest, it did not occur sooner to college faculties and other educated thoughtful minds.

The pamphlet mentioned at the head of this article appeared in the year 1885, and contains results of Mr. Keltie's observations throughout Great Britain and several countries in Europe, which he was appointed to make for the Geographical Society of London. The extent of those observations, the author's judicious and painstaking use of the facilities everywhere accorded him, his candid admission of the inferiority of geographical instruction in his own country as compared with several others, especially with the German Empire, all contribute to make his paper very interesting. A brief review with some extracts is given in this article.

The following from the introduction shows the motive of Mr. Keltie's appointment and the scope of his duties:

The object of the council in appointing an inspector of geographical education is to obtain fuller information than they now possess regarding the position and methods of geographical education in this country and abroad.

I. As regards the United Kingdom.

A. The inspector will ascertain, by means of correspondence or by actual inspection (1) the extent to which geography of any kind is taught in our universities and public schools, and what special rewards are offered for proficiency in it; (2) the actual subjects taught under that name and the comparative time allotted to them; (3) the methods and appliances used in teaching these subjects; (4) the attitude of teachers and professors with regard to geography generally; (5) the value allotted to geography in university examinations, and with what subjects it is united.

B. The inspector will consult the reports of the examiners for the Royal Geographical Society public-schools medals.

C. He will ascertain the comparative position of geography in the examinations for the English public services, and will acquaint himself with the experiences of the examiners.

II. As regards the Continent of Europe.

The inspector will be expected to visit Germany, Austria, France, Switzerland, Italy, Belgium, Holland, and Sweden. In making his inquiries on the Continent the inspector should keep the following points in view:

A. The position allotted to geography, especially in high schools and universities, as shown (1) by the extent to which it is taught, the maps and other appliances provided, and the rewards offered in it; (2) by the time allotted to it as compared with other subjects; (3) its comparative value in examinations; (4) by the

¹ For previous article see Teaching of Geography in Central Europe. Report of Commissioner for 1892-93, vol. 1, pp. 279-321.

comparative number, status, and emoluments of professors of geography in universities as compared with those of professors of other subjects; (5) by the attendance of students in the geographical classes.

B. The extent of the field covered by geographical teaching in high schools and universities, and the standpoint from which geography is taught, whether (1) from that of physical science; (2) from that of history and politics; (3) from that of commerce.

C. The methods of instruction adopted at various stages from the primary school upward. Whether the subject ever attains the position of a discipline, as distinguished from a mere exercise of memory; whether it has been found possible to set habitually geographical problems for solution. Also the methods adopted in teaching pupils to read maps.

III. As regards America.

The inspector will ascertain, by correspondence with the proper authorities, the condition of geographical education in the United States of America.

IV. In the prosecution of his inquiries both in the United Kingdom and abroad the inspector will collect specimens of the best text-books, maps, globes, diagrams, models, and other operations used in teaching the various branches of geography. These he will arrange and classify on the society's premises for the information of the council. Where it is impracticable to obtain specimens, the inspector will report upon such contrivances as seem to him effective ends to geographical instruction, or in developing the geographical imagination.

V. On the conclusion of his inquiry the inspector will prepare a report embodying (1) a summary statement of the work done by him; (2) the results of his inquiries in the various directions indicated above; (3) the steps which he would recommend the council to take in order to improve and extend geographical education in the United Kingdom.

This commission is dated July 26, 1884.

Mr. Keltie, in pursuance of these instructions, obtained extensive acquaintance with educational institutions at home and on the Continent, beginning with those which had been invited to compete for the society's medals. Many of these he visited in person and attended class examinations. About eighty in the United Kingdom were dealt with, some of which, being regarded as representative, were described in detail and subjoined in the appendix to his report. It was already known to the council that the attention given to geography in the public schools and even in the universities was far below being adequate to its importance, and the medals bestowed by them for proficiency in the study had been discontinued. Of all the institutions, Dulwich College and Liverpool College alone exhibited proficiency deserving such reward.

The subject has grown in importance since primary instruction came under the charge of the State. The study was made compulsory, and much progress has been made under a system adopted from Germany, known there as *Heimatskunde*, notably in London and some of the other great cities. These schools are abundantly provided with maps, beginning with those of the district in which the schools are situated, the cities and their suburbs; besides these there are in some large wall maps, geographical pictures, sheet maps, atlases, relief maps, and accompanying those of outlying districts specimens of products, vegetable and mineral, belonging to them.

In the appendix is a very interesting article on the *Heimatskunde*,¹ showing how minutely the Germans have studied the subject and provided for its instruction to the youngest pupils.

The report of the inspector, when discussing the higher and middle class schools of the United Kingdom, grows less and less favorable as it ascends from the primary. In all of these geography is included and receives some degree of attention, in many cases nearly nominal and in none as much as it is entitled to. As a general rule it is compulsory to a certain degree; that is, to the lower half of the school included in the third and part of the fourth forms downward. Herein it received from one hour to two and a half hours a week, while eight to sixteen

¹ See Report of the Commissioner for 1892-93, vol. 1, p. 290.

hours were given to classics and four to eight to mathematics. Even in that brief allotment those who taught were only the class masters, who, with very few exceptions, had received only a classical education, and who therefore taught geography reluctantly and inefficiently. This was also only what is known as political geography, confined to learning names and situations of prominent features on the earth's surface. "In one of our greatest public schools," says Mr. Keltie, "it seemed to me that a boy might pass through the complete curriculum and never get a single lesson in geography, and at best the instruction he might get would be fragmentary and meager." There are a few noteworthy exceptions, as Dulwich College and Glasgow Academy. In very many it was shown by interviews with masters that few of them had just conceptions of what geography really is. It is clearly shown that in nearly all of the great schools of Great Britain geography receives only a beggarly share of attention compared with other studies, that it is confined to the lower classes, except where, in the higher, it is regarded ancillary to the study of history. This condition is accounted for in part by the inspector in the following paragraph taken from his report:

On the whole, I am bound to admit that the unsatisfactory position allotted to geography in our public schools is not so much the fault of the teachers as of the conditions upon which they are compelled to regulate their programmes and their methods. A perusal of the statements in the appendix (E), in which many head masters have favored me with their views on the geographical situation, will give the conviction that the present condition of geography in our public schools is almost entirely due to the exigencies of examinations. Geography, we are told in so many words, 'does not pay.' It is not recognized at the universities by either professorship or readership; it does not find a real place in any of their examinations; while in the army and navy examinations it is at a discount, and such geography as is given is of very partial character and is left mainly to crammers. The head master of one of our oldest public schools told me he deliberately warns his pupils to keep their eyes steadily fixed upon the examinations they have in view and the careers for which they are destined, and to neglect every subject, including geography, which in that view will not pay.

This at least was the difficulty in the way of geography, the failure of the universities to recognize the fullness of its value. The inspector relates that he was told by one of the most cultured and successful teachers of geography that the head master in the school wherein he taught, and even the assistant masters, used constant endeavors to make the pupils give up the study entirely.

"There is," says the inspector, "no professor of geography in any university or university college in this country. The London University examiners profess to examine in geography for matriculation, but the questions are bracketed with the history paper, and, as an authority informs me, in 90 per cent or more cases are shirked or imperfectly answered." Although there is at Oxford a lecturer on geography attached to the school of modern history, still he holds quite a subordinate place compared with the rest, who regard with derision the idea that anything scientific can be ascribed to that study, and who profess to be not able to see how it can ever be raised to a separate independent subject in the university.

In Cambridge the subject is regarded as more respectable, and some efforts have been made to assign to it a distinct place on the programme. In a report of the special board for biology and geology, dated February 6, 1883, among other suggestions was this:

"University teachers should be eventually appointed in the following subjects: Agriculture, anthropology, geography, metallurgy, and mining." The inspector ascribes the failures of the appointments recommended mainly to the want of funds. At the time of the report of Mr. Keltie the subject was receiving much consideration from many of the Cambridge men. Most earnest appeals have been made by thoughtful men outside. They are telling words of Professor Mcsely, one of the society's members, which Mr. Keltie quotes: "The more I gain in experience by an examination in physical geography, the more I am convinced of its

value as a subject of general education and the more I regret that it is not represented in British as in German universities. It is almost useless to expect that schools will do it justice until it is recognized at the universities, and scholarships and other inducements are open to those proficient in it."

This portion of the report closes with some extended and very apt observations upon geography in the public services. The following extract seems very striking. It is from an address of Sir Charles Wilson, R. E., at the Dublin meeting of the British Association. Speaking of the essential need of a knowledge of geography to a military man, he said:

"A commander entering upon a military campaign without such knowledge may be likened to a man groping in the dark. With it he may act with a boldness and decision that will often insure success. It was this class of knowledge, possessed in the highest degree by all great commanders, that enabled Jomini to foretell the collision of the French and Prussian armies at Jena in 1807, and in later years enabled a Prussian officer, when told that McMahon had marched northward from Chalsus, to point unerringly to Sedan as the place where a decisive battle would be fought. Chief Justice Daly, in his address to the American Geographical Society, draws attention to the Franco-German war as a 'war fought as much by maps as by weapons,' and attributes the results to skillful military movements, performed by an army thoroughly acquainted with all the geographical features of the country over which it was moved." And he adds, "It teaches that if the fate of a nation may depend upon a battle, a battle may depend on a knowledge of geography."

The report as to Great Britain ends with the following:

Except, then, in our elementary schools, in the high schools for girls, and in isolated middle-class schools, Professor Mosely's statement still holds good; geography in this country is almost entirely neglected as a matter of education. An educational authority, in writing to me, puts the situation very tersely, thus: (1) In universities it is nil. (2) In public schools very nearly nil, as the society's examinations for their medals have proved. And when it is attempted, it is given to the most incompetent master, and he has a wretched set of maps. (3) It is required for the public services and taught, I do not know how, by crammers. (4) The only places where geography is systematically taught in England are the training colleges, male and female, and the national board schools; within the last few years some few good high and middle class schools.

"Even with the time now allotted to it in our higher grade schools," adds the inspector, "much more could be made of the subject if the teachers themselves had any real knowledge of it; had some training in the best methods of teaching it, and worked on a common programme intelligently constructed, so as to cover the whole field systematically, and had at their disposal such text-books, maps, and other apparatus as are almost universal on the Continent."

The progress made in the improvement of geographical instruction since this report was offered has been slight and it still describes substantially the condition of that study in England. At the Sixth International Geographical Congress held in London, August, 1895,¹ it was frequently reiterated "That the treatment of geography as an educational subject in England was not as advanced as in some other countries." At the same time it was recognized that the British geographical societies were making great efforts to put it upon a better footing, and the appreciation of those efforts was voiced in the following resolution:

The attention of this International Congress having been drawn by the British members to the educational efforts being made by the British geographical societies, the Congress desires to express its hearty sympathy with such efforts, and to

¹ An interesting accompaniment of this Congress, which was held in the Imperial Institute, was the exhibit of geographical appliances. This was arranged under five heads as follows: (1) Pictures, photographs and lantern slides; (2) historical collection; (3) various instruments and apparatus; (4) exhibits from various countries; (5) commercial exhibits. The next Congress will convene at Berlin, 1899.

place on record its opinion that in every country provision should be made for higher education in geography, either in the universities or otherwise.

Turning to the continent of Europe, Mr. Keltie notes a marked contrast with Great Britain. In all these countries, education being more or less under control of the state, geography has a distinct place upon the programmes of schools and higher institutions. At the head of the list, undoubtedly, is Germany, although even there the standard is not yet as high as leading geographers desire to see it raised. This standard Mr. Keltie admits to be far beyond any his native country has ever had sight of. Yet even in Germany there are differences among the several provinces in the amount of independence given to the subject, some putting it along with history on one basis of time, while in others these are separate and have each its own period. The establishment of chairs in the universities has contributed to bring about uniformity. The most thorough instruction is given in elementary schools and those denominated *Bürgerschulen*, where the teachers have been trained in normal schools.

Eminently noteworthy are the *Heimatskunde*, wherein it is indeed surprising how extensive and varied knowledge may be imparted to even young children by judicious training of teachers who have been made thoroughly competent in every particular. The inspector gives some very instructing accounts of several recitations which he attended. He relates an interview held with Dr. Finger, the inventor of the system, wherein he found that among other modes of instruction teachers often took the pupils on excursions to the districts around the school, and even sometimes, as on holidays, on extended tours. "With their maps in their hands, they identify the leading features, become personally acquainted with cities, rivers, mining districts, minerals, and manufactories. This plan of making excursions, sometimes to a considerable distance and lasting for days, is carried out in Germany and France, and even in Spain."

In the matter of map reading, German schools are extremely painstaking, pupils being required over and over again to explain maps given for their use and to draw them themselves, often in outlines drawn upon the floor, using sand to build up the prominent features of a district to which their studies are at any time particularly devoted.

The following programme the inspector subjoins, being taken from one of the high schools in Leipsic, which, he says, may be regarded as a fair representative of that class in Germany. To those not acquainted with the immense progress made within a few years in teaching geography, this programme, extending throughout nine years, might seem astonishing.

Sexta.—Two hours per week. Fundamental positions of mathematical geography and the leading principles of physical geography. General view of the division of land and water on the surface of the earth. Geography of Saxony. Exercises in reading and drawing maps.

Quinta.—Two hours per week. Further instruction of the fundamental conceptions of geography. General description of Europe, especially of Germany. Exercises in map drawing.

Quarta.—Two hours per week. Revision of the leading principles of physical and mathematical geography. Extra European continents. Map drawing.

Tertia.—Two hours per week. Germany, physical and political. Map drawing.

Unter-sekunda.—Two hours per week. Geography of foreign European countries and their colonies.

Ober-sekunda.—Two hours per week. Extra-European continents, with special references to their physical conditions.

Unter-prima.—Two hours per week. Revision of the whole field of geography. Astronomical geography; continuous observations of the apparent course of the sun by means of the gnomon. Observations of stars. True and mean solar time and stellar time; the ecliptic.

Ober-prima.—Two hours per week. Revision of the whole field of geography. Astronomical geography. Proof of the globular form of the earth, of its rotation, of its revolution round the sun, the orbits of the planets.

The inspector remarks at considerable length on the methods employed by geography teaching in quite a number of schools into which he was admitted, where he was impressed by the little use made of text-books, for which lectures were substituted by their teachers, supported by maps and materials for present construction of them by himself and the class. Some of these recitations might well be included in this article if there were sufficient space. In all the higher schools geography holds its position on an even line with other subjects, and the certificate awarded to a pupil upon leaving has equal dignity with one in Greek and Latin prose.

In the German universities geography was slow in being admitted to its just rank. Down to 1873 the only chair was in the University of Berlin, which was held by Ritter. At the time when this report was made (1885) there were twelve, and another (at Münster) was to be established in that year. Holders of these chairs have equal rank with other professors, and receive the same salary. As to the University of Göttingen, the inspector was assured by Prof. H. Wagner that in examination for the degree of doctor of philosophy, geography "has the same position and value as all the other subjects in the philosophical branch—languages, history, archæology, mathematics, physics, chemistry, zoology, geology, and botany. If geography is the principal subject in which the candidate wishes to obtain his doctorate, he is obliged to write a scientific dissertation, which is printed, and which must show the progress of the science."

A special degree, named *Facultas Docendi*, is for those who are qualifying themselves especially for teaching the subject. For this a more than usually extensive course is undergone by candidates.

The inspector dwells at considerable length on the courses of Professors Rein, Wagner, Clausius, Richthofen, Kirchhoff, Kiepert, Partsch, and others.

Of the Austrian universities, chairs of geography are in Vienna, Czernowitz, Graz, Innsbruck, Prag, Budapest, Klausenburg, and Krakau.

The subject, though extensively treated, is not up to the standard of Germany, being limited almost entirely to Europe and particularly devoted to Austria itself. In the schools, however, of all grades the subject ranks in all respects equal with Germany, except that in some it is connected too closely with history. The country is particularly rich in text-books, school wall maps, and atlases. The following is quoted from the inspector's report concerning the Vienna Commercial Academy:

Vienna possesses what is probably the leading commercial academy in the world; attended by about 900 students, many of them from foreign countries. Under Professor Zehden, geography forms one of the most important branches of instruction in the school, the course extending over three years. As in all the best schools in Germany and Austria, there is a special room for geographical apparatus. Here I found about 150 maps, all of the best class, including special maps from foreign countries. There are two sets of Hölzel's *Charakterbilder*, both geographical and historical; Kirchhoff's *Rassenbilder*, besides hundreds of photos and engravings of cities, seaports, etc., Pick's *Tellurium*, and other specialties.

The report for this country closes with an account of a visit to the Austrian cadet schools and the department of the general staff, the maps produced by the latter being "celebrated the world over."

The report on France ascribes the immense development in the study of geography in that country mainly to efforts in its behalf by Professors Levasseur and Kimley. As a translation of portions of an extended pamphlet by the former is to appear hereafter in this chapter, we pass on.

In Italy the subject is undergoing changes for the better, in emulation of Germany, although there, as in Great Britain and most other countries, the primary schools give more attention to it than the higher. In that country the wall maps and atlases, prepared under the direction of Prof. Cavaliere Guido Cora, of Turin,

Professor Malfatti, of Florence, and others, are equal to those in Germany, and the relief maps are the best in the world. Especial mention is made of the Technical School of Alessandria, the Naval and Technical School of Genoa, and the Military School of Turin. High praise is accorded the ministry of education for its liberality in the supply of needed apparatus of every kind. Professors of geography are on the same footing as others are in the universities at Rome, Naples, Florence, Genoa, Bologna, Milan, Padua, Palermo, Pavia, Pisa, Venice, and Turin.

In Switzerland, inasmuch as the separate cantons have themselves control of education, there is a difference in the degree of advancement of geography. It has made greatest progress in Zurich, Berne, and Basel. With the exception of Zurich, there are no professors in the universities. As elsewhere, it is in the lower schools that geography has most attention. The example of Germany is being imitated by Swiss teachers, who are doing everything possible to advance the subject up to the standard of its more and more generally admitted importance. The system of cartography in general is on a high plane.

In Belgium, although geographers are hopeful from the increasing interest taken in the subject, there is yet no professorship in any of the universities. Education being under the control of the State, progress is being made rapidly in the schools of all grades.

Since Mr. Keltie's report was submitted the new University of Brussels has been founded (1894) and a chair of geography established, with M. Élisée Reclus as the incumbent.

In Holland there is no professorship for geography in any of the universities. In a letter from Professor Kan, of Amsterdam, to the inspector he says: "Physical geography is taught in the faculty of mathematics and physics by the professor of physics; political geography in the faculty of literature and philosophy by the professor of history. The comparative value of geography in examinations is very little. In the schools that are regulated by the Government, geography has special courses more extensive in the lower than the higher. Schools are generally well supplied with maps and other apparatus. Particular attention is bestowed upon economic geography. In the University of Leyden is a professorship of the geography and ethnology of the Dutch East Indies."

In Sweden no professorship of geography is in either university, Upsala or Lund. The elements of political geography are taught by the professor of political science. Within a few years past this professor has given special lectures on the subject. It is taught with much care in the schools of all grades.

In Spain, thanks to the work done by M. Levasseur in France, a very strong impulse has been given to geography.

The inspector concludes his report upon the teaching of geography in the countries of Europe in the following words:

Thus it is evident that geography has a serious place in education of all grades on the Continent, and that in Germany, Austria, France, Italy and Holland there are professors of the subject at certain of the universities. The Government of every country I have visited insists that it should be so. Geographical specialists complain that it has not in the higher schools the time allotted to it which it ought to have, and that there is a lack of properly trained teachers. The time, in my opinion, could not be much more than it is at present, and if the carefully arranged programmes are thoroughly carried out by competent men, boys ought to leave the higher continental schools with a very solid knowledge of geography, indeed. As to teachers, well-trained men—men who have taken the course and passed the examination for the *Facultas Docendi* in geography—are becoming commoner every year under the influence of the universities. In short, we find generally present in the continental systems of geographical instruction all the elements of development and success.

GEOGRAPHY IN THE SCHOOLS OF FRANCE.

M. E. Levasseur, professor at the College of France and at the Conservatory of Arts and Trades, read a very able and interesting paper before the Sixth International Congress of Geography, held in London, July, 1895. The paper was subsequently published as a pamphlet,¹ and, through the courtesy of the author, has been placed at the disposal of the Commissioner of Education. Copious extracts are here presented. In the preface M. Levasseur says:

The manner of teaching geography varies according to the institution where instruction is given. It is not the same in primary, in secondary, and in higher schools. There are three degrees which it behooves to study separately. They do not all admit either the same matters or the same development in common matters, nor the same method of exposition. Moreover, each of these degrees admits manifold gradations according to the general development of the pupils in culture and the kind of preparation in the institution; one could not give precisely the same instruction in a small school of a village as in a large city; in a school in Paraguay as in one in Saxony.

Inasmuch as two reporters have been appointed by the committee of organization to treat the subject, I shall not undertake to consider it in all its phases, so as to avoid confusion and repetition by taking points which M. Lehman will not discuss. I shall, indeed, respond with more precision to the desire of the committee who have asked that study of me, and I shall render a better service to my colleagues by devoting myself specially to the teaching of geography in France, and presenting some of my personal views in that behalf.

As for the works in which I have endeavored to make known my sentiments on primary and secondary instruction, I refer the reader to the note on the method of teaching geography proposed by M. Levasseur, which I communicated to the Fifth International Congress of Geographic Science, at Berne.

THE PRIMARY SCHOOL.

Geography necessarily should figure in the whole programme of primary education. For it is important for every person to have some knowledge of the subject, and a large majority of the inhabitants of a country, receiving instruction only therein, would suffer loss if the primary school failed to impart it.

I maintain that next to the three fundamental branches—reading, writing, and arithmetic—history and geography are those most important in that instruction. In a report made in America under the name of a special committee, Mr. W. T. Harris, Commissioner of Education of the United States, places geography before history in rank of importance, because it imparts to the child practical, real knowledge which will be useful in life. I cite the argument as having a certain value, but I am content myself to ask for equality in these two studies.

The Maternal School (L'école maternelle).—Before the primary school should we make a place for geography in the maternal school, otherwise called kindergarten? A question to be left, in my opinion, to every directress of a school of that sort. If the directress judges that her children have understandings sufficiently developed to comprehend (their eyes on the globe) that there are lands and seas, that their country and their districts are situate somewhere on that globe, to the degree that they can take some interest in looking at those figures representing men—white, yellow, and black—mountains and valleys—she may inspire in them, by amusing them, an incipient desire to know geography.

But one must guard against general rules and impose nothing as a task. One does not gain time in undertaking to give notions of geography to children before the age of 6 or 7 years, which in general is that of entrance to the primary school. Geography, so named, has no place in the maternal school.

TWO METHODS PROPOSED FOR BEGINNING INSTRUCTION IN GEOGRAPHY.

Even in the primary school geography should not be admitted until the pupil has learned sufficiently to read and write. Instruction therein should be very simple, clear, methodical, and demonstrative, and, as far as possible, it also should be regulated by a method, uniform in all schools, of the same degree in the same country.

¹ La Géographie dans les Écoles et à l'Université. Par E. Levasseur, professeur au Collège de France, et au Conservatoire des Arts et Métiers.

Two methods present themselves to lead beginners into the first principles—the commune (or particular) and the earth (or general) methods. I much prefer the former, but I believe that it would be an error to adhere in a manner exclusive or too long to either.

The first programme of special secondary instruction fell into that mistake when, under the title of "Summary study of France," which should be made in the preparatory year, it was prescribed not only to begin with the department in which the school was located, but to continue with neighboring departments and proceed successively, throughout all the departments of France. Such sequence is not one of order. It could not but make confusion in the memory of pupils, because particular features do not attach themselves to every general plan. If description of the locality interest the child, it is mainly because he knows it before the teacher has described it to him; but when it comes to regions that he has never seen, or which are in no wise connected with those which he has seen, it profits him little to speak about a place situated 50 or 500 kilometers distant.

PLAN OF THE CLASS—STUDY OF THE COMMUNES AND DEFINITIONS.

This is why I have never ceased during thirty years to advise that the first place should be given to the study of the commune, whose territory is familiar to the pupil, especially if it is rural, and even to begin before the commune with the class and the school. I have given an example of the method in a series of small departmental geographies, the first of which (Seine-et-Oise) I composed myself, and the others were prepared by different authors on the same plan and under my direction. The Germans, long before, employed a similar method. The Americans and other peoples use it often.

It is easy to publish a departmental geography. It is not easy to find an editor who will undertake the publication of the geography of a commune unless it be of a large city, because the sale of the volume will be too small. We must therefore trust for that instruction almost entirely to the good will and the tact of the teacher, giving to him, however, some directions.

Of what use is description of the school? Merely to make the new pupil learn how to draw a map of any place on paper or a blackboard, and recognize the right, the left, direction in general, and give to him a first idea of position.

A child having well gotten that idea will be able promptly to read a map.

Why the commune? To attain the same end and to impart to pupils, with help of experience, the idea of essential definitions. On the bank of a stream they can easily be made to understand the course of a river, the right bank, the left, and even the basin; on rising ground, they will perceive with their own eyes a watershed, a ridge, a chain; the sight of things will keep up their attention and fix in memory the definition which, isolated, had been arid to them and unintelligible. Without doubt such sight is not enough; there are names and definitions which they must learn by heart; but, as often as possible, they must be shown the thing itself in order to be assisted in retaining the name. Thus learned with help of their eyes, definitions will be fixed in the memory in a way more rational and more enduring. So in this connection, with some modification, one might apply the proposition of Leibnitz, *Nihil debet esse in memoria quod non prius fuerit in intellectu*.

In some of the geographical text-books assigned for primary instruction, principally in the Elementary Atlas, I have employed that method, while essaying to join with it some general ideas of the earth and geographical definitions. Not being able to put before children examples from nature—that is, for the master alone, whose business it is—I at least keep from giving any definitions without accompanying the text with an image, in order to set it before the eyes of the pupils, and I have advised teachers to complete such images with realities. This is what is done now by almost all writers of books of this kind everywhere.

There is hardly any commune which has not a water course and some variations of ground which the teacher can cite in illustration of his images. If there are none, he can figure them with sand arranged in a large box.

I have often repeated that the smallest phenomenon in nature can furnish comparisons which every intelligent teacher will know how to employ. For example, if a thunderstorm arises, the playground of the school is marked off with streams of water which form confluences, islands, deltas. It is by familiar examples of this kind, by images, and oft-repeated questionings, that initiation into the study is begun.

USE OF THE GLOBE FOR IMPARTING FIRST NOTIONS OF THE EARTH.

One of the consequences of this method is employment of the globe in beginning lessons on the earth. A child of 8 years is incapable of understanding a planisphere—that is, to transform mentally in one sphere two circles or a quadrilateral drawn upon a plane surface. Even many adults hardly conceive the true form from that deformed image. With the terrestrial globe in his hand the teacher should say, "Here is the earth. It is a ball. See the place upon it that your country occupies." Then, with finger on this globe, he gives the first lessons on oceans and continents. When, after a time, the pupil's eyes have become familiar with the rotundity of the earth, he can explain to him summarily how outlines are reproduced upon paper and place a map before his eyes.

At what stage should the globe begin to be used? Opinions vary. My own is that the teacher will use it most advantageously as soon as his pupils have learned definitions by the study of the commune.

That double study, the commune and the globe, suffices for the first course of instruction in geography, whose only object is to open the pupil's intelligence to geographic ideas. Make one see in order to make him understand.

THE MIDDLE COURSE.¹

With the middle course begins the study of geography, properly so called. It should be devoted particularly to one's country. Every child has need to know his country and learn to love it. To that end, the master in a French school should go over definitions, taking care always to accompany with examples suitable for making them understood. In every lesson he will explain what the earth is and what Europe is on the earth just enough to make them comprehend what in Europe is France. Then he will address himself to the study of France, giving the greater part of his time to physical geography and ending with the departments and a simple enumeration of colonial possessions.

In many French primary schools each year is doubled; that is to say, the pupil, unless he has been found very intelligent, pursues for two successive years the same matters, and a large majority of pupils learn twice the same course—a good method, because things should be repeated in order to be fixed in the memories of children.

Moreover, each course should be in some sort a development from its preceding, with review of things already understood and addition of new.

HIGHER COURSE.

The higher course, which pupils follow also two years, comprises, besides a rapid revision of definitions and elementary notions of cosmography, a return to the geography of France, with some new details, afterwards the study, physical and political, of Europe, a very summary study of other parts of the world, with a little more of development, however, for very important nations, as the United States and the colonial possessions of France. It is important that a pupil get precise acquaintance—I do not mean detail—with those colonies which he will come before long to regard an important part of his own country. He will thus become more familiarized with that idea and be better disposed, if he should have a position, to go there without considering himself expatriated.

Here follows an extended official programme of the primary schools. Then comes the method of instruction, in which the author refers to some of his own previous observations given before a conference of teachers at the Sorbonne² on the occasion of the World's Exposition in Paris in 1878, in which he lays much stress upon the importance of utmost precision in instruction, yet with caution against unnecessary multiplication of details. Learn a title; learn that well, is with him a favorite maxim.

REASON AND CONNECTION OF GEOGRAPHIC PHENOMENA.

After several paragraphs discussing minutely but with much interest the value of atlases, wall maps, and blackboards with outlines of maps, M. Levasseur considers the means of imparting notions of the causes and relations of phenomena.

¹ The primary school of France comprises three grades—elementary, middle, and higher.

² L'enseignement de la géographie dans l'école primaire, in the collection, "Conférences faites à la Sorbonne aux instituteurs délégués à l'Exposition universelle de 1878."

Alluding to an example in a note given by him regarding the importance of a wall map in which the varying courses of the Rhone are depicted, he says:

By this example it was seen that I endeavored to show, as far as possible, the reason for everything. It is of little importance that a child shall know all the windings of the Garonne, but when once he has understood how the Garonne flows at first toward the north by reason of the slope in the region of the Pyrenees, then turns to the northwest because of the obstacle of the central mass, he will have a notion of it reasoned out that he will never be able to efface from his memory. The same with the Rhone and the bend it makes suddenly at Lyons before the Cevennes, the same of the Loire, and the bend it makes between Nevers and Blois.

For understanding the movement of waters one must have, first, acquaintance with relief. For this reason I am not in favor of the method which consists in teaching geography by isolated basins. This can be done with profit in a higher course, but on conditions that pupils already have an idea of the "ensemble" of relief masses. This is why it is desirable to commence by the special study of the relief of the ground, and it is well to make that study with the aid of a hypsometric chart. When, twenty years ago, I attempted to introduce that kind of chart in this instruction, it was objected that the children were not capable of understanding it. In reality they are, and it is not more difficult for them to distinguish by colors, grounds—low, medium, and high—than to figure to themselves chains of mountains by hatchings. These hatchings, when they indicate nothing except a ridge, delude by giving the impression that the chains are like walls. If they assume to indicate everything on an elementary chart, as on a topographic, they become confusing. The very simple hypsometric tints, completed, as required, by touches at the bottom and on the side of the chart, have not that defect, and allow a durable impression of the general relief of the region. Hypsometry is as desirable for a wall chart as for the maps in an atlas.

CHARTS IN RELIEF.

It is for the purpose of giving to children the first ideas of the form of the ground that charts in relief are recommended. They were a part of my method, and from the beginning I included them in the works undertaken by me for practical application. To be of service it is not enough to have relief; the relief should be exact.

I oppose globes in relief because, however large they are, any relief is such an exaggeration that it imparts a false idea of the relations of mountains with the general surface of the earth. On one of the two globes which I had had put up, the elementary globe, which is on a scale of 40,000,000 (1 meter in circumference), I marked with a small brass nail the relative altitude of Goarsankar. The nail did not project one-fourth of a millimeter.

If charts in relief are local, serving for the study of the commune, it is very desirable that the geographer (in this case often the teacher himself) should use the same scale for heights and distances, so as not to alter the angles of the slope. But if the charts present an extensive region, as France, it is necessary to exaggerate heights so as to make them sensible to the eye; still, the exaggeration should be as slight as possible. On my relief chart of France it sufficed to take a vertical scale, a quadruple of the horizontal, in order to show important variations in the ground. Besides, the appearance of relief slightly exaggerated does not deceive as much as one would suppose, because in reality we look at mountains from the bottom upward, while on the chart we regard them from the summit downward.

CLASS BOOKS.

In primary schools they use manuals, atlases, and text-books. The manual, comprising questions and answers, as composed by the Abbé Gautier, has the defect of relieving the teacher from personal effort, in relying too exclusively on the pupil's memory. The text-atlas—that is to say, the book containing both text and map in juxtaposition, so that the pupil has not to turn the page (a process which detracts from its utility)—appears to me preferable, and is now generally preferred in France; those of M. Foncin are so especially. They have long been in use, but it is hardly more than twenty-five years since attempts have been made to get them up in a rational manner and with careful topography.

The publications of M. A. Guyot, which have done much to change the study of geography in the United States, suggested my first text atlas twenty years ago. . . .

In teaching geography in the primary school, material is of much importance, but the teacher of yet more importance. To apply the method I have recommended, as I have said elsewhere, "it is necessary for the teacher to perform his own part, drawing from himself some of his explanations, inventing means of demonstration, and being always ready to answer the pupil's questions." I ended the conference of 1878 in saying to the teachers that "certainly they should prefer to make a lesson profitable rather than remain bound to nomenclature; that they should make the book serve them rather than become its servant." This counsel it is well to repeat. To put it better in practice, teachers must not only be zealous but well prepared. It is in the normal school where geography has made such notable progress during twenty-five years that such preparation is the most surely obtained.

M. Levasseur then proceeds to consider the schools of secondary grade (lycées and communal colleges). Passing over the general description of these which has been given quite fully in previous reports of this Office,¹ we present here, first, the programmes of geography which obtained from 1865 to 1890, and following this tabular view the author's discussion of particular topics and statement as to the professors in charge of the subject:

¹ See in particular Report for 1890-91, vol. 1, pp. 100-124.

Programmes of geography for secondary classical schools.

Classes.	1865.	1874.	1880.	1889.	1890.
Preparatory	Elementary notions of general geography.	Elementary notions of general geography.	Elementary notions of general geography.	Elementary notions of general geography.	Meaning of simple terms in physical geography. Exercises on globes and maps.
Eighth	do	Elementary geography of five grand divisions of the world.	Elementary geography of five grand divisions of the world.	Elementary geography of five grand divisions of the world. Principal voyages of discovery.	Elementary geography of five grand divisions of the world.
Seventh	Outline of geography of France.	Elementary geography of France.	Elementary geography of France.	Elementary geography of France.	Elementary geography of France.
Sixth	Physical geography of the globe. General geography of modern Asia.	Geography of Asia, Africa, America, and Oceania.	General geography of Europe and of the basin of the Mediterranean.	General geography of Europe and of the basin of the Mediterranean.	General geography of the world. Geography of the basin of the Mediterranean.
Fifth	General geography of Europe and of modern Africa.	General geography of Europe (not including France).	Geography of Africa, Asia, America, and Oceania.	Geography	Geography of France.
Fourth	General geography of America and of Oceania.	Geography of France.	Geography of France.	Geography of France.	General Geography. Study of the American continent.
Third	Particular description of Europe.	Physical, political, and economic geography of Europe (not including France).	Physical, political, and economic geography of Europe (not including France).	Physical, political, and economic geography of Europe.	Africa, Asia, Oceania.
Second	Particular description of Asia, Africa, America, and Oceania.	Physical, political, and economic geography of Asia, Africa, America, and Oceania.	Physical, political, and economic geography of Africa, Asia, Oceania, and America. General study of commercial routes and of grand centers of production and of commerce.	Geography of Africa, Asia, Oceania, and America.	Europe.
Rhetoric	Brief review of general geography.	Physical, political, administrative, and economic geography of France and its colonial possessions.	Physical, political, administrative, and economic geography of France and its colonial possessions.	Physical geography	Geography of France.

The development of the subject from 1874 to 1880 was due to the work of a special commission appointed in 1871 by Jules Simon, minister of public instruction, of which commission M. Levasseur was the secretary. Of the revisions in the programme which have taken place since 1880 M. Levasseur says: "The text has been abridged for the purpose of simplifying the instruction, which is desirable. The distribution of the subjects has been changed, . . . but on the whole the spirit of the reform of 1872 has been maintained, and substantially the order of topics." The programmes of special secondary instruction, now changed to modern secondary, are also discussed in detail, and regret is expressed that since 1890 these have become, so far as regards geography, identical with those of the classical course, whereas formerly the subject was much more extended in this division of the lycée.

THE GEOLOGICAL FORMATION OF LAND.

The geological formation of lands, a study which until the reforms of 1872 had no place in geographic programmes, ought to be presented in a very summary way, simply to the degree necessary for assisting the pupil in "retaining more easily the impression of an orographic system of which he will have the secret." The relief of the land studied, not as formerly in France by the enumeration of chains and mountains, but by description of the undulations of the country, corrugations, crests, table-lands, plains, valleys, in a manner to give a precise idea of the form of land, with more or less of details according to the case; the régime of waters, whose courses are explained by this relief of the soil, as the climate explains the formation and as geology by its help makes us comprehend absorption or continuous flow; the sea and the shores; the climate, the study of which, as it seems to me, should be placed at the end of physical geography rather than the beginning, because, although it may be the principal cause of the régime of waters, it is due itself in great degree to the height of mountains, to the situation and geologic constitution of the soil, also to its degree of proximity to the great masses of waters. These are the four parts of physical geography in the programmes. Political geography comes next, comprising historical geography—that is, the formation of States; and administrative geography—that is, their principal boundaries (circumscription), with some knowledge of their governments and the composition of their interior administration. Under the name of economic geography are comprised population (territorial density, increase), studied principally in its relations to the soil; agriculture, with amount of principal products of such region and their relation with soil and climate; mineral productions, and their relation to geological constitution; manufactures, outlined by some essential particulars and considered principally in their relation with agriculture; and mines, which contribute raw materials, and the population that use the products; ways of communication by water and land, whose outline is caused by the water systems, the relief of the soil, and the needs of the people; commerce, which, utilizing these ways, places the products of agriculture, mineral and manufacturing industry within reach of the people and creates currents of exchange between nations.

These various parts of instruction constitute the three groups of geography—physical, political, and economic. Economic geography existed not in name nor in fact, so to speak, in the schools of France before 1865. I congratulate myself on having introduced it in fact in the programme of secondary special instruction in 1866 and in name as well as in fact in the programme of classical instruction in 1872. If it is of advantage anywhere, it seems to me to have a special value in the former of these two courses, and, as I have said before, ought to have more development therein than elsewhere.

These different divisions of geography are only separate members of one and the same science. It is needful to bring together these members in order to give unity and life to the body, to find the links that bind all together in order to rise to a just conception of general harmony.

The author appends in this place extracts from a paper upon the subject read before the Academy of Moral and Political Sciences in 1871. This is followed by elaborate lists of programmes of various classes during several years, and some very thoughtful observations upon the use of blackboards and outline maps. We translate what is said about the professors of geography.

PROFESSORS OF GEOGRAPHY.

In the secondary schools of France the teaching of geography is intrusted to a professor of history and geography.

Some of the particular friends of geography have asked, and they yet ask, that geography be assigned to a special professor; that an examination (*agrégation*) in geography be established, and, at the superior normal school, a section of geography to prepare for this examination. In support of these claims they offer some arguments that are impressive, though not entirely conclusive. They urge, for example, that certain scientific or economic knowledge is necessary for the geographer but superfluous for the historian. Their views appear to have been regarded with little favor. Doubtless, in some large lycées, it might be advantageous to intrust classes in geography to one professor, but in small establishments this would be impracticable.

On the other side, many teachers, like myself, think that in specializing too much the work of the teachers in secondary schools there is danger of narrowing their horizon and perhaps of pushing instruction into needless detail. In the primary school one teacher gives the whole of the instruction; in the chairs of higher instruction specialization becomes necessary; but secondary schools occupy an intermediary position. Now, between history and geography there are relations sufficiently close to prevent the one from being incompatible with the other. It is not more difficult to acquire the special knowledge which topography, drawing of charts, etc., require than that required for the understanding of chronology or the reading of ancient manuscripts.

Professors of history and geography ought to be furnished with diplomas that attest their capacity. The first is a licentiate in history; the second, which is the definitive sanction of a professorship, is the "*agrégation*." The licentiate is an examination which candidates already possessed of the bachelor degree undergo before the faculty of letters, before whom ordinarily they are not prepared to present themselves until after two years of special studies. The *agrégation* is a very difficult examination, which is held every year before a jury appointed by the minister. In order to be admitted to this the applicant must be a licentiate.

The examination for the title of *agrégé* since 1895 has been modified and divided into two series of trials. The first, consisting of a thesis, explanation of a text, lesson, and discussion, is held before the professors of the faculty under whom the candidate has studied; the second, freed from these preliminaries, takes place before a special jury.

Candidates for "*licentiate*" and "*agrégation*" prepare themselves—the former in the superior normal school, which they enter only by competitive examination; the latter in the faculties, where "*bourses*" are bestowed on the most deserving.

In the primary school it is well for teachers to follow strictly the official programme and conform themselves as much as possible to the prescribed method. In the secondary it is desirable to leave more of initiative to professors, whilst requiring of them to cover their programme. We must not confine them by too minute rules, as I have said, in agreement with my friend M. Himly, in submitting to the minister the project of the programmes for 1872. According to the nature of his own mind and the degree of advancement of his pupils the teacher should be able to insist on such or such a portion, so as to make more prominent those which seem to him more likely to excite interest and to group them as he judges best. It is important that geography be known, and to that end it behooves that instruction in it have variety and movement, so that both teachers and pupils can find it attractive. Now, it is in leaving to the teacher full liberty to exert himself within the requirements of a general plan and to manage details as he sees fit that instruction becomes attractive. The only point on which the administration and inspection should show themselves exacting is that of results.

The pamphlet of M. Levasseur concludes with higher instruction, all of which, with the exception of programme and some of the notes, is given in full.

HIGHER EDUCATION.

In France higher education is divided between faculties and special establishments.

FACULTIES AND SPECIAL SCHOOLS OF FRANCE.

The chairs of geography belong to the faculty of letters. At this time (1895) there is a chair at Bordeaux, at Lille, Lyons, and Nancy.¹ There is a course at Caen, a complementary course at Aix and at Grenoble, a teacher (master of conférences) at Montpellier and Toulouse, a chair of history and geography of modern times at Besançon, and a chair of history and geography, of antiquity and of the Middle Age at Clermont. At the higher school of Algiers a course is maintained in the geography of Africa.

The faculty of letters at Paris comprises a chair of geography, founded in 1809, the first and only one that existed for a long time,² and one of colonial geography founded in 1892.

From these chairs has resulted a sort of "seminary" or "laboratory," founded in 1890, and reserved for students of the faculty who have a special vocation for geography. In the class rooms of geography they find facilities for their work and directions for their studies. Since 1895 a scientific bureau of colonial studies has been annexed, under the direction of a professor of colonial geography and his assistant, the secretary. The students who there prepare for the "agrégation," if not by the regulations, at least by the tradition of teachers, must follow the course for at least four years, two for licentiate in historico-geography and two for the "agrégation."

There is, besides, a course of physical geography annexed to the faculty of sciences in Paris: at Lyons and at Nancy the professor of geography of the faculty of science makes a complementary course or a "conference" of physical geography. At Lyons a professor has special charge of a course in ethnology. At Nancy, for the young men who are preparing for "agrégation," have been lately established four courses of geography in the faculty of sciences, besides special lessons by the professor of geography of the faculty of letters.

The free faculty of Paris has a course of physical geography by M. de Lapparent, professor of geology. That of Tulle has one course, and the preparatory schools of Nantes and Rouen one each.

Geography has close connections with the sciences, hence professors of science may properly teach it. In the general report on the teaching of history and geography, which my colleague, M. Himly, and myself made to the minister of public instruction in 1871, we asked that a chair in geography should be added to the faculties in the provinces, as it has been since 1899 in the faculty of letters in Paris (I have already said that at that time there were no others); that meanwhile the minister should favor the opening of annexed courses, municipal or free, and would endow faculties, whenever the professors would request it, with funds sufficient for geographic instruction. We were of the opinion also that some of the professors of sciences could undertake the new instruction, and that it would be desirable to induce the professors of history to make a place for geography in their courses. On that last point I think we were mistaken. In higher instruction only specialization, which does not mean narrowness in general knowledge and conception, is fruitful.

In explaining the production and the shape of land the geologists can open wide prospect to the science of geography, but geology does not cover all the secrets and all the riches of that science. Meteorology, botany, zoology, topography, hydrography, have much to impart, not counting mathematics. The master's diversity of aptitudes makes for the advantage of science. Even in the faculty of letters I am far from regretting that geography is in the hands of the professors of history. I have said that I should not advise their separation, but in higher instruction I would rather distrust such association, because, while the professor himself might be a specialist in both kinds, time would be lacking for the teaching of both. One is probably sacrificed for the other, and generally that is geography.

¹ The subjects treated for several years by M. Auerbach, professor of the college of Nancy, are as follows: The Lorraine region, the central plateau, the Loire, French colonies in the nineteenth century, the ethnography of eastern Europe, the United States, Australia, the colonization in Oceania. The professor also devotes a portion of his lessons to a general review of geography. This year he has established a small special class to prepare for the "agrégation," in which he has studied with his pupils the geographic distribution of the population of France, and the altitude, relief, and character of the soil.

² It should be noted, however, that M. Ouvré, professor of the faculty of letters at Aix, presented a course of commercial geography at Marseilles at the expense of the Chamber of Commerce, and at Nancy, M. Pingaud, professor at the lycée, a special course of geography at the faculty of letters.

The College of France has two chairs devoted, at least in part, to geography—the chair of geography, history, and economic statistics, and that of the historical geography of France.

At the Practical School of Higher Studies, M. Longnon presents a course in the historical geography of France. At the Museum of Natural History several courses, without including geography by name, treat of matters connected with it and in such a manner that often and with great profit to the hearers they enter upon the very domain of geography. Moreover, the director of the museum has instituted, for the benefit of travelers and outside of the ordinary courses, special lectures bearing on geography exclusively.

I mention only the principal special schools in which geography is taught.

At the Superior Normal School, where the students, admitted through competition, pass three years in preparing for a professorship and offer themselves for the "agrégation" at their graduation, proficiency in geography is required of those who are aiming for a fellowship in history and geography. It is in the second year that they begin specialization, which is complete at the beginning of the third. There are three "conferences" in geography a week, each of an hour and a half. Only one of these is common to students of the second and third year. The professor, in the round of two years, treats the principal subject of general geography and of method. Occasionally place is made there for a lesson by a student or for the examination of a thesis written on a subject assigned several months before. The two other "conferences" are only for students of the third year and are made up of exercises in common.

One of the class, for twenty minutes or three-quarters of an hour, according to the nature of the question, discusses a subject that has been assigned to him several days beforehand. The professor briefly criticises the paper. The rest of the conference is spent in discussion or in the exchange of ideas on the subject. As the number of pupils is, on an average, not one-half dozen, all may take part.

At the Normal School of Sèvres, which prepares women teachers for secondary instruction, there are some special "conferences" in geography. At the school of St. Cyr and the higher military school, pupils pursue the course of military geography and undergo examinations. The Free School of Political Sciences has a regular course of commercial and statistical geography,¹ of geography and ethnography, and some optional courses in geography and military organization, and of the geography of the extreme Orient. The colonial school has some courses relating to geography. The School of Oriental Languages has a course in the geography, history, and legislation of the extreme Orient. The school of advanced commercial studies has a course in economic geography, as have also the higher commercial schools.

At the National Agronomic Institute the course of comparative agriculture, founded by the professor on a thorough study of climatology and geology, has a pronounced character of economic geography.

CHARACTER OF HIGHER INSTRUCTION.

In higher instruction it would not suit to have either a common programme or uniform method. Each professor has his own special mission.

In the greater number of special schools, such as the superior normal school, for example, students are prepared for a set examination, and to that end they must

¹ Here are the subjects taught in 1894-95:

First part, M. Levasseur, professor. (1) The great thoroughfares of commerce in the ancient and in the middle ages; (2) commercial revolutions and the courses of commerce since the discovery of America; (3) history of routes and roads in France; (4) summary history of railroads; (5) railroads of France; (6) receipts and expenses of the railroads of France; (7) railroads in Europe and other countries; (8) rivers and canals; (9) history of navigation and the merchant marine; (10) marine and navigation; (11) influence of the improvement of ways of communication in the nineteenth century; (12) the commerce of France; (13) history of French commerce and survey of the commerce of the world; (14) general principles of statistics.

Second part, M. A. de Foville, professor. (1) Geographical distribution of people considered as producers and as consumers: burden on human industry resulting from the variety and extent of our needs, food, clothing, and lodging, etc.; (2 and 3) food, the question of bread, statistics of cereals, production and consumption of wheat, present state of the commerce in grains, standard of prices; (4) the question of meat; beasts for butchery; statistics of cattle of all countries, resources, and needs; consumption of meat; development of cattle breeding; (5) wine, the geography of vine production, and consumption: crises in vine culture; present condition; (6) fuel; geography of coal beds; production and consumption; prices; future of coal industry in various parts of the earth; (7) iron, its melting; steel; distribution and production of iron; transformation and progress of iron-working; present situation; (8 and 9) clothing; textile industry; textiles; their comparative value and distribution throughout the world; production and consumption; flax, jute, cotton, wool, silk, thread, and vestments; (10 and 11) the precious metals; history; production and consumption; relative value of gold and silver; changes in the power of money; existing problems; conclusions.

follow a certain programme, although in general not bound to study every matter contained in it. In the faculties they are more free to choose their subjects, although they must regulate the same according to the preparation for the licentiate or the "agrégation."

At the College of France the student is entirely free, and every year, with the approbation of all the professors, he makes his own choice of studies in the course. In 1894-95 M. Longnon, professor of historic geography of France, taught the description of the two Aquitaines and "Novempopulanie" at the decline of the Roman period. In my course on geography, history, and economic statistics I have treated of the economic development of the United States (agriculture and mines).¹

In the special schools there are none but students; in the faculties there are both students and hearers. At the College of France, whose courses do not have any examination, there are simply hearers (that is, those who attend the lectures).

The value of a course of superior instruction depends entirely on the culture and the capacity of the teacher. Hence there is nothing to prescribe as to the manner of proceeding. To advance science, to extend the knowledge of it, and to create a taste for it, such is the end; to interest by instructing is what should be recommended; but it pertains to the teacher alone to find the means of success, and he must be left free in his action.

As in secondary instruction, it is important that the professor have a good supply of wall maps and blackboards.

If the professor has only hearers, it is by public lectures that he exercises his scientific influence, supplementing his lectures by special instructions for those who ask this help. If he has pupils, it is necessary not only to teach by lectures, but incite them to work themselves, and to direct their work, giving them now and then subjects to treat and showing them how to make researches, how to study a question, and how to explain it in oral and written terms.

PUBLICATIONS, LIBRARIES, AND GEOGRAPHICAL SOCIETIES.

Scientific publications, journals, reviews, books, and geographical societies contribute to develop a taste for the study and popularize it; this is one way of instruction.

To say nothing of political journals, some of which often contain interesting information, I will mention among those periodicals specially consecrated to geography in France, *Annales de Géographie*, a recent quarterly publication; *La Revue de Géographie*, a monthly which has been in existence nineteen years; *L'Annuaire du club alpin*, the *Bulletins* of the society of geography, and the *Society of commercial geography* of Paris, also those of the provinces; the *Bulletin* of the Committee of French-Africa; *Le Tour du Monde*, *Le Journal des Voyages*, a very popular publication; *Le Moniteur Officiel du Commerce*, *La Revue Maritime et Coloniale*, *La Revue Internationale de Géographie*, *La Topographie*, etc.

Among the societies are *La Société de géographie* at Paris, the oldest of its kind; *La Société de géographie commerciale* de Paris, *Le Club Alpin*, *La Société Africaine*, *La Société des Études Coloniales*, *La Société de Topographie*, *La Société indochinoise*, *La Société géographique de Marseille*, *La Société de géographie commerciale de Bordeaux*, *La Société de géographie de Lyon*, *La Société Normande de géographie de Rouen*, *La Société de géographie de l'est à Nancy*, *La Société de géographie de Lille*, *L'Union géographique du nord de la France à Douai*, *La*

¹ Course of 1893-94: (Opening lecture) The Chicago Exposition; American cartography; geology; relief of the soil and great physical divisions (3 lectures). Basin of the Mississippi; basin of the Atlantic; the Indians; foundation of colonies; territorial formation of the United States. The Constitution of the United States (2 lectures). The States; local government; justice; parties; party platforms (2 lectures). Slavery; black population; immigration to the United States (4 lectures). Education, primary instruction, pedagogic organization; pupils; secondary instruction (2 lectures). Results of pedagogic statistics, religions; religion and morals.

Course of 1894-95: (1) General review of the preceding course and the social state of the United States; (2) soil and climate; (3) culture in former periods; (4) occupation of the country; (5) transfer of public lands; (6) homestead exemption; (7) rural property; (8) cultivation; (9) tools and implements; (10) mortgage debts; (11) farm laborer and his wages; (12) maize and wheat; (13) wheat and other cereals and potatoes; (14) tobacco, sugar, and cotton; (15) cotton and vegetables; (16) vegetables, fruits, and flowers; (17) fruits, forests; (18 and 19) forests continued; (20) beasts in general, the horse; (21) oxen; (22) sheep and pigs; (23) commerce in wheat; (24 and 25) commerce in meat; (26) exportation of agricultural products; (27) commerce of meat and cereals in all countries; (28) commerce of meat; (29) general movement of commerce of the products of the earth; (30) abundance of food, rents; (31) influence of money on the lowering of prices; (32) values of agricultural products and manufactures compared; (33) combustible minerals; (34) minerals and metals; (35) usual metals besides iron; (36) mineral iron; (37) iron casting and steel; (38) gold; (39) silver; (40) production of precious metals; (41) general view of the influence of the production of precious metals on prices and on circulation.

Société de géographie de Valenciennes, La Société de géographie languedocienne à Montpellier, La Société de géographie de Nantes, La Société bretonne de géographie, à Lorient, La Société de géographie du centre de la France, à Tours, La Société de Géographie de Rochefort, La Société de géographie commerciale du Havre, La Société de géographie commerciale de St. Nazaire, La Société bourguignonne de géographie, La Société de géographie de l'Aube.

The committee of historical and scientific works in the ministry of public instruction, one of whose functions is to serve as a means of maintaining the union between Societies of Savants, comprises five sections, one of which is that of historical and descriptive geography.

Several of the ministries contribute by their publications to the development of the geographic sciences—the ministry of public instruction through the committee of historical and scientific works, the ministry of war through the geographic service of the army, which is charged with keeping up to date the military map of the French staff, which is on a scale of $\frac{1}{300000}$, and the whole cartographic work of the ministry; the ministry of marine through the depot of marine charts and plans; the ministry of the interior through the preparation of a map on a scale of $\frac{1}{1000000}$ of a meter; the ministry of public works through the publication of its map (scale $\frac{1}{2000000}$, unfinished), and a graphic album of statistics, etc. The ministry of foreign affairs has some very valuable cartographic archives. The ministry of the colonies has recently created a geographic service, the direction of which has been assigned to a fellow (agrégé) in history and geography. Independently of the cartographic riches possessed by general libraries, especially the national library, which has a very valuable department of geography, there are several libraries specially devoted to geography that, with more or less liberality, are open to the public: The Library of the Society of Geography, that of the Society of Commercial Geography, of the Depository of Marine Charts, of the Higher Military School, of the Superior Normal School, the library of the Sorbonne, etc.

EFFORTS TO PROMOTE GEOGRAPHICAL STUDY IN AUSTRALIA.

It is interesting to note in this connection efforts to promote geographical study in British colonies. The Royal Geographical Society of Australasia has been active in this respect. The Queensland branch of this society effected a relation with the Brisbane Technical College in 1894, by which a class in commercial geography was established at the Brisbane Technical College under the auspices of the society. The initiation and conduct of the movement was intrusted to Mr. J. P. Thomson, at the time the honorable secretary of the society, and subsequently elected to the presidency. Mr. Thomson has been indefatigable in the endeavor to promote interest in this subject. He has also greatly assisted by his researches, and published works to increase the actual knowledge of the geography of Australia. In common with other authorities cited in this chapter, he urges the special importance of teaching children the geography of their native land. In his presidential address¹ delivered at the anniversary meeting of the Geographical Society in 1895, he said:

It is not to our credit as a people that while our school children are crammed with what after all is only a superficial and inadequate knowledge of all other parts of the world, little attention is given to our own country, to our industries, or to our natural and artificial resources. To the credit, be it said, of a public-spirited journal, the subject of our national industries has recently received special treatment, and it is hoped the *Courier*, to which I particularly refer, will devote equal time and attention to other phases of our partially, or wholly, undeveloped resources.

¹The Physical Geography of Australia. Anniversary address of the Royal Geographical Society of Australasia, July 22, 1895, by the president, J. P. Johnson, F. R. S. G. S. F. S. Sc. (London).

CHAPTER XXXI.

CONSULAR REPORTS ON EDUCATIONAL TOPICS.

[This Bureau is indebted to the State Department for documents on educational topics sent by United States consuls in various countries. Some of these documents deserve publication in their entirety; others refer to educational measures in foreign countries as causes of conditions observed. Many of such references appear to be of importance; hence excerpts have been made and are here inserted.]

RECENT PROGRESS IN RUSSIA.¹

Report of Mr. THOMAS SMITH, vice and acting consul at Moscow, Russia.

During the last two years the columns of our papers and journals have been enlivened with discussions as to the requirements of our education. Sometimes they speak of the deficiency of our national and elementary schools, and sometimes of the necessity of reforming the gymnasium and realistic schools, and finally the universities. In the commencement of 1897 much was written concerning the necessity of reforming the universities; during the autumn the question was raised regarding the remuneration and salaries of professors, then the question of technical schools and technical faculties. Everywhere and in everything is noticed a desire for progress, and a thirst for reform shows itself. The desire appears not only in Russian society, but, what is more, it has taken hold of Government spheres. In nearly all departments the work is going on. Wherever the Government concerns itself with the problem of the education of the Russian people—the education of the lower, middle, and higher classes—permanent and temporary commissions are at work. The problem of education has become a problem of reform.

But something unaccountable is putting on a drag in the matter of reform. They talk a great deal, but without arriving at any result. They begin to talk from a new point of view, and, as it were, of other things; and again, although the subject is always the same—i. e., the reform in education—nothing comes of it. The whole consists of only ideas and wise and good plans, but the matter remains immovable. There is a reason, it must appear, in every natural and general manifestation, though we do not see it; but the reason in this instance is a very ordinary one. In fact, we are told—and it is constantly repeated to us—that we have no money. We all wish for reforms; we acknowledge their necessity and importance. We require both national education and reforms of the middle schools, and augmentation of the budgets of the university, and the extension of technical education; but we have no money.

Here unwilling doubts arise. On the one hand financial estimates with a large surplus, the brilliant exhibition in Nijni Novgorod, the exchange of paper currency for gold and silver, and much more make one think that we are rich; on the other hand, it appears that we are poor, that almost nothing more can be undertaken for the spreading and perfection of education in Russia. Are we rich or poor?

¹ Translation from the Russian newspaper, *Novoe Vremia*.

In deciding this question, society is at a loss; but, allowing that we are neither rich nor poor, but that the State, people, and society are possessed of fair means, what do we do? Out of the more than a billion budget, we spend 20,000,000 rubles (\$10,280,000),¹ 2 per cent, on national education. Admitting that other departments in line with the ministry of national education expend on schools and education another 20,000,000 rubles (besides the budget of the ministry of national education), and that the State expends altogether nearly 4 per cent of its budget, is such a condition normal? We shall not compare these figures with the expenditures of other Governments; the comparison would be too unprofitable for Russia. Let us examine the matter as it is, in connection with the condition of our Fatherland and of Russian society. We require a low medium instruction and higher education in a much larger measure and proportion than actually exist. Everyone agrees with this contention; but let us only verify this condition from a general point of view. The State spends on the needs of education about 4 per cent of its budget; how much does society itself expend on it?

Let us take the middle class of our population, a class of people possessing means, but not rich. The income of this class amounts to from 1,000 to 5,000 rubles (\$514 to \$2,570) per annum. Of course the matter concerns the people with families, . . . where there are three or four children (the usual number in a middle-class family). The outlay on the education of the children fluctuates between 300 and 700 rubles (\$154 and \$359) per annum. It is beyond doubt that a Russian family spends on the education of its children (each one of us will find sufficient confirmation of this) from 10 to 20 per cent of its annual income. The State expends on education 4 per cent; a family 10 or 20 per cent of its budget. But up to the present, we have been speaking of the middle class of society. If we had in view the people and the lower classes, it would appear that with 4 per cent of their income, the peasant and artisan could not pay for the most elementary education of their children; consequently, the education of the people must be almost gratis. For this purpose, must be taken at least one-half of the 20,000,000 rubles (\$10,280,000) budget of the ministry of national education. Certainly, we have rich people who spend on the education of their children less than 10 per cent, and even less than 4 per cent of their incomes; but in Russia, there are so few of them, they are but units in the millions of population. In statistics of the expenditure of society on the education of youths they can not be taken into consideration, being quite an exception.

The result is therefore perfectly clear. Russian society, striving toward education, expends five or seven times more than the State. Is such a state of things correct? To secure an indispensable equality between the needs of society and expenditure out of the State budget, the Government should, by an augmented outlay for education, equalize its contribution to that of the public. When the State shall begin to spend on education the same percentage of its budget as is expended by a Russian family—say, about 10 per cent, or 100,000,000 rubles (\$51,400,000)—then, of course, we shall not have a deficiency in any kind of schools—in national or lower, or in middle and higher schools. Of course, it is impossible to attain such a condition at once; but if the Government annually and gradually increases the budget of the ministry of education by 5,000,000 rubles (\$2,570,000), which can not be burdensome, considering the immensity of overestimated appointments, then in the course of four years the budget would be doubled, and we would almost have double the number of school establishments, and the existing ones would flourish perfectly.

Moscow, *January 4, 1898.*

¹According to the valuation of the Director of the United States Mint, January 1, 1898, the paper ruble equals 51.4 cents in United States currency.

AMERICAN COMPETITION IN EUROPE.

In an extensive report on this subject, Mr. Frank H. Mason, United States consul-general at Frankfort, Germany, says under date of December 31, 1897:

"The year now drawing to a close will be remembered as an epoch in the industrial and commercial relations between the leading European countries and the United States. The remarkable fact of 1897 has been the enforced recognition of the truth that in several important lines of manufacture—notably that of iron and steel—the scepter of economical production, combined with payment of the highest wages to labor, has passed from the Old World to the New.

"For years European economists have struggled against the conclusions which practical men are now forced to accept. It has been argued that, through what they regarded a false fiscal policy, and the exaggerated wages accorded to labor, high cost of living, and lack of general technical education, American manufactures, in which labor formed an important percentage of cost, could never seriously compete in the world's markets with the low wages, frugal living, and patient twelve-hour toil of the Old World, where, in many places, communities *have been trained for generations in specialized forms of industry.*

"But it has been demonstrated that, under intelligent, progressive management, highly paid labor, especially when employed to use complicated machinery, is, after all, the cheapest, and that in the race for supremacy, the inert, congested populations of the Old World have been in many cases left behind by the people who, more than any other, have reduced economy of labor to an exact science. . . .

"It seems impossible to repeat too often or emphasize too strongly the futility of trying to reach the German market with circulars and catalogues printed in English, with weights and values in pounds and dollars, or the importance of showing and explaining goods to the dealers and consumers in foreign lands who may become purchasers. Neither is it any longer sufficient for machinery and other merchandise to be exhibited only at London or Paris. In order to reach the German trade, they must be shown, and, in case of a machine, set up and put to work at Berlin or some other large German city. Germany has now reached a stature that, it is felt, entitles this country to be treated as a national entity, and however much public opinion here may, upon abstract principle, deprecate the increased importation of manufactured products, those immediately interested in their sale or use are gratified by every liberal, well-sustained effort to attract and retain their patronage. . . .

"The contest narrows down, ultimately, to one of comparative resources, economy in manufacture, and skillful enterprise in selling; and in all these, except the last, our country has assuredly nothing to fear. With the most modern and effective machinery, the most efficient labor, ample capital, and an unequaled factory system the Republic, in the closing years of the century, fixes new standards in cheapness of production and passes definitely from the rôle of customer to that of competitor. . . .

"From all that can be foreseen, it would appear that competition in Germany will sharpen and become more determined as processes are improved and the whole economy of production brought more and more nearly upon equal terms. The contest will be one between natural resources, the inventive capacity to economize labor, reduce freights, save waste of material, and, above all, the ability to skillfully sell surplus products in foreign markets. In all these, except the last, Americans are acknowledged masters. When they learn and act unitedly upon the knowledge that foreign trade must be found, developed, and maintained by the same means that have been so effectively employed at home—by the persistent personal efforts of competent salesmen, showing the goods in presence of the cus-

tomers and offering them to him in the weights, values, and measures, and upon terms of sale and payment that prevail in foreign markets—there need be no fear of the result.”

UNITED STATES STUDENTS IN FRENCH SCHOOLS.

Gen. Horace Porter, United States ambassador to France, writes from Paris under date of January 11, 1898, in answer to an inquiry in regard to the admission of a student from the United States into the School of Mines. No foreign student, he says, can enter any of the schools of France—medicine, pharmacy, dentistry, veterinary medicine, painting, design, architecture, music, declamation, engineering, etc.—without the formal application of the diplomatic representative of his country. In most cases two letters suffice, one making application, the other expressing thanks when the request is granted. Sometimes more correspondence is necessary, for the reason that those proposing to enter any of the high-grade schools have to produce certain certificates of studies or diplomas, which the authorities accept only when they come through the embassy. These rules, says General Porter, apply to all foreign students. No discrimination is made against Americans; on the contrary, the authorities extend all possible facilities to them. There is a large number of American students in Paris, and, as a rule, they are much liked by the teachers in French institutions.

As for the School of Mines, he continues, foreigners can be admitted there either as foreign pupils, in which case they have to stand an examination, or as free auditors, in which case there is no examination. The courses, however, are not all open to that class of students, and no diploma is granted them. In both cases they have to pay 50 francs (\$9.65) for matriculation. If the school is full, as occasionally happens, the application for admission is put off until the next year.

COMMERCIAL HIGH SCHOOL AT LEIPZIG.

According to statement of Mr. Thomas Ewing Moore, commercial agent at Weimar, under date of February 22, 1898, it has been decided to open a commercial high school in connection with the university the coming Easter at Leipzig. The conditions governing admission have now been made public. Candidates for matriculation must have pursued one of the courses, or have the qualifications hereunder specified:

(1) Graduates of nine-grade secondary schools (Gymnasia, Real-Gymnasia, and Ober Realschule).

(2) Graduates of a commercial secondary school, the course of which conforms with the aforementioned institutions.

(3) Merchants who have received the certificate of the one-year volunteer military service and who have successfully completed their apprenticeship.

(4) Graduates of German teachers' seminaries who have passed the qualifying examination ("second state examination").

(5) Foreigners who establish proof of a corresponding education and who are over 20 years of age.

The two last points were not definitely decided upon at the commercial high school conference at Hanover. Up to the present, entrance examinations have not been considered. Students of the University of Leipzig, merchants, teachers, etc., may attend certain lectures. As to the admission of students of the commercial high school to the university lectures, definite arrangements have been made with the authorities.

A seminary for training teachers for the commercial high school will be established to which students of the University of Leipzig, as well as other educated candidates for commercial high-school teacherships (including teachers and mer-

chants of at least six years' experience, who have received a seminary education and who have the right to one-year volunteer military service), will be admitted. In view of the great need of commercial teachers, this plan meets with great approval.¹

THE WORLD'S LARGEST LIBRARIES.

United States Consul Eugene Germain, at Zurich, Switzerland, writes under date of August 31, 1897:

The largest and best collection of books in the world is to be found in the National Library of France. This collection contains 2,600,000 bound volumes and about 1,800,000 copies of pamphlets; in other words, it contains about double the books at the British Museum.

The building, which is now known as the "Bibliothèque Nationale," was at one time the home of Cardinal Mazarin. To Charles V belongs the honor of having been its founder.

The Imperial Library of Russia, established by Peter the Great in 1714, is the third among the world's great libraries. It contains about 1,200,000 volumes and about 26,000 manuscripts. It attained a place in the front rank of European libraries by the acquisition of the celebrated Zalusky collection; Count Zalusky had collected about 260,000 volumes and 10,000 MSS. In the suppression of the Jesuit order in Russia the collection of books in their possession was taken in charge by Prince Italinsky, and among other libraries the prince transferred the Zalusky collection from the Jesuit college at Warsaw to St. Petersburg. The most important of the manuscripts in this library is the famous "Codex Sinaiticus" of the Greek Bible, brought from the convent of St. Catherine on Mount Sinai by Professor Tischendorf in 1859.

The fourth largest library is the Royal Library of Berlin, with 850,000 volumes. It was started in 1661 by the great elector, Frederick William. The Royal Library of Munich contains 540,000 books and 400,000 pamphlets. This library is especially rich in incunabula, and occupies the finest library building in Europe.

The fifth in rank is the United States Library, with 680,000 volumes; Strassburg, with 645,000, is sixth; Boston, with 597,152 volumes, is seventh. The eighth is the Imperial Library in Vienna, containing 570,000 volumes and about 20,000 MSS. The Royal Library at Copenhagen is the largest Scandinavian library, founded in the sixteenth century, and is particularly strong in Icelandic literature. Among its most valuable MSS. is the collection of Tycho Brahe, the Danish astronomer. The most valuable library in Italy is in the Vatican, but the largest, containing 400,000 volumes, is in Florence.

Chief among the collections open to the public in Belgium is the Royal Library, containing no less than 405,000 books and 30,000 MSS.

THE UNIVERSITY OF BONN.

Report of Vice and Acting Consul W. H. MADDEN, of Cologne, Germany.

The Frederick William University, at Bonn on the Rhine, is frequented by about 2,000 students. If Berlin, Munich, and Leipzig, with about 9,000, 4,000, and 3,000 students, respectively, rank as the largest among German universities, Bonn is entitled to the first place among the smaller ones.

It is a healthy town of 43,000 inhabitants, much in favor as a residence by learned men and artists, retired merchants and manufacturers. The neighborhood of the Seven Mountains offers opportunities for delightful excursions in summer, it being possible to reach in one afternoon the beautiful spots, Godesberg,

¹ See also Chapter VI, Vol. I, of this Annual Report.

Koenigswinter, and Rolandseck. Well-to-do students can even reside in Godesberg or Koenigswinter.

The expenses of living are, according to American ideas, relatively small. A student engages a room or rooms for the half year, paying monthly. The price of one room is from 15 to 25 marks (\$3.57 to \$5.95) a month; for two, 25 to 40 marks (\$9.52), with attendance. Breakfast, dinner, and supper come to about 75 marks. Thus for 100 marks (\$33.80) board and lodging are obtainable, good enough to satisfy the demands of even fastidious young men. The average amount for board and lodging would not exceed 75 marks.

The expenses of the university course are likewise moderate. The matriculation fees come to 18 marks (\$4.28); those for private lectures four times a week to about 20 marks (\$4.75). The fees for medical lectures are usually higher. Besides, each student pays 8 marks (\$1.90), Auditorengeld, and contributes 2 marks to an academical sick fund—an admirable institution, providing in case of illness, admission into a hospital, medical attendance and medicine gratis.

German students are only allowed to matriculate on producing a certificate proving that they have passed the final examination of a public classical school (gymnasium) or a modern high school (realschule). This examination is for youths from 18 to 20 who have attended a high school for nine years. Young men, likewise, who possess only the certificate entitling them to one year's military service, are admitted for four terms of six months each. They are from 15 to 17 years of age, having attended a high school for six years and learned either French and English or Latin and Greek. As regards foreigners, the rule is that they can matriculate and be entered in any faculty, provided they prove that they possess an education equivalent to the above. Thus their admission is made easy and a cordial welcome extended to them. Should a young man desire, however, to go up for an examination he will do well to furnish himself with a certificate that he has attended a university in his own country.

It is well known that to German students almost entire freedom is accorded both in their private life and in their studies, the university exercising only the mildest supervision over the latter. They do not, however, often abuse their liberty, having been trained for nine years to hard work both at home and at school. Nevertheless, during the first or even the second half year there is not generally much work done, a sort of tacit right to a year of freedom being conceded to them, and when grown accustomed to their independence they renew their former habits of diligence.

The Bonn University consists of five faculties: Divinity, Protestant and Catholic; law, medicine, and philosophy. A Catholic theological faculty is found elsewhere only in Breslau and Tübingen. The Episcopal authorities are permitted to exercise a certain influence in this faculty.

The philosophical faculty embraces all subjects not comprehended in the first four faculties—history, philosophy, philology, classical romance and German, mathematics, chemistry, science, zoology, all being comprised. The increasing importance of the mathematical and natural science departments has led in other universities to a division into two sections—history and philology in the one, mathematics and natural science in the other. In two universities a complete separation has already taken place, there being a natural science faculty as well as a philological faculty. Bonn, however, still, outwardly, retains the old union.

In the winter 1896-97 the number of students in the different faculties was as follows—

Protestant theology	83
Catholic theology	230
Law	457
Medicine	314
Philosophy	785

and at the Agricultural College at Poppelsdorf, in connection with the university, there were 40 students. The teaching staff consisted at that time of 71 ordinary professors, 29 extraordinary, 43 private lecturers (*privat-docenten*), 4 tutors (*lectoren*), and at the Agricultural College above mentioned 11 ordinary and 13 extraordinary professors. In order to comprehend the position of the different university teachers it is necessary to take a glance at the general constitutions of German universities.

The University of Bonn, although only founded in 1818, has in the main the same constitution as all the other German universities, which in many points retain the mediæval system. They were originally self-governing corporations possessed of considerable privileges. The teaching staff was recruited from the students, the ablest of the latter starting lectures on their own account and gathering audiences. The corporation granted the right to do this by bestowing academical degrees. The title of licentiate has survived only in the theological faculty, but that of doctor in all the faculties, it representing the sole direct advantage which the university has full power to confer.

The value of the doctor's degree varies in the different universities and in the several faculties in proportion to the difficulty in obtaining it. The faculties in Bonn all require of the candidates a written dissertation involving scientific research, as well as a *viva voce* examination.

In jurisprudence the highest proficiency is exacted and a degree only rarely conferred, while that in philosophy is but a little less difficult of attainment. The act of receiving the degree itself has become a mere ceremony, in which various ancient usages are retained. Even the final disputation, in which the candidate defends his theses, is devoid of any significance. The granting of a degree, which, by the way, is attended with considerable expense to the graduate, is a private affair of the university. The State respects the title and protects it from misuse, but recognizes no rights or claims upon itself on the part of its possessor. The sole privilege that it confers is the right of giving lectures in a university, nevertheless it is indispensable to a learned career.

The graduate commences his university career as private lecturer (*privat-docent*), but receives no salary. He announces his lectures. As, however, attendance at any particular lecture is not compulsory, his success depends entirely upon his power of attracting students. Should he be successful, he is appointed extraordinary professor by the faculty or called in that capacity to another university, the minister of instruction and of ecclesiastical and medical affairs confirming the election. The salary of extraordinary professors is small and the position not one of much importance, the power and influence of the university being chiefly centered in the ordinary professors.

The "*lectoren*" are teachers of modern languages, and mostly foreigners, and can become professors should they devote themselves to philosophy and literature.

The assistants, young men who have taken their doctor's degree and are mostly preparing for a university career, give their services to the medical staff in the clinical hospitals and to the directors of the various laboratories.

There exists a good deal of rivalry between the different universities in their efforts to attract specially capable men by urging the ministers to offer higher salaries, and thus induce them to exchange one sphere of work for another. This rivalry is not confined to Prussian universities, all the German, also Austrian, Swiss, and even Russian universities taking part in it, the result of which is much going to and fro in the learned world, for it may happen that a professor is to be found at one time in Dorpat, shortly afterwards in Strassburg, and finally in Berlin.

The ordinary professors of each faculty elect annually one of their number to be dean, and the whole body of these professors elect the rector, who likewise fills

his office for a year. The deans form the chief medium of communication between the undergraduates and the university, the rector representing the university. A committee of professors, the senate, assist him in council. It is evident that the Prussian universities possess a large measure of independence in internal affairs—freedom in teaching is jealously guarded. On the other hand, the State has its own rights, viz, the whole administration of the finances, and by merely granting or refusing funds exerts great influence. Each university has a curator, who is the representative of the minister, and exercises the governmental control. The post is a difficult one, calling for much tact, and is filled by an ex-minister or an official of that department. The present curator in Bonn, von Rothenburg, was formerly under secretary. Efforts have been made to extend the influence of the State, but hitherto without much success. The professors can neither be removed nor made to retire except of their own free will. On the other hand, the State has in the course of time obtained entire control of the examinations. State examinations are held in each faculty, and it is these which open the door to an official career and to medical and legal practice. The State appoints in each province an examining body, which is annually renewed, consisting, indeed, as a rule, of the ordinary professors of the respective universities. But the whole institution is formally dissociated from the university, and the goal of their studies is for the many the State examination, for the few the degree of doctor. In this way also the State wields a far greater influence upon university life than would appear on a superficial view, for a man naturally selects the lectures of his future examiner.

As regards the professors of to-day, the writer is unfortunately not in a position to give his individual opinion, except upon those of the philosophical faculty, and, as is well known, it is difficult to judge from the experience of others. But in general it may be said that, as a rule, only men of exceptional ability are called to Bonn, which is a rich place, and having great attractions is selected by many in preference to a larger university. Many eminent names figure in its history. We may mention that in Protestant theology the liberal as well as the orthodox school is represented. But when recently complaints were made by the orthodox the Government took measures to strengthen the positive element in the faculty.

In physiology Pflueger ranks as one of the first authorities. Professor Schede, who succeeded Trendelenburg, the surgeon, now at Leipzig, is thought well of. Fritsch, the gynæcologist, and Koester, the pathologist, were mentioned as distinguished scientists. In the philosophical faculty the classics are brilliantly represented. The names Boecheler, Usener, and Svescheke, the archaeologist, are renowned far beyond Germany. The chief representative of the German language is Willmann, who, at the instance of the minister, Puttkammer, has introduced a reformed German orthography, which, however, does not yet find general acceptance. In other branches also the philosophical faculty is rich in learned men. Foerster, an authority in the philology of the romance languages, worthily fills the chair of Frederick Diez, the founder of that science.

In the department of natural science we have to mourn the loss of Clausius, the first to propound the mechanical theory of heat; of Hertz, to whom we owe the theory of the undulating motion of electricity, and of whose famous experiments the whole world is still talking, and of Kekulé, the great chemist—all dead within a short time of each other. Whether their successors will be reckoned among the illustrious remains to be seen. In any case it is evident that in the choice of its professors Bonn upholds the best traditions.

The academical year is divided into two terms, the summer term lasting nominally from April 15 to August 15, and the winter term from October 15 to March 15. In reality, owing to a late commencement and early close one must deduct at least one month, the academical year being thus reduced to eight months.

The lectures are private and public. The private ones, for which fees are

charged, are mostly of a severely scientific character; the public ones are free and of a more popular character, thus attracting students from other faculties. The private lectures—collegium is the students' expression—take up more time and are termed "lectures of four hours," when given four times a week for one hour. The honorarium is fixed and received by the respective privat docent or private lecturer. A movement is now on foot, however, to abolish the fees, and the Government is treating with the university respecting another method of regulating the emoluments of the professors. American onlookers should, above all, bear in mind that the official salaries are often small according to our ideas, but that this is partly compensated by pensions and provisions for widows and orphans.

Besides the lectures in which only the professor speaks, there are in all departments opportunities for practical training. In law, theology, and philosophy there are so-called seminaries where intercourse is freer between professor and student. They read together, and give and receive a stimulus to individual research. Nevertheless the seminaries are kept somewhat apart from the general life of the university, the number of members being limited, and it being considered an advantage to be admitted. They are, in fact, institutions with special financial administration, special buildings, and usually possessing a valuable library. Of these seminaries there are in Bonn not fewer than ten. Corresponding to them in the natural science department there are institutes in the medical clinical hospitals. Of the former there are eleven, of the latter eight, most of them located in fine new buildings and supplied with excellent museums. There are institutes for anatomy, physiology, hygiene, chemistry; clinical hospitals for diseases of the skin, the eye, the ear, the internal organs, for women, and for mental cases. Of course, these are not all in one building, but are dispersed over the town, some being as far away as Poppelsdorf.

We must not omit to mention the university library, one of the most important in the country; the botanical gardens, the observatory, and various museums. We thus see here in a small space, developed in the course of a century, an institution which, were it to be suddenly called into existence, would require an outlay of millions, but whose organization can only be understood as an historical growth.

REPORT ON PUBLIC INSTRUCTION IN THE REPUBLIC OF URUGUAY.

Report of Consul ALBERT W. SWALM, of Montevideo, Uruguay.

The annual report of public instruction for the Republic of Uruguay has been issued, and the figures presented by Don Urbano Chucarro show a very commendable degree of progress and development. From the voluminous report I translate the material facts for the benefit of the American educational world. It should be borne in mind that Uruguay is one of the most progressive of South American States in educational matters, and from 1876, when education was first made a governmental matter in the way of support and official care, up to the present time there has been but one year in which there was no increase in public schools. (In a parenthetical way, it may be here stated that during the said period the country had to overcome the effects of three revolutions.) The total number of schools in the several departments, or counties, as they may be called, is 533, and they have an average term time of nine months. The cities and towns have 181 schools, the rural sections reporting 352, and the increase in recent years has been more largely in the latter class. The change is shown thus: In 1876, 68 per cent were city schools and 32 per cent country schools. In 1896 the country schools had 67 per cent and the city list stood at 33 per cent.

In grades they stands as follows: First grade, 124; third grade, 4, and ungraded, 352. Classified by sex, there are 69 for boys (varones) exclu-

sively, 47 for girls (niñas), and 417 mixed. These latter have proven very successful, notwithstanding that the idea clashed somewhat harshly with the old rule of absolute separation of the sexes in schools.

The attendance at the schools averages nearly 9 per cent of the population, and while that figure may appear low, it is very considerably the highest reported in South American States. It is also a matter of gratification that the educational men of Uruguay are very earnest and very sincere in their efforts to bring about a greater attendance, in which the interest of parents gives most helpful aid.

The number of teachers employed in 1896 was 1,990; of these, 1,041 were in the public schools and 949 in private schools, the teachers being all natives but 606. The male teachers numbered 601; the female 1,389. The number of children enrolled in the public schools was 51,312, and in the private schools 22,689.

These public schools, church and secular, are largely located in the cities, there being 289 in town to 90 in the country, a total of 379 for the whole State. This gives a total of 912 schools, public and private.

The total cost of the public schools per scholar was, for each scholar enrolled, \$12.38; for each attendant the cost was \$18.83, Uruguay money, the Uruguayan dollar being $\$1.03\frac{52}{100}$ of the money of the United States. The department has paid out \$727,827.82 for the period reported, but the sum will be exceeded by the year 1897. Of the school buildings, 156 are owned by the department and 533 are rented, and the rent account foots up to \$130,256.56, and the superintendent very wisely regrets that the rent takes out so much good money from the fund, when there is such great need for all and much more in more direct educational work. The average pay for the teachers is, for males, \$36.65; females, \$33.25, or a mean average of \$35.50.

Among the improvements in the system may be named a normal school for teachers, for males only, there being in successful operation one for females already. In these schools the modern methods of fitting men and women for their work are used, so far as may be possible under the changed conditions, as understood in comparison between this country and the United States. There is not such a thing as a high-school system as known in the United States, but there is a university, with public support and under governmental control. Dr. Alfredo Vazquez Acevedo is the rector or president of the board. The university has law, medical, engineering, and collegiate departments, and also a preparatory department in connection with the collegiate department. The attendance is very flattering, and the work done commends itself to the student of any nation for its thoroughness.

The grading of the public schools is apparently on about the same level as the American grade for the first grade, but the second and third grades are more comprehensive than the American grade of same number, and these should properly be classed as second to fifth, and fifth to eighth grades, American classification.

The attendance in the public and private schools is reported as follows:

Schools.	City.	Country.	Total.
Public	29,506	21,806	51,312
Private	19,126	3,563	22,629
Total	48,682	25,369	74,091

By the grade they stand as follows:

Schools.	City.	Country.
First grade.....	11,803	16,840
Second grade.....	16,382	4,966
Third grade.....	1,321	.....
Total	29,506	21,806

In the city private schools there are 6,398 ungraded, 3,734 on collegiate studies, and 8,994 in church schools—or for these a total of 19,126 scholars. In the country private schools, there are 2,459 ungraded, 405 on collegiate lines, and 699 in church care. The average general attendance was 74 per cent of the enrollment.

This report and personal observation proves that the administrative powers of Uruguay are deeply interested in public and general education for the masses, and that, so far as their finances will permit, all possible aid will be given to the upbuilding of a system that shall be a model one in every respect.

There has been gathered here, in connection with the National Museum, a very complete collection of pedagogical equipment, in which many appliances are seen and many have been adopted and are in daily use in the schools. But things distinctively local merit the highest praise and show best of skill in manufacture and wisdom in application.

MONTEVIDEO, *November 3, 1897.*

ED 97—95

CHAPTER XXXII.

MISCELLANEOUS EDUCATIONAL TOPICS.

CONTENTS—I. Several problems in graded-school management.—II. Education in Hawaii.—III. The Indian problem from an Indian's standpoint.

I.—SEVERAL PROBLEMS IN GRADED-SCHOOL MANAGEMENT.¹

There is a growing conviction among the more intelligent observers of our graded system of schools, that there are serious defects either in the system itself or in its administration. This conviction is the strongest where the schools have reached the highest degree of system and uniformity—where, in other words, the system, as a system, has attained the highest perfection.

That we may better consider these defects, let us glance at the mechanical features of a system of graded schools—not a real system as actually administered anywhere, but a system ideally perfect as a mechanism.

In the first place, it maps out and prescribes a definite and detailed course of study and instruction, the best that is practicable if not the best theoretically possible. This course is subdivided, and the time for the mastery of each part, as well as the whole, is definitely fixed. The pupils are next divided into grades or classes, corresponding to the subdivisions of the course, and all the pupils of each grade or class are required to pursue the same studies, to the same extent, in the same order, and with the same rate of progress. In other words, the mechanism of the graded system demands absolute uniformity in each grade, and the more nearly this essential condition is realized the more nearly perfect is its mechanical operation.

This view discloses the difficulties which attend the administration of the system. As a mechanism, it demands that pupils of the same grade attend school with regularity, and that they possess equal attainments, equal mental capacity, equal physical vigor, equal home assistance and opportunity, and that they be instructed by teachers possessing equal ability and skill. But this uniformity does not exist. Teachers possess unequal skill and power. Pupils do not enter school at the same age; some attend only a portion of each year; others attend irregularly, and the members of the same class possess unequal ability and have unequal assistance and opportunity. This want of uniformity in conditions makes the mechanical operation of the system imperfect, and hence its tendency is to force uniformity, thus sacrificing its true function as a means of education to its perfect action as a mechanism. This is the inherent tendency of the system when operated as a machine, and hence the great difficulty in administering it is to control this procrustean tendency and secure a necessary degree of uniformity without ignoring or forcibly reducing differences in pupils and teachers.

The foregoing remarks prepare the way for an intelligent consideration of several problems in the management of graded schools.

¹ A paper read before the elementary department of the National Educational Association in Detroit, August 4, 1874, by E. E. White, A. M.

I. How can pupils be taught in classes in a graded system without sacrificing their individual powers and wants?

The pupils in graded schools, as we have seen, are divided into classes, and to secure necessary economy these classes are made as large as practicable. The fewer the number of pupils embraced in the system, the fewer must be the number of classes, and as a consequence the greater must be the inequality in the attainments and capacity of the members of each class, and hence the greater the difficulty of the problem now under consideration. If the teacher of a class adapt his instruction and requirements to the maximum capacity of his pupils, the great majority are hurried over their studies and receive a superficial and imperfect training. If he adapt his class work to the minimum capacity of the class, the great majority are held back, and as a consequence not only sacrifice time and opportunity, but fall into careless and indolent habits of study. The remaining course is for the teacher to adapt his class work to the medium or average capacity of his pupils, with such special attention to the more and the less advanced pupils as may meet to some extent their wants. But here comes in the "per cent system," with its demands. That the class, as a whole, may attain a high average per cent, it is necessary that the lowest members of it reach a good standard, and this results in the holding back of the bright and industrious pupils until by iteration and reiteration the dull and indolent may be brought to the required standard. The amount of time and talent thus wasted in some graded schools, is very great. This is not always evident to the teacher, since the brightest pupils, being chained to the duller, soon learn to keep step, scarcely showing their ability to advance more rapidly. This difficulty is greatly aggravated when classes are promoted en masse from grade to grade, the pupils being thus chained to each other year after year or throughout the course—an efficient process for reducing pupils to the level of mediocrity.

The statement of these difficulties suggests their partial remedy. The brighter and more capable pupils in each class must have the opportunity to work away from the less capable and to step forward into a higher class when the difference between them and their lower classmates becomes too great for a profitable union in the same class. To this end there must be a proper interval between the successive classes, and the reclassification of pupils must be made with corresponding frequency.

Experience alone can determine what this interval should be and the frequency with which pupils should be promoted. It is possible that both of these facts may depend somewhat upon the number of pupils included in a graded system, a much more complete classification being possible in large cities than in small towns. While this may be true, it is believed by many experienced superintendents and other intelligent observers that the universal experience of graded schools condemns the prevalent practice of promoting pupils but once a year, with a year's interval between the classes. This wide interval is a serious obstacle in the way of a needed reclassification of pupils. The more capable pupils can not be transferred to a higher class, since this obliges them to go over the ground of two years in one—a task successfully performed by very few pupils—and the less advanced pupils can not be put back into a lower class without serious loss in time and ambition, if they are not withdrawn from school. It may be well for a few pupils in any system of graded schools to spend an entire year in reviewing the previous year's work, but these exceptional cases are usually the result of an unwise attempt to hold pupils too long together. Large classes of young pupils can not be kept together even for one year without serious loss both to those who are held back and to those who are unduly hurried. What is needed is a system of classification and promotion that shall provide for the breaking of classes at least twice a year, with a transfer of the more advanced pupils and their union with the less

advanced pupils of the next higher class, and also with special transfers of bright pupils from class to class as often as may be necessary, and special provision for pupils deficient in some branch of study.

We are aware that the system of annual promotions has special advantages. It reduces the number of classes in the smaller cities and towns, and it saves labor and trouble, especially when classes are promoted in a body on a minimum standard. It is undoubtedly true that a procrustean system which puts pupils in classes, reduces them to the same capacity, and moves them regularly and evenly forward requires little skill or trouble to run it, but this can not compensate for the serious losses involved. The highest good of pupils ought never to be sacrificed to secure a self-adjusting mechanism and uniformity of results.

II. Another problem in the management of graded schools, to which attention is called, may be thus stated: How to subject the results of school instruction to examination tests and not narrow and groove such instruction.

In a graded system of schools there must necessarily be some uniform basis of classification and promotion, since the object of classifying pupils is to bring those of like attainments into the same classes that they may advance together, and at the same time receive the greatest possible benefit from the instruction imparted. The promotion of pupils on the recommendation of teachers, or by classes without reference to relative attainments, is, as all experience shows, subversive of classification and thoroughness of instruction; and especially is this true in a system of schools comprising several departments or classes of the same grade. Teachers differ widely in skill and efficiency, and, as a general rule, the more superficial the teacher the higher his estimate of the attainments of his pupils. Hence the relative acquirements and standing of pupils must be determined by the application of some uniform test; and the more thorough and comprehensive this test the more complete, other things being equal, will be the resulting classification. Moreover, teachers as a class need the check of test examinations to prevent a too rapid advancement of their pupils. I have seen graded schools in which all proper classification was destroyed by the strife between teachers to advance their pupils into higher books and studies.

But whatever may be true of the necessity or value of test examinations, they are very generally employed in graded schools, and their character largely determines the character of school instruction. If the examination tests are narrow and technical, the instruction will be narrow and technical; if the tests run to figures, the instruction will run to figures; if the tests demand details, they will "emphasize and make imperative all the lumber of the text-books;" if they cover only a part of the studies, the non-test studies will receive little attention. Indeed, it may be stated as a general fact that school instruction is never much wider or better than the tests by which it is measured.

This narrowing and grooving tendency of test examinations is greatly increased when the results are used as a means of comparing the standing of schools and the success of teachers. The principal of the first grammar school in one of the largest cities in the East once said to the writer: "My success as a teacher is measured by the per cent of correct answers my pupils give to the series of questions submitted in the examinations for promotion to the high school. Whatever qualifications these tests call for I must produce or fail. I can not stop to inquire whether my instruction is right or wrong. I must prepare my wares for the market." Few teachers can resist the grooving influence of such a system, and, in spite of it, teach according to their better knowledge and judgment. I have seen blackboards covered with "probable" questions, and classes, meeting before and after school to be crammed with set answers to them, as a preparation for a test examination. I have known classes to memorize the names of all the bones in the human body, hundreds of dates in American history, and scores of the

mechanical processes of mensuration, because these things were known hobbies of the question maker. I have known the instruction of an entire corps of intermediate or grammar-school teachers to be largely concentrated on three or four test studies, to the great neglect of other branches of equal, if not greater, importance. Principals have neglected the lower classes in their schools and given their time and energies for weeks to the special drilling of their first class—the one to be subjected to the comparative test—and pupils have thus been fearfully overtasked.

The difficulties and errors thus pointed out suggest their remedies. We have only time for three or four specifications. The examination tests should be as wide as the approved course of instruction, covering every study and every important exercise. Since this can not be done when the examinations are conducted exclusively in writing, the written tests should be supplemented by oral ones, relating not only to the branches of study, but also to the discipline of the schools, their moral influence and life, the manners inculcated, and the general culture imparted. It is true that this will require time, but are not these things as important as the narrow and technical knowledge usually covered by the written tests?

Again, the questions should be so framed as to test the pupil's knowledge of the subjects taught—his comprehension of the leading facts and principles, rather than his familiarity with the details and verbiage of the text-book. They should place training before cramming and culture before technics. It is true that classes thus examined will not reach as high a per cent as they would were the tests confined strictly to the text-books—were every question to fall within the prescribed course of instruction. But the object of a test examination is not to assist pupils in reaching a high per cent, but to determine what they actually know and to indicate what they ought to know. When classes reach an average of 90 to 100 per cent in a test examination, the fact is of itself evidence that the tests were either grooved to a narrow course of instruction, or that the special drilling of the more backward pupils was attended with a great sacrifice of time and opportunity on the part of the other pupils.

Another remedy suggested is that the results of test examinations should not be used to compare schools and teachers. A careful observation of this practice for years has convinced me that such comparisons are generally unjust and mischievous. There is often a marked difference in the intelligence of the different districts in a city, in the number of pupils under instruction, and in other conditions for which the board of education and the public make no allowance. Moreover, these published tables of examination per cents often put a premium on special cramming and false teaching, and sometimes on downright dishonesty. The teacher who ignores higher motives and bends all his energies to secure a high per cent is rewarded, while the teacher who scorns to degrade his high calling to the preparation of "wares for the market" is condemned. When the schools brought into comparison with each other are in the same building and under the same principal, these evils are more readily avoided.

A final suggestion is that the pupil's standing should be the result not of one but of several examinations. The holding of monthly examinations, a practice now quite common in Ohio and the West generally, I believe, is much better than the former practices of annual and term examinations. The reasons are too obvious to require their statement. I will only add that these monthly examinations are often a severe tax on both teachers and pupils. It is simply an outrage to require children to write from four to six hours a day under the severe strain of a test examination. The Society for the Prevention of Cruelty to Animals should so extend the sphere of its humane efforts as to include some of our public schools on examination days.

III. Another problem in graded school management touches the freedom of the teacher, and may thus be stated: How to subject a corps of teachers to efficient supervision and not reduce them to operatives.

The adoption of a definite course of study with subdivisions corresponding to the number of classes, all following each other in natural order, necessitates the mastery of each of the successive portions as a preparation for the next higher. When the pupils in the lower grades or classes are sufficiently numerous to occupy several schoolrooms under different teachers, the progress and attainments of the several sections of each grade or class must be sufficiently uniform to enable them to come together in the upper grades or classes. This necessitates a degree of uniformity of instruction, and it is just here that the mechanism of the graded system touches its very life, as the experience of too many of the larger cities plainly shows. To secure this uniformity of instruction the course is mapped out in minute details, and the time to be devoted to each part, the order in which the steps are to be taken, and even the methods of teaching, are definitely and authoritatively prescribed. As a result the teacher is not free to teach according to his "conscience and power," but his high office is degraded to the grinding of prescribed grists, in prescribed quantities, and with prescribed fineness—to the turning of the crank of a revolving mechanism.

The supervising principal of a public school in a large city once said to the speaker: "It is idle to ask my teachers to read professional works. They follow the prescribed course of study and look to me for their methods. Their ambition is to do their work precisely as I direct, and they do this without inquiring whether my methods are correct or incorrect. It is enough that I prescribe them." It is possible that this may be an extreme case, but it illustrates the tendency of the system when administered as a mechanism. It seems unnecessary to say that this prescribed uniformity in both the matter and method of instruction is subversive of all true teaching. Carpets may be woven, garments made, and stone carved by pattern, but the unfolding and informing of a human soul is not the work of operatives, following appointed forms and methods. The human soul is not touched by the revolving cogs of mechanical methods. True teaching requires the artist's hand and the artist's spirit. Fruitful methods may be evoked; they can never be imposed. They must bear the impress of the teacher's image, and pulsate with the life which he breathes into them. The vital element in every method of instruction is what the teacher puts into it, and hence the prime fact in every school is the teacher. It is not enough that graded schools go through with the forms of a philosophic course of instruction. The knowledge to be taught may be wisely selected and arranged, the successive steps may follow each other in natural order, and the entire mechanism may be so perfect that the revolving cogs touch each other with beautiful precision; and yet, if the whole be not vitalized by true teaching, the system is a failure as a means of education. The one essential condition of success is the informing, vitalizing spirit of free, earnest teachers; and the more philosophical the system of instruction attempted, the more essential is this condition. A routine of mere book lessons may be conducted by a blind plodder who can turn the crank and tighten the screws, but a system of instruction, having for its grand end the right unfolding and training of the mind and heart, requires the insight, the invention, the skill, the inspiration of the true teacher. We are slow in learning that philosophic methods of teaching are practicable only to those who have some insight into their principles. The oral teaching in our schools is often as deadening as the old text-book drills. Some of the object-lesson teachers out-Herod Herod in mechanical teaching, and if I were obliged to choose between the text-book grinder and the crank turner of prescribed object lessons, I should unhesitatingly take the former, with the assurance that he would have something to grind.

But how can this difficulty be avoided in a graded system of instruction? How can requisite uniformity be secured and, at the same time, the teacher have necessary professional freedom? I do not assume to be able fully to answer these questions.

My first suggestion is that a sharp discrimination must be made between results and methods. The essential thing in a graded system is that there be necessary uniformity in results at stated periods, and this can be attained without denying the teacher freedom in his methods. This teacher will succeed best by one method and that teacher by another, and each should be left free to use his best power.

Another suggestion may be important. A course of study may prescribe a minimum amount of work for each school term or year, or as a condition of promotion, but the stated order and time of the subdivisions should be merely suggestive. Uniformity should be required only so far as it may be important or necessary. The essential result in a graded system is that the several classes of the same grade come to the examination for promotion with like attainments. It is not important that the several teachers accomplish the same result day by day or week by week. Nothing is more ridiculous than the attempt to parcel out primary instruction and tie it up in daily or weekly prescriptions, like a doctor's doses. This week the class is to take certain facts in geography; to count by twos to fifty (to sixty would be a fearful sin!); to draw the vertical lines of a cube; to learn to respect the aged, etc. This also suggests the folly of restricting teachers to the work laid down in the course. One teacher can accomplish more than another in the same time, and, if forbidden to widen his instruction, to turn into new fields, the surplus time will be wasted in useless repetition. A scheme of study can only prescribe the minimum, the essential course. Parallel with this and diverging from it are lines of important knowledge, which the teachers should be free to explore. Moreover, it is in these very diversions from the beaten path that the most valuable instruction is often imparted. The teacher carries into them an unusual zeal and interest, and his pupils are thus quickened with a new inspiration. It is taken for granted in this suggestion that the schools are supplied with well qualified teachers, and this presupposes that they have received necessary professional preparation. We are beginning to recognize the fact that the essential condition of the highest success of American schools is the thorough normal training of our teachers.

But the great remedy for the particular evil under consideration is intelligent, flexible supervision. Supervision is of doubtful worth when it exhausts itself on the mere mechanism of a school system. It must, of course, secure uniformity and system, but these may be attained without grooving the teachers' instruction or sacrificing their professional freedom and progress. An experienced superintendent once remarked that his chief business was to keep his teachers out of the ruts. To this end the superintendent must be qualified to instruct, inspire, and lead teachers in the work of professional improvement, and his supervision must be flexible enough to allow free investigation and experiment. It is true that a corps of teachers, imbued with such an earnest spirit of inquiry and progress, will run in no one's groove, but what is thus lost in uniformity will be more than made up in vital teaching.

IV. A fourth problem in graded-school management is the proper adaptation of the system to the needs of those pupils who can give only a part of their time to school duties. "The schools," says a leading paper, "allow no divided allegiance. If the boy goes to school, he must go steadily, and give it the heart of the working day. No provision is made for children who must devote a part of each day to labor. Hence young children are taken out of school to assist in household duties, to sell papers or do errands, or to render other assistance, really demanding but a portion of their time. Many pupils are withdrawn from school at a

very early age to learn trades. They are too young to work more than the half of each day, and would make even more rapid progress in manual labor if they could spend the other half in school. But the doors of the public schools are closed against them. They must choose between the shop and the school, and the necessity of earning a living as early as possible scarcely permits, in many instances, a choice.

The failure of the public schools to accommodate this class of pupils, the very class which, above all others, needs their advantages, has been too generally accepted as unavoidable. Whenever the necessities of the family have demanded any portion of the regular school hours, children have quietly dropped out of their classes and the schools have gone on apparently unconscious of their absence. But the proposition to enact laws compelling parents to send their children to school has raised the inquiry whether the schools are not responsible for some of the absenteeism to be thus corrected. It is urged that the first step is to adapt the schools to the necessities of all classes.

As a means to this end it has been suggested that the public schools should be organized on what is known as the half-time system—a system tried with encouraging results in Europe and also in the primary schools of several cities in this country. It is urged that the uniting of labor and schooling is the true idea, that children who devote their whole time for eight to ten years to schooling are not then likely to enter on manual labor with much enjoyment, and, besides, that labor and schooling, when united, assist each other. The half-time pupils prove, as a rule, as apt scholars as their full-time classmates, and, at the same time, more skilled workers than their unschooled workfellows.

These considerations have certainly great weight, but I am not convinced that the adoption of the half-time system in the upper grades of our schools is necessary to secure the desired end. A great many of the pupils in city schools would not engage in manual labor the half of each day were the half-time system adopted. If in school only half of the day, they would spend the other half in idleness or on the streets, and some in worse places. When no home study is required, the present system allows some six hours a day and every Saturday for labor and recreation. This is found to be time enough for many children to do all the work that is provided for them. It is possible that it would be better if all our youth had regular work the half of each day, but the public schools can not change the usages of society in this respect. They must conform to what is, rather than to what should be.

It has also been suggested that half-time schools might be organized for working children, and that the present system be continued for others. This involves not only a classification but a separation of children on the basis of manual labor, and we have already quite enough of this class principle in the organization of our schools. It is believed that the difficulty under consideration can be successfully met without organizing separate schools for working children.

What is needed is to make the course of study and requirements of our schools flexible enough to accommodate this class of pupils. Instead of half-time schools, I would suggest a half-time course of study in all grades above the primary. It is not necessary to require all the pupils in our public schools to take the same number of studies and advance with even step through the course. This prustean device must be given up, if the public school system is to do its full legitimate work as an agency for the education of the whole people. Instead of excluding pupils who can not meet all the conditions of a complete and thorough course of elementary education, it must provide for such pupils the best education possible under the circumstances. This may involve some loss in uniformity and system, but there will be a gain in usefulness—a result more important than mechanical perfection in classification.

The four great problems which we have thus imperfectly considered, are pre-eminently graded-school problems, having their origin, so to speak, in the element of gradation. Other educational problems, as the teacher problem, the study problem, the sex problem, etc., relate alike to both graded and ungraded schools.

It is hoped that I am not understood to condemn the graded system, for the very aim of this paper is to assist in making the system more efficient and useful. It is also hoped that I am not understood to intimate that the defects pointed out exist in equal degree in all graded schools. I bear cheerful testimony to the fact that the gravity of these problems is appreciated by scores of superintendents in my acquaintance, and encouraging progress has been made in their practical solution.

It may also be remarked, in conclusion, that I have aimed more to state guiding principles than to solve these problems in detail. The one principle I desire specially to impress is, that the solution of each of these four problems is found in the proper subordination of the demands of the graded system as a mechanism to its great purpose as an agency for the education of the people—for furnishing every child with the best possible education it is capable of receiving in the actual circumstances which surround it; in the proper subordination of uniformity and system, which are but means to the sublime end of unfolding, enriching, and beautifying the human soul—of touching human life in all conditions with elevating and beneficent power.

II.—EDUCATION IN HAWAII FOR 1896.

By GEN. JOHN EATON.

The Hawaiian reports of education are biennial. A census is taken once in six years. These two reports coming the same year (1896) may well be considered together. They present an exceedingly interesting story of the education of the several races represented in these islands. Of the Archipelago known as the Sandwich Islands, or Hawaii, only eight, Ha-wai-i, Mau-i, O-a-hu, Kau-ai, Mo-lo-kai, La-nai, Ka-hoo-la-we, and Nii-hau, of the principal islands extending over 300 miles at the eastern end of the group are inhabited. These have a total approximate area of 7,000 square miles, or 4,480,000 acres; and a total population, according to the last census, of 109,020, and distributed as to sex and nationality as follows:

Nationality.	Male.	Female.	Total.
Hawaiians	16,399	14,620	31,019
Part Hawaiians	4,249	4,236	8,485
Americans	1,975	1,111	3,086
British	1,406	844	2,250
German	866	566	1,432
French	56	45	101
Norwegian	216	162	378
Portuguese	8,262	6,989	15,191
Japanese	19,212	5,195	24,407
Chinese	19,167	2,449	21,616
South Sea Islanders	321	154	455
Other nationalities	448	152	600
Total	72,517	36,503	109,020

The marked disparity between the sexes will be noted. The total number of males, 72,517, in the country is nearly double the total number of females (36,503). It will be observed that next to the total of native Hawaiians, 31,019, is the total of the Japanese population, 24,191. It appears that the Japanese have recently come in with great rapidity, as many as 2,000 arriving in a month. The Chinese (next in number to the Japanese) reached 21,616, making a total from Asia of 46,023, or nearly half (42 per cent) of the total, that is the Asiatics nearly equal in number all other nationalities.

The total increase during the six years which elapsed since the previous census is 19,030, or 21.1 per cent. The diminution of the native Hawaiian population, which has been long progressing, it appears, continues. In 1890 there were 34,433 native Hawaiians; in 1896, 31,019, or a decrease of 9.9 per cent; from 1884 to 1890 the loss was reported at 13.00 per cent. This reduction in the per cent of native Hawaiian loss is in part accounted for by the greater care bestowed upon the younger generation, especially since the establishment of the Republic.

Turning to the legal school population, ages 6 to 15, inclusive, we find the following:

Nationality.	Male.	Female.	Total.
Hawaiian	2,882	2,585	5,467
Part Hawaiian	1,226	1,211	2,437
Hawaiian born, foreign	2,371	2,134	4,505
American	65	61	126
British	34	38	72
German	29	33	62
French	7	1	8
Norwegian	7	5	12
Portuguese	410	364	774
Japanese	116	31	147
Chinese	544	121	665
South Sea Islanders	4	2	6
Other nationalities	6	6	12
Total	7,694	6,592	14,286

The nationality of teachers in all schools on the islands in 1896 is as follows:

Hawaiian	68
Part Hawaiian	60
American	177
British	66
German	8
French	6
Belgian	5
Scandinavian	5
Dutch	2
Portuguese	13
Japanese	2
Chinese	14
Total	426

The pupils in Government English schools, by years:

First year	3,543
Second year	2,090
Third year	1,639
Fourth year	904
Fifth to eighth	799
High school course	118
Total	9,093

The number of pupils in the independent or private schools is 3,464, and the number of teachers, 169 (male, 69; female, 100); the number of independent schools, 62.

During the two years covered by this report there were three Government schools, with a total of 59 pupils, taught in native Hawaiian. For the future it

appears that no schools will be taught in Hawaiian, and that all instruction at Government expense will be in English.

The school attendance in the islands in 1854 was 12,432; in 1878, it had run down to 6,252; as seen above, it has risen again to 12,616. In the last two years the increase has been specially rapid.

The attendance of pupils in Government schools is as follows:

Hawaii	2,740
Maui and Lanai	1,895
Molokai	162
Oahu	3,027
Kauai and Niihau	1,269
Total	9,093

The attendance in independent or private schools, by islands, is as follows:

Hawaii	614
Maui and Lanai	438
Molokai	72
Oahu	2,185
Kauai and Niihau	155
Total	3,464

The average attendance, by islands, was:

	Per cent.
Hawaii	86.4
Maui	88.9
Molokai	86.4
Oahu	88.3
Kauai	90.7

The average for the whole group is 88.2 per cent. Honolulu has an average attendance of 88.6 per cent. The report adds the remark: "New York has an average of 76 per cent; Columbus, Ohio, 80 per cent; San Francisco, 67 per cent; Los Angeles, which, because of its enrollment of 12,191, is practically the same as ours, has 73 per cent. If the comparison is made with the States instead of the cities the percentage of the Hawaiian group shows still more favorably. The State of New York has an average school attendance of 64 per cent, Ohio, of 72 per cent, and California 76 per cent. To enforce this attendance the board employs fifty truant officers, and it is very evident that the money spent in this direction has been well expended."

The need of increased school accommodations is emphasized. "In Honolulu every school is overflowing, and there are yet children who might be brought into school if we only had room for them."

The course of study resembles very much the courses in the several States of our Union. Sewing is taught the girls according to a carefully prepared plan of work. Nine establishments have been equipped for the manual training of boys. A young lady, native of the islands, educated at Pratt Institute, Brooklyn, N. Y., teaches drawing. More than half of the pupils are instructed in music. Under the inspiration of Mrs. S. B. Cooper, of the Golden Gate Free Kindergarten Association, of San Francisco, a free kindergarten school was opened in Honolulu in March, 1894. Since then considerable progress has been made. A training class has been organized, and it is believed that the system is well grounded.

Night-school work is favorably reported.

A regular normal class has been attached to the high school. Of its members, 8 are part Hawaiians, 8 Americans, 3 are British, 1 Hawaiian, and 1 Spanish.

The report comments favorably on the quarterly meetings of the teachers held at various centers; also on the custom of visiting schools. It is affirmed that "as a body the teachers of the Hawaiian Islands are a credit to the Republic. They have the future of the State under their control, and they are as a rule faithfully and conscientiously doing their work."

Teachers' examinations are carefully conducted. First-class certificates are given for three years upon a minimum mark of 85 per cent; second-class certificates are for two years, the minimum mark required being 75 per cent; and third-class certificates for one year with a minimum mark of 65 per cent. A life diploma has been granted to Mr. Armstrong Smith, who has spent over ten years of satisfactory and successful service in the public schools of the country.

The report goes carefully into the details of the school work, public and private, in each island and each district. The attendance for the island of Oahu was 5,212, and in the city of Honolulu, the capital of the Republic, 4,305. Eight years ago there were in Honolulu only 2,329 pupils enrolled. Of the male teachers in the Government schools of that city, 6 are American and 4 are British; of the female teachers, 15 are part Hawaiians, 18 American, 10 British, 2 Scandinavian, 1 Portuguese, and 1 Chinese. Of the special teachers, 1 is British and 1 is American. Of the entire number of teachers, 35 received their education, in whole or in part, in the Hawaiian schools. The Royal School is the largest of the Government English schools, with 469 pupils and 11 teachers. The largest independent school is St. Louis College, which enrolls 522 pupils. The high school is strongly commended. The most prominent of the independent schools is Oahu, "which offers to its students a semiuniversity course." The success of its pupils in the leading universities of the United States speaks well of the training it gives. The Kamehameha classes grow in favor and do great credit to their munificent founders. A girls' department has been opened and has 59 pupils. Of the schools for girls, the largest is that kept by the Sisters of the Sacred Heart. It is a boarding and day school, and numbers 320 pupils.

The Northern Pacific Missionary Institute has 8 Hawaiian students, 1 Portuguese, and 1 Chinese. The regular course extends over three years; sometimes a fourth is added for a special study. Of the 36 pastors now serving the 55 evangelical churches, 25 are graduates of this institute. Six other graduates are engaged in the foreign missionary work in the Gilbert Islands.

The expenditures of the board having charge of the schools for the twenty-one months ending December 31, 1895, are given as \$270,856.08. A circular from the board calling attention to the clause of the constitution which declares that no public money shall be appropriated or public land conveyed to or for the support or benefit of any sectarian, denominational, or private school after a specified time, states that "the board does not consider it consistent with the above principle to open the school every morning by repeating the Lord's Prayer in unison," calling attention to the declaration of the school law, which points out the object of the common schools supported by the Government, is to instruct the children of the Union in good morals; the report declares that "this includes honesty, truthfulness, obedience to parents and teachers, respect for superiors in age and position, patriotism, kindness, benevolence, helpfulness to the weak and the unfortunate, humanity to animals, personal cleanliness, modesty, chastity, temperance, and other virtues which should be taught by precept, illustration, and example at all times. No profane or indecent language should be allowed in the school premises or on the way to or from school. Special instruction should also be given on the evils of the use of narcotics and of alcoholic drinks." In all parts the system of schools exhibits the influence of American principles and methods.

"The school law of June, 1896, revises the educational organization; there is no longer a separate cabinet officer for education. The secretary of foreign affairs is

the head of the educational department and presides over its meetings and represents it in the cabinet." The administration of education is in the care of the above cabinet officer and six commissioners to be appointed by the President with the advice of the cabinet; "ministers of religion are not eligible as commissioners." The commissioners elect one of their number as chairman to preside in the absence of the cabinet officer. They adopt all regulations and rules under the law for the employment of teachers and agents. They elect an inspector who devotes himself to the improvement of the schools and a secretary who keeps all records of the department. The organization is simple and aims to be effective in the administration of the remotest and smallest school. The law provides that private or independent schools must have a Government permit for their establishment, must conform to sanitary and hygienic requirements, must be opened to Government inspection, and that their teachers must have a Government certificate as a guaranty of their good moral character and their qualification to teach.

The attendance of all children between 6 and 15 years of age, both inclusive, at either a public or private school is obligatory; except, first, when there is no school within 4 miles; second, when it is certified by a physician that the child is physically or mentally unable to attend; third, when the child is properly instructed at home by a tutor; fourth, when the child has passed required examinations.

The English language shall be the medium and basis of instruction in all public and private schools, save where other languages are specially permitted by the department. Provision is made for teachers' conventions and institutes. Text-books are furnished by law at cost price. The law requiring boys and girls to be taught separately is repealed. The revised school law is intended to put the utmost vigor into the administration and instruction of all grades of schools.

Nationality of school attendance.

Nationality.	Number within school age.	Per cent attending school.
Hawaiians	5,467	98.39
Part Hawaiians	2,437	99.01
Hawaiian-born foreigners	4,505	91.40
Americans	126	86.50
British	72	82.75
Germans	62	82.25
French	1	Over.
Norwegians	12	100.00
Portuguese	774	85.40
Japanese	147	91.55
Chinese	665	92.43
South Sea Islanders	6	Over.
Other nationalities	12	83.33
Total	14,286	96.20

The census endeavored to obtain information, not only into the number who can actually read and write, but who can read and write English, Hawaiian, and any other language. The result is set forth in the following statement, from which may be judged the relative illiteracy of the races:

Nationality.	Number above 6 years.	Per cent able to read and write.
Hawaiians	26,495	83.97
Part Hawaiians	5,895	91.21
Hawaiian-born foreigners	5,394	68.29
Americans	2,060	86.02
British	1,516	95.44
Germans	899	86.31
French	75	92.00
Norwegians	215	80.46
Portuguese	8,089	27.84
Japanese	22,189	53.60
Chinese	19,317	48.47
South Sea Islanders	497	40.05
Other nationalities	423	75.41

The census observes there are very few countries where education is so universal, and in a few decades, if things go as they now do, there will be very few unable to read and write English.

Comparing the figures of several years, we have the following result:

Year.	Number above 6 years.	Per cent able to read and write.
1884	70,382	55.43
1890	78,571	48.85
1896	93,105	63.90

The marked gain for the last six years will be observed. The following form of statement shows the result of school attendance by groups of nationalities.

Nationality.	Number above 6 years.	Number able to read and write.	Per cent able to read and write.
Hawaiians and part Hawaiians	32,390	27,625	85.28
Americans and Europeans, other than Portuguese	5,319	4,556	85.65
Portuguese	8,089	2,252	27.84
Japanese, Chinese, and South Sea Islanders	41,913	21,421	51.10

With the progress of intelligence before us, as seen in the above data of school work, it is of interest to observe the facts connected with the ownership of property or homes, as indicated by the following table:

Number of owners of real estate.

Nationality.	1890.	1896.	Increase.
Hawaiians	3,271	3,995	724
Part Hawaiians	395	722	327
Portuguese	234	438	204
Ten other nationalities	795	1,172	377

Here is an increase of 1,632 owners of real estate. That the conditions in these recent years are favorable to the Hawaiians is indicated by the increase of 724 Hawaiian owners. From another table it appears that there are 5,966 homes owned by those who inhabit them. Here, too, the percentage by nationalities is important.

	Per cent.
Hawaiians	51.94
Part Hawaiians	7.64
Portuguese	11.64
Chinese	12.70
Japanese	5.78
Eight other nationalities	10.80

III.—THE INDIAN PROBLEM FROM AN INDIAN'S STANDPOINT.

[The following is taken from an address delivered before the Fortnightly Club, of Chicago, by Dr. Carlos Montezuma, an Apache Indian from Arizona, and reputed to be a respected resident and successful practitioner in Chicago. His proposition for the solution of the Indian question, in view of his origin and present status, is entitled to consideration.]

The Indians of to-day are not the Indians of the past. They have been cut loose from the advantages of barbarism and thus far have not profited by civilization. This makes the Indians of the present more degraded than their forefathers ever were.

Do you know that your whole effort has been and now is crowding them into depths of a state worse than barbarism?

If you go on and hold down the latent power of the young Indian in the poisonous tank of your present Indian system, the new picture will present a form that once glowed with health scarred by disease; the once open face and piercing eye will be filled with suspicion and fear; clear-cut feature is no longer there; the hands that pulled the bow are weakened by misuse and poisoned by vice.

We Indians are struggling in the dark to find a way out.

I have faced your civilized and uncivilized Indian in his own home, have investigated the Indian school system on and off the reservations, and, above all, have I passed from the Apache grass hut through the different stages of development among enlightened people.

Now I say more and more every year, I know that you are shortsighted in dealing with the Indian. Your mistakes have made him what he is to-day.

My convictions come from intense interest, from personal observation. I have put all my thought into it. Most people have a wrong idea of the reservation; it is not an earthly paradise nor a land of milk and honey, where the pipe of peace is continually smoked. It is a demoralized prison, a barrier against enlightenment, a promoter of idleness, beggary, gambling, pauperism, ruin, and death. It is a battlefield on which ignorance and superstition are massed against a thin skirmish line sent out from civilization.

Five or ten Government employees at an agency or on a reservation can never elevate its thousands of Indians; on the contrary, you send teachers to elevate the Indians and in a few years these teachers become Indians in habits and thought.

Would you isolate your children on a barren soil?

Would you surround them with ignorance and superstition?

Would you put them among idlers, beggars, gamblers, paupers, and cowboys?

Would you put around them the bowie knife, the revolver, and the bayonet?

Would you deliberately place them away from any civilization whatever?

If you did all this, would you expect them to be cultured, refined, intelligent, humane, and honest?

Would you expect to make them industrious and self-supporting citizens?

No; you would place them in the midst of the most refined, cultured, and educated communities, among English-speaking people, where they could come face to face with all phases of civilized life, so that they might utilize and improve all their faculties. You would do this not merely for five years, but for all of their life time, and even then if they turned out well you would have a sense of relief.

You are blinded and ignorant in the enjoyment of your civilized life.

In the midst of your refinement and education you are without a trace of an idea of the real facts about the Indian question. You need to have the real conditions forcibly brought to you before you can realize your duty.

Long-range education away from civilization is an utter failure.

Five years of schooling is not education for the Indian boy any more than for the white boy. It is a mere whitewash education. The boy and girl go home and back to barbarism.

To accomplish the elevation of the Indian, compulsory education will be necessary. This education should not be on reservations nor near them, but in your public schools. If the choice of my life had been left to my mother and father or myself, I would not be here. Ignorance and the very depths of barbarism would have been my fate.

You are sympathetic and philanthropic; but your sympathy and philanthropy when exerted to the secluding of the Indians on the reservations are misplaced. It is unjust, it is inhuman; it is criminal to stun the Indian from his birth to his death.

Would you give a child a few hundred dollars a year to do with as it pleases?

The Indians in their present state have become children. The intention of the people and the Government toward the Indian is good, but you can not cancel your obligation by giving him large money annuities. You feed able-bodied men and women; you take away the need of personal effort; you hold them in idleness; you encourage barbarism. Against these methods and this treatment I protest.

You may care for the weak and helpless, but do not make strong men idle.

Good people wish the Indians were like themselves, but think it cruel to change their relations and habits at once.

There is a story that goes this way:

There was a saint who had a dog; the dog had too long a tail. He concluded to cut the poor unfortunate's tail off little by little so as not to hurt the dear dog too much. In much this way we are treating the Indians. Let us stop this destructive policy. Let us cut the Gordian knot by the quickest way possible. Delay is ruin to my race.

Does anyone say that this race is not endowed by nature with some great qualities which the Caucasian would do well to preserve? Yes, more, to imitate?

Do I hear anyone say that the Indian has no fine qualities worth preserving? Do I hear this from anyone? If I do, my words are not for him.

Why do you not wipe out these dark reservations? Let the Indian earn his living in God's appointed way, "by the sweat of his brow." This is the only way to liberty, manhood, and citizenship.

Some of these Indians, when brought into competition with white men, will die, you say. True; but that is what they are doing now. But, you say, they are wards of the nation, and we must deal honorably and justly with them. What you say is true, and you mean well, but to hear you speak of dealing honestly and justly with the Indian makes an Indian smile.

You ask what shall be done with the reservations which the nation holds in trust for the Indian? I answer, sell them to bona fide settlers. What shall be done with the money? Use it, and more if necessary, for the education of every

Indian child or youth. Where and how would you educate them? Away with the reservation schools. Send all children to the most civilized communities, not in large masses, but scatter them in small classes over the United States, and place them in the public schools. Let them be brought up in and become citizens of the various States. But this would be cruel to take little children from their parents and natural protectors. True, I know about that, because it happened to me. But you ask, What right have we to take away a child from its Indian parents? I answer, It is done every day by the courts in the cases of white children whose parents are incapable of taking care of them. You can never civilize the Indian until you place him while yet young (and the younger the better) in direct relations with good civilization. When you do this with judgment, you will succeed and make him a useful citizen of the Republic.

You have compromised and compromised with the Indians, fed and clothed them as children, and have kept them pent up away from civilization. You know the results.

By leaving the education of the papooses to their ignorant and superstitious parents, you have encouraged the blind to lead the blind. The system is worse than a failure. And worst of all, you have done this carelessly and not without good motives.

As an Indian, I thank God for helping hands that led me, step by step, perhaps not far, but at least to where I am now. Had it not been for this, my fate would have been that of my people. The Indian children when transplanted must have friends who will give them advice, support, and encouragement. This will help them on over the difficulties. Small difficulties will seem to them like mountains.

The reservation can never furnish the necessary conditions. The cure must come from association with enlightened Christian people.

"Out of geographical barbarism into geographical civilization and citizenship" is the true war cry for the Indian of to-day.

It is entirely practical to distribute all Indian children among your families. This has been done with great success.

Four hundred and some odd thousand emigrants land upon your shores annually; in a few years they and their descendants are absorbed and lost sight of. This is because their children have the benefits of the public schools.

I wish that I could collect all the Indian children, load them in ships at San Francisco, circle them around Cape Horn, pass them through Castle Garden, put them under the same individual care that the children of foreign emigrants have in your public schools, and when they are matured and moderately educated, let them do what other men and women do—take care of themselves.

CHAPTER XXXIII.

CURRENT QUESTIONS.

Contents.—Coeducation—Compulsory school laws—Temperance instruction—Women in school administration—Teachers' pensions—Foreigners in universities of central Europe—Conveyance of children to school—Higher commercial education—Graduate work at universities and colleges—Corporal punishment—Salaries of teachers—Text-books (selection and supply)—The local unit of school organization.

COEDUCATION.

Coeducation, or the education of boys and girls in the same classes, is the general practice in the elementary schools of the United States. Exceptions to this rule are found in a few cities—less, apparently, than 6 per cent of the total number. In the majority of these cities the separation of boys and girls has arisen from the position or original arrangement of buildings, and is likely to be discontinued under more favorable conditions. Of the fifty principal cities enumerated by the census of 1890, four—namely, Philadelphia, Pa.; Newark, N. J.; Providence, R. I., and Atlanta, Ga.—report separation of the sexes in the high schools only; two cities of this class—San Francisco, Cal., and Wilmington, Del.—reported, in 1892, separation in all grades above the primary. In six cities—New York and Brooklyn, N. Y.; Boston, Mass.; Baltimore, Md.; Washington, D. C., and Louisville, Ky.—both separate and mixed classes are found in all grades. Five cities of the second class having a population of 8,000 or more report separation of the sexes in the high schools, and ten cities of the same group separate classes in other grades. Of cities whose population is less than 8,000, nine report separate classes for boys and girls in some grades.

Coeducation is the policy in about two-thirds of the total number of private schools reporting to this Bureau and in 65 per cent of the colleges and universities.

Foreign countries.—In England 65 per cent of the departments into which the elementary schools are divided have boys and girls in the same classes; in Scotland, 97 per cent. Statistics for Ireland show that 51 per cent of the national schools have a mixed attendance of boys and girls.

Separate education is the general policy in English schools of secondary grade, and where both sexes are admitted to the same school it is generally to separate departments. It is noticeable that the royal commission on secondary education advocate the extension of the coeducation policy.

In the British colonies, with very few exceptions, both mixed and separate schools are found. In Ontario all the schools are mixed. In Quebec the schools for English children are, as a rule, mixed, but in those for the French the sexes are separated. In the Australasian colonies the tendency to separate departments for boys and girls is noticeable in cities. In Cape Colony, while nearly all schools are mixed, separate schools for girls are encouraged.

In France custom and sentiment favor the separate education of boys and girls and the law requires every commune having above 500 inhabitants to establish a separate school for girls unless specially authorized to substitute therefor a mixed school. The attendance upon mixed schools slightly increased during the last decade, but not enough to indicate any decided change of sentiment in this respect. The mixed schools are seldom found in cities.

The department of the Seine, which is occupied by Paris and its environs, reported in 1891-92 for public schools only 0.2 per cent of the pupils enrolled in mixed schools and for private schools 9.2 per cent.

In secondary schools, public and private, separate education is the universal rule.

Germany.—Separate education is the preferred policy in the German States, but is not practicable in the rural primary schools. According to statistics of 1891, in Prussia two-thirds of the children in the common schools were in mixed classes, but in the cities the proportion was only three-tenths. In Saxony only the two lowest classes are mixed, so that separation occurs generally at the tenth year of age—always by the twelfth.

Other continental countries.—Similar conditions prevail in the remaining countries of Europe, the tendency toward separation being most strongly marked in the Catholic countries. In Italy the law calls for separate schools for boys and girls, and if they attend at the same building it must be in separate departments, each provided with its own entrance door. The lowest classes, however, may be, and often are, mixed.

In Norway, and to a less extent in Denmark, girls are securing admission to secondary schools formerly reserved for boys.

The South American republics follow the precedent of the Latin States of Europe. Brazil, like Italy, requires separate schools for the two sexes. In 1888 the experiment of admitting boys and girls to the same class rooms was made in a few schools, but they were seated in different rooms outside of recitation hours.

Coeducation in the universities of Europe.—The adverse vote of the senate of Cambridge University upon the proposition to admit women to the university degrees fixes for the present the status of women with respect to the two great English universities. The vote which was taken May 21, 1897, stood 1,707 against to 661 for the resolution.

The university colleges established in England since 1868 are open to men and women. By the "universities act" of 1889 the Scotch universities were authorized to open their doors to women. Edinburgh admits them to the classes with men. Glasgow has affiliated Queen Margaret College for women, and more recently (1895) opened all lectures in the faculty of arts to women. The University College of Dundee, affiliated to St. Andrews, is coeducational.

In France women have never been legally deprived of university privileges, and since 1863, when the first woman was enrolled in the Paris faculties, the number of women matriculates has been gradually increasing. Women have recently been admitted to courses in the universities of Germany, Austria, and Hungary, special authorization being required in each individual case.

The University of Athens was opened to women in 1890.

COMPULSORY SCHOOL LAWS.

United States.—Twenty-nine States and two Territories have passed compulsory school laws defining the ages to which the law shall apply, the annual term of school attendance, and the penalty imposed upon parents or guardians for violation of the law.

These requirements are summarized in the following table:

Compulsory education requirements in the United States.

State.	Age.	Annual period.	Penalty on parents or guardians.
Maine	8-15	16 weeks (2 terms of 8 weeks each, if practicable).	Fine, \$25 (maximum).
New Hampshire	6-16	12 weeks	Each offense, \$10 (maximum).
Vermont	8-15	20 weeks	Fine, \$10 to \$50.
Massachusetts	8-14 or 15	30 weeks	Each offense, forfeit not exceeding \$20.
Rhode Island	7-15	12 weeks; 6 consecutive	Each offense, fine \$20 (maximum).
Connecticut	a 8-14 or 15	8 to 13 years of age, 24 weeks; 13 to 14, 12 weeks.	For each week's neglect, fine \$5 (maximum).
New York	a 8-14	8 to 12 years of age and unemployed youths 14 to 16, full term; for children 12 to 14, at least 80 days consecutive.	First offense, fine \$5 (maximum); each subsequent offense, \$50 (maximum) or imprisonment 30 days.
New Jersey	b 7-12	20 weeks; 8 consecutive	Each offense, \$10 to \$25 or imprisonment 1 to 3 months.
Pennsylvania	a 8-13	70 per cent of the entire term.	First offense, \$2 (maximum); each subsequent offense, \$5 (maximum).
District of Columbia	c 6-15	12 weeks; 6 consecutive	Fine, \$20 (maximum).
West Virginia	8-14	16 weeks	Fine, not exceeding \$5.
Kentucky	7-14	8 consecutive weeks	Fine, \$5 to \$20 (first offense); \$10 to \$50 each subsequent offense.
Ohio	a 8-14	20 weeks, city district; 16 weeks, village and township districts.	Fine, \$5 to \$20.
Indiana	8-14	12 consecutive weeks	\$10 to \$50; also, if court so orders, imprisonment 2 to 90 days.
Illinois	7-14	16 weeks; 8 consecutive	Fine, \$3 to \$20.
Michigan	d 8-14	16 weeks; 6 consecutive	First offense, \$5 to \$10; each subsequent offense, \$10 (minimum).
Wisconsin	7-13	12 weeks	Fine, \$3 to \$20.
Minnesota	8-16	12 weeks; 6 consecutive	First offense, \$10 to \$25; each subsequent offense, \$25 to \$50.
North Dakota	8-14	....do	First offense, \$5 to \$20; each subsequent offense, \$10 to \$50.
South Dakota	8-14	....do	Fine, \$10 to \$20.
Nebraska	8-14	12 weeks	Each offense, \$10 to \$50.
Kansas	8-14	12 weeks; 6 consecutive	First offense, fine \$5 to \$10; each subsequent offense, \$10 to \$20.
Montana	8-14	....do	Each offense, \$5 to \$20 or 30 days' imprisonment.
Wyoming	e 6-21	12 weeks	Each offense, \$25 (maximum).
Colorado	8-14	12 weeks; 8 consecutive	Each offense, \$5 to \$25.
New Mexico	8-16	12 weeks	Fine, \$1 to \$25, or imprisonment for not more than 10 days.
Utah	8-14	16 weeks; 10 consecutive	First offense, \$10 (maximum); each subsequent offense, \$30.
Nevada	c 8-14	16 weeks; 8 consecutive	First offense, \$50 to \$100; each subsequent offense, \$100 to \$200.
Idaho	8-14	....do	First, \$5 to \$20; subsequent offenses, \$10 to \$50.
Washington	8-15	12 weeks	Fine, \$10 to \$25.
Oregon	8-14	12 weeks; 8 consecutive	First offense, \$5 to \$25; subsequent offense, \$25 to \$50.
California	8-14	Two-thirds of school term; 12 weeks consecutive.	First offense, \$20; each subsequent offense, \$20 to \$50.

a To 16 if unemployed in labor.

b The law applies to youths 12 to 16 years of age if discharged from employment in order to receive instruction.

c Law not enforced.

d In cities, 7 to 16.

e Penalty imposed only for children 7 to 16.

Compulsory education in foreign countries.

Country.	Age.	Attendance required.	Penalty.
Austria	6-14	Until scholar has acquired prescribed subjects, religion and reading, writing, and arithmetic.	Fine \$3.50 (maximum) or imprisonment up to 2 days.
Bavaria	a 6-14	.....do.....	Fine \$11 (maximum) or 8 days' imprisonment.
Belgium .....	.....	No compulsory law .....	.....
France	6-13	For 4 absences of half a day in a month the parent is summoned before local school committee.	First and second offenses, warning; subsequent, fine, \$3 (maximum) and imprisonment 5 days.
England	5-13	Full school term unless by special arrangement.	Determined by local by-laws.
Scotland	5-13	.....do.....	Fine \$5 or imprisonment 14 days.
Holland .....	.....	No compulsory law .....	.....
Hungary	b 6-12	8 months, country; 10 months, town.	Fine from 35 cents to \$1.50.
Italy	6-9	No fixed rule	Each offense, 10 cents to \$2.
Norway	(c) 12 weeks per annum .....	.....	Fines.
Prussia	6-14	8 years, or until elementary education is completed.	Each offense 70 cents (maximum), or imprisonment up to 3 days.
Saxony	d 7-15	Same as Austria	Fine \$1.50 to \$7, or imprisonment from 1 day to 6 weeks.
Sweden	7-14	34 weeks .....	.....
Berne	6-15	Five-sixths of possible attendances.	Fines and imprisonment.
Geneva	6-15	4 days a week, 6 hours a day.	Do.
Neuchâtel	7-16	After 13 years of age, 10 hours a week.	Fine 38 cents (minimum) or imprisonment 30 days (maximum).
Tessin (Switzerland) ..	6-14	28 hours a week for 6 to 9 months.	Each offense 2 to 3 cents, and 4 hours' imprisonment.
Vaud (Switzerland) ..	7-16	33 hours a week .....	.....
Grisons (Switzerland) ..	7-15	.....	Fines or imprisonment.
Zurich	6-16	Every day; penalties for 10 absences.	Warnings; subsequently fines, 60 cents to \$3.
Wurtemberg	6-14	Every school day	Fine or imprisonment.
British Columbia	7-12	.....	Do.
Cape Colony .....	.....	No compulsory law .....	.....
New Zealand	7-13	One half the period during which the school is open.	Fine \$10 (maximum).
Nova Scotia	7-12	80 days a year	Fine \$2.
Ontario	7-13	100 days a year	\$1 per month for each of the children not attending a school.
Prince Edward Island ..	8-13	13 weeks a year	Fine.
Quebec .....	.....	No compulsory law .....	.....
Queensland	6-12	60 days in each half year, but law not yet enforced.	Fine \$5 to \$25, or imprisonment 7 to 30 days.
South Australia	7-13	35 school days per quarter.	Fine \$1.25 to \$5.
Tasmania	7-13	3 days a week .....	.....

a 13 to 16 in secular Sunday Schools.

b 12 to 15 continuation.

c From 8 until confirmation; in town from 7 until confirmation.

d Special dispensation after 7 years' attendance and 1 year's prolongation for ignorance.

e Compulsion not yet enforced.

TEMPERANCE INSTRUCTION.

Legislative provisions relating to scientific temperance instruction in the various States.

EXPLANATION OF MARKS.

× The cross signifies that scientific temperance is a mandatory study in public schools.

* The star signifies that this is a mandatory study, and that a penalty is attached to the enforcing clause of this statute in the State or Territory to which it is affixed.

† The dagger signifies that the study is not only mandatory but is required of all pupils in all schools.

‡ The double dagger signifies that the study is required of all pupils in all schools, and is to be pursued with text-books in the hands of pupils able to read.

|| The parallel indicates that the study is to be taught in the same manner and as thoroughly as other required branches.

§ The section indicates that text-books on this topic used in primary and intermediate schools must give one-fourth or one-fifth their space to temperance matter, and those used in high schools not less than 20 pages.

¶ The paragraph indicates that no teacher who has not passed a satisfactory examination in this subject is granted a certificate or authorized to teach.

α The alpha indicates that text-books on this topic shall give full and adequate space to the temperance matter.

β The beta signifies that a definite number of lessons for each school year has been made compulsory.

The letter a indicates assent or "yes," referring to the conditions signified by the character at the head of the column.

States and Territories.	×	*	†	‡	||	§	¶	α	β
Alabama.....	a			a			a		
Arizona.....		a		a	a		a		
Arkansas.....									
California.....	a		a						
Colorado.....		a			a		a		
Connecticut.....				a	a	a	a		
Delaware.....			a				a		
District of Columbia.....		a		a	a		a		
Florida.....	a						a		
Georgia.....									
Idaho.....	a								
Illinois.....		a		a	a	a	a		a
Indiana.....	a	a					a		
Iowa.....		a	a		a		a		
Kansas.....			a				a		
Kentucky.....	a		a		a				
Louisiana.....		a		a	a	a	a		
Maine.....			a				a		
Maryland.....				a	a				
Massachusetts.....			a				a		
Michigan.....		a		a	a	a			
Minnesota.....		a	a				a		
Mississippi.....	a				a		a		
Missouri.....							a		
Montana.....	a								
Nebraska.....			a				a		
Nevada.....	a								
New Hampshire.....	a						a		
New Jersey.....		a		a	a			a	
New Mexico.....		a		a	a		a		
New York.....		a		a	a	a	a		a
North Carolina.....		a			a	a	a		
North Dakota.....		a		a	a		a		
Ohio.....		a	a				a		
Oklahoma.....		a		a	a		a		
Oregon.....			a						
Pennsylvania.....		a	a		a		a		
Rhode Island.....									
South Carolina.....		a		a	a	a	a		
South Dakota.....		a		a	a	a	a		
Tennessee.....	a		a		a		a		
Texas.....	a						a		
Utah.....									
Vermont.....	a								
Virginia.....									
Washington.....	a	a					a		
West Virginia.....		a	a		a		a		
Wisconsin.....			a				a		
Wyoming.....		a					a		

WOMEN IN SCHOOL ADMINISTRATION.

There are at present 2 women holding the position of State superintendent of schools, 12 that of city superintendent, 238 that of county superintendent. The status of women in respect to directive influence in school affairs is tersely summarized as follows:

Women may hold any school office in Connecticut, Idaho, Illinois, Indiana, Louisiana,¹ Minnesota, North Dakota, Oregon, Pennsylvania,¹ South Dakota, and Wyoming. Women may be county superintendents in Kentucky (if holding a State teacher's diploma), Montana (district offices also), Tennessee, and Wisconsin (city, town, and district offices also). Women may be commissioners and school district officers in New York.

Women may be local town or district officers in Arizona, California, Colorado, Iowa (where a woman must be a member of the State educational board of examiners), Maine, Massachusetts, Michigan, Nebraska, New Jersey, Ohio, and Vermont.

Women have like suffrage with men in Colorado, Idaho, Utah, and Wyoming. They may vote (1) on general school questions in Minnesota (at any election or at any district meeting), in North Dakota, and South Dakota; (2) on local school questions in Arizona, Iowa (on issue of bonds or increase of tax levy), Kansas, Kentucky (if widowed parents or guardians or spinster guardians of school children), Michigan, Nebraska, New York (if parents and taxpayers), Montana (at district elections), New Hampshire, New Jersey (restricted from voting for members of boards of education), Ohio (for members of boards), Oregon (widows with children to educate and taxpayers), Vermont (on all questions pertaining to schools), Washington (for directors), and Wisconsin.

WOMEN STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION.

Colorado, Miss Grace E. Patton, Denver.
Wyoming, Miss Estelle Reel, Cheyenne.

WOMEN CITY SUPERINTENDENTS, 1896-97.

Leavenworth, Kans., Miss Mamie E. Dolphin.
Bangor, Me., Miss Mary E. Snow.
Brewer, Me., Mrs. Mertie M. Custis.
Orange, Mass., Lizzie A. Mason.
Rockport, Mass., Mary L. Lincoln.
Marquette, Mich., Anna M. Chandler.
Malone, N. Y., Sarah L. Perry.
Bristol, Oreg., Louise D. Baggs.
Johnston, R. I., Sarah D. Barnes.
Logan, Utah, Jennie D. Hubbard.
Brattleboro, Vt., Miss M. Belle Smith.
Appleton, Wis., Carrie E. Morgan.
Depere (East Side), Wis., Violet M. Alden.

Women county superintendents, 1898.

ARKANSAS.

County.	Name.	Post-office.
Madison	Jessie Bird	Hindsville.

¹ Limited to any office of control or management.

Women county superintendents, 1898—Continued.

CALIFORNIA.

County.	Name.	Post-office.
Alpine	Mrs. Harriet A. Grover	Markleeville.
Colusa	Mrs. H. L. Wilson	Colusa.
Lake	Mrs. E. K. Harrington	Lakeport.
Mariposa	Julia L. Jones	Mariposa.
Modoc	Anna L. Williams	Alturas.
Mono	Cornelia Richards	Bridgeport.
Napa	Kate Ames	Napa City.
Plumas	Mrs. Katie L. Donnelley	Greenville.
San Bernardino	Maggie M. Mogeau	San Bernardino.
San Mateo	Etta M. Tilton	Redwood City.
Shasta	Mrs. M. E. Dittmar	Redding.
Trinity	Lizzie H. Fox	Weaverville.
Yolo	Clara March	Woodland.

COLORADO.

Arapahoe	Mrs. Thalia Rhoads	Denver.
Baca	Mrs. Mary E. Cole	Springfield.
Delta	Miss Ella New	Delta.
Dolores	Mrs. L. P. Yocum	Rico.
Elbert	Mrs. Anna C. Williard	Kiowa.
Garfield	Mrs. Aradell White	Greenwood Springs.
Gilpin	Mrs. Helen Grenfell	Central City.
Grand	Miss Lizzie Sullivan	Hot Sulphur Springs.
Gunnison	Mrs. S. M. Logan	Gunnison.
Hinsdale	Mrs. Nettie Whitmore	Lake City.
Huerfano	Mrs. J. C. Creesey	Walsenburg.
Kiowa	Mrs. Emma O. Liggett	Sheridan Lake.
Kit Carson	Mrs. S. E. Morgan	Burlington.
Lake	Mrs. Anna K. Page	Leadville.
Larimer	Miss Henrietta Wilson	Port Collins.
Lincoln	Mrs. H. L. Dunaway	Hugo.
Mesa	Miss Elizabeth Walker	Grand Junction.
Mineral	Miss Ella Henry	Amethyst.
Montrose	Miss Alice M. Catlin	Montrose.
Morgan	Mrs. Garver	Fort Morgan.
Ouray	Mrs. Isabel L. Moore	Ouray.
Park	Mrs. Sadie Maxey	Fairplay.
Routt	Mrs. Emma H. Peck	Craig.
San Juan	Mrs. Ellen Carbis	Silverton.
Summit	Mrs. Jennie M. Jones	Breckenridge.
Washington	Miss Lou A. Bagley	Akron.

ILLINOIS.

Alexander	Miss Nannie J. McKee	Cairo.
Dewitt	Mrs. Hattie P. Wilson	Clinton.
Douglas	Miss Mamie Bunch	Tuscola.
Johnson	Miss Sarah J. Whittenberg	Vienna.
Pulaski	Mrs. Hester M. Smith	Mound City.
Warren	Mrs. Mary E. Sykes	Monmouth.

IOWA.

Cherokee	Agnes J. Robertson	Cherokee.
Clarke	Nellie Richards	Osceola.
Clay	Mrs. Ellen Reed	Spencer.
Franklin	Emily Reeve	Hampton.
Jefferson	Laura B. Swan	Fairfield.
Monroe	Mrs. F. E. McKillip	Albia.
O'Brien	Ella Seckerson	Primghar.
Palo Alto	Anna Donovan	Emmetsburg.
Poweshiek	Viola H. Schell	Montezuma.
Washington	Cornelia Klass	Washington.
Wayne	Carrie M. Goodell	Corydon.

Women county superintendents, 1898—Continued.

KANSAS.

County.	Name.	Post-office.
Chase	Mrs. Sadie P. Grisham	Cottonwood Falls.
Clark	Mrs. Julia A. Crane	Ashland.
Cloud	Mrs. M. L. Brierley	Concordia.
Cowley	Miss Julia B. King	Winfield.
Finney	Mrs. Ollie B. Mullins	Garden City
Gray	Miss Mollie Land	Cimarron.
Greeley	Mrs. Mary E. Wells	Tribune.
Hodgeman	Miss Carol E. Reed	Jetmore.
Johnson	Miss Edith Barnett	Olathe.
Kearney	Miss Tillie E. Davies	Lakin.
Labette	Mrs. Hattie Ham	Oswego.
Meade	Miss Jennie Kessler	Meade.
Miami	Miss Lizzie W. Boyle	Paola.
Neosho	Elizabeth Frazier	Erie.
Pawnee	Miss Carrie Hall	Larned.
Seward	Miss Kate B. Saunders	Liberal.
Stanton	Miss Viah M. Cross	Johnson City.
Woodson	Miss Lucy Ellis	Yates Center.
Wyandotte	Miss Melinda T. Clark	Kansas City.

KENTUCKY.

Bourbon	Miss Kate Edgar	Paris.
Breathitt	Miss Cattie Little	Jackson.
Christian	Miss Kate McDaniel	Hopkinsville.
Crittenden	Miss Mina Wheeler	Marion.
Franklin	Miss Lucy Pattie	Frankfort.
Lincoln	Kate Blain	Stanford.
Madison	Mrs. A. T. Million	Richmond.
Owsley	Mrs. M. E. Herd	Booneville.
Spencer	Mrs. Lucy V. West	Taylorsville.
Wayne	Mrs. M. F. Denny	Monticello.

MICHIGAN.

Arenac	Julia A. Inglis	Sterling.
Barry	Flora Beadle	Hastings.
Crawford	Flora M. Marvin	Grayling.
Kalkaska	Bertha H. White	South Boardman.
Luce	Emma Sherman	Newberry.
Manistee	Mrs. L. E. W. Hall	Manistee.
Mason	Mary McKenzie	Ludington.
Midland	Melinda L. Mills	Midland.
Ottawa	Cora M. Goodenow	Berlin.

MINNESOTA.

Aitkin	Miss Serena Haugen	Aitkin.
Carlton	Mrs. Minna Walker	Carlton.
Itasca	Mrs. O. H. Stilson	Grand Rapids.
Jackson	Flora J. Frost	Jackson.
Lac qui Parle	Mrs. Ida O. Sias	Madison.
Lincoln	Mrs. Mary I. Robertson	Minneota.
Lyon	Mrs. Dell W. Forbes	Marshall.
Millelacs	Miss Marion Mudgett	Princeton.
Mower	Gertrude C. Ellis	Anstin.
Nobles	Maud Graves	Adrian.
Norman	Lottie A. Bradley	Ada.
Rock	Ellen M. Wright	Luverne.
Wilkin	Carrie W. McCauley	McCauleyville.

MISSOURI.

Mercer	Mrs. Anna M. Hubbell	Princeton.
Miller	Mrs. C. F. Spearman	Brumley.
Morgan	Miss G. L. Litsinger	Versailles.
Pike	Miss Byrmina Shaw	Bowling Green.
Putnam	Miss Myra Hume	Powersville.
Scotland	Mrs. S. H. Dean	Memphis.

Women county superintendents, 1898—Continued.

MONTANA.

County.	Name	Post-office.
Beaverhead.....	Miss Maidie Rife.....	Dillon.
Carbon.....	Mrs. M. A. Kearns.....	Red Lodge.
Cascade.....	Miss Ina Craven.....	Greatfalls.
Choteau.....	Miss Margery E. Jacoby.....	Fort Benton.
Custer.....	Mrs. Laura Zook.....	Miles City.
Dawson.....	Miss Nora Johnson.....	Glendive.
Deerlodge.....	Miss Annie Quigley.....	Anaconda.
Gallatin.....	Miss Ida Mack.....	Bozeman.
Granite.....	Miss Mary Smith.....	Phillipsburg.
Jefferson.....	Miss Lillian Carey.....	Boulder.
Lewis and Clarke.....	Miss Kathryn Johnston.....	Helena.
Meagher.....	Miss S. E. Curtis.....	White Sulphur Springs.
Missoula.....	Miss Harriet Hord.....	Missoula.
Park.....	Miss Anna McDermott.....	Livingston.
Ravalli.....	Miss Kittie Ostermeyer.....	Hamilton.
Silverbow.....	Miss Mary Mullins.....	Butte.
Sweet Grass.....	Miss Bessie H. Merrieles.....	Bigtimber.
Teton.....	Miss Florence Bean.....	Choteau.
Valley.....	Mrs. Jessie Bell.....	Glasgow.

NEBRASKA.

Blaine.....	Miss Bessie Ferguson.....	Brewster.
Boxbutte.....	Miss Anna E. Neeland.....	Hemingford.
Cherry.....	Miss Lillian U. Stoner.....	Valentine.
Deuel.....	Mrs. Rosa Dodds.....	Chappell.
Dixon.....	Mrs. Sadie Poff-Rowse.....	Wakefield.
Hitchcock.....	Mrs. Watie Van Petten.....	Trenton.
Keith.....	Mrs. Anna Gray Clark.....	Ogallala.
Lincoln.....	Mrs. F. A. Franklin.....	North Platte.
McPherson.....	Mrs. Jennie F. Clothier.....	Tyrone.
Perkins.....	Miss Virginia Carothers.....	Grant.
Thomas.....	Mrs. R. Z. Milroy.....	Thedford.
Wayne.....	Mrs. Myra Fletcher.....	Wayne.

NEW YORK.

Broome.....	Mrs. Mary L. Kniskern.....	Deposit.
Cattaraugus.....	Martha Van Rensselaer.....	Randolph.
Niagara.....	Adelaide L. Harris.....	Ransomville.
Oneida.....	Cora A. Davis.....	Whitesboro.
Richmond.....	Mrs. Julia R. West.....	New Brighton.
Warren.....	Roxie G. Tuttle.....	Glen Falls.
Wayne.....	Myra L. Ingalsbe.....	Hartford.
Yates.....	Llewellyn J. Barden.....	Gage.

NORTH DAKOTA.

Billings.....	Mrs. J. F. Martin.....	Sentinel Butte.
Cass.....	Mrs. Mattie M. Davis.....	Fargo.
Eddy.....	Mrs. May Manning Keims.....	New Rockford.
Foster.....	Mrs. L. C. Campbell.....	Carrington.
Kidder.....	Miss Alice J. Fisher.....	Tappen.
Logan.....	Miss Eva B. Crouch.....	Napoleon.
Mercer.....	Miss Katie Gallagher.....	Hazen.
Oliver.....	Mrs. Iowa Etherington.....	Sanger.
Pierce.....	Mrs. Ellen Eide.....	Rugby.
Wells.....	Miss Kate Needham.....	Fessenden.
Williams.....	Mrs. M. A. Bergh.....	Williston.

OHIO.

Allen.....	Mrs. M. J. Ballard.....	Lima.
Defiance.....	Miss Carra G. Brown.....	Hicksville.
Henry.....	Mrs. Sue Welsted.....	Napoleon.
Lucas.....	Sarah C. Ensign.....	Toledo.
Mercer.....	Elma Johnson.....	Fort Recovery.

Women county superintendents, 1898—Continued.

OKLAHOMA.

County.	Name.	Post-office.
Custer	Clara Ruddell	Arapahoe.
Day	Della Cann	Redmoon.
Grant	Mrs. F. Boyer	Pond Creek.
Lincoln	Alice Stublefield	Chandler.
Oklahoma	Alice V. Beitman	Oklahoma City.

PENNSYLVANIA.

Cameron	Mattie M. Collins	Driftwood.
Potter	Anna Bodler	Coudersport.

SOUTH DAKOTA.

Aurora	Alice P. Shouse	Plankinton.
Brule	Jeanette K. Morrow	Chamberlain.
Custer	Elta M. Drew	Custer City.
Day	Mina Aasved	Pierpont.
Fall River	Mrs. W. J. Thornby	Hot Springs.
Hughes	Mrs. Emily F. White	Pierre.
Hyde	Dora C. Stewart	Highmore.
Lyman	Mary Stocks	Oacoma.
Lawrence	Kate M. Kemper	Deadwood.
Meade	Anna M. Walton	Sturgis.
Pennington	Cornelia L. Beach	Rapid City.
Potter	Miss Nina Small	Gettysburg.
Stanley	Mrs. C. A. Hutchinson	Fort Pierre.
Sully	Minnie A. Porter	Onida.

TENNESSEE.

Fentress	Miss Ellen Wright	Pall Mall.
Gibson	Miss Flora Fitzgerald	Trenton.
James	Miss Hattie Moon	Norman.
Lauderdale	Mrs. L. A. Watkins	Ripley.
Rutherford	Miss Nettie King	Murfreesboro.
Shelby	Miss Lyde P. Thomas	Enoch.

VERMONT.

Grand Isle	Mrs. H. W. Marvin	Alburgh.
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WASHINGTON.

Asotin	Mrs. H. E. Robison	Ritzville.
Columbia	Mrs. E. Turpening	Dayton.
Franklin	Mrs. Eliza G. O'Keefe	Pasco.
Garfield	Miss E. Nelson	Pomeroy.
Island	Mrs. Mary E. Jenne	Coupeville.
Jefferson	Mrs. Clara Ryan	Port Townsend.
Lincoln	Miss A. E. Neal	Davenport.
Okanogan	Mrs. V. M. Grainger	Alma.
Pacific	Mrs. A. M. Harris	South Bend.
San Juan	Miss R. Lee	Tacoma.

WISCONSIN.

Ashland	Maggie Ryan	Ashland.
Bayfield	Jessie N. Smith	Washburn.
Burnett	Mrs. Tena Davidson	Grantsburg.
Chippewa	Anna E. Schaffer	Chippewa Falls.
Clark	Miss Emerence Walters	Neillsville.
Dane, First district	Kate L. Sabin	Windsor.
Douglas	Mrs. Jessie E. Crownhart	West Superior.
Dunn	Elvira Brickley	Menomonie.
Iowa	Emma C. Underwood	Avoca.
Portage	Stacia Livingston	Plainfield.
Price	Mrs. Georgia B. Soulen	Phillips.
Sawyer	Mrs. Anna E. Guy	Hayward.
Walworth	Lillian B. Webster	Elkhorn.

Women county superintendents, 1898—Continued.

* WYOMING.

County.	Name.	Post-office.
Albany.....	Mrs. Sarah W. Pease.....	Laramie.
Big Horn.....	Mrs. Bell Howell.....	Strong.
Carbon.....	Miss Gertrude M. Huntington.....	Saratoga.
Fremont.....	Mrs. Mary A. Mann.....	Milford.
Laramie.....	Mrs. Elizabeth Hawes.....	Cheyenne.
Natrona.....	Miss W. M. Clark.....	Casper.
Sweetwater.....	Mrs. Mary A. Clark.....	Rock Springs.
Uinta.....	Mrs. Mary J. Young.....	Evanston.
Weston.....	Miss Emma C. Patterson.....	Newcastle.

TEACHERS' PENSIONS AND MUTUAL AID SOCIETIES.

In all European countries in which the state supervises the school system and regulates the appointment of teachers, laws are in existence which provide for the teacher's support in old age and in cases of disability. The Annual Report of 1894-95 gives detailed statements concerning amount of pension, time of service, age of beneficiary, etc., for European countries. (See Vol. 1, pp. 1079-1108.) It is held there that teachers being officers of the state are, as such, entitled to pensions, especially since their salaries are, as a rule, smaller than in this country. But in no case in Europe does the state bear the whole burden of maintaining the pension fund. The teachers themselves have to pay a small percentage of their salaries toward maintaining the fund. It is estimated that on an average a teacher in Germany contributes himself about one-half of what he subsequently receives in form of pension. Besides pension funds the governments in Germany, Austria, and a few other countries maintain funds for the support of widows and orphans of teachers. Mutual aid societies which also pay annuities are established by the teachers themselves in many of the cities of central Europe.

In the United States no teachers are pensioned from public funds. Voluntary beneficial associations have been formed in some cities, and in other localities specified below. State laws provide for similar ends in a similar way, the essential difference being that in the latter case participation is enforced upon all teachers. The following paragraph shows the varieties of organization, etc.:

Voluntary mutual benefit associations for temporary aid only exist in Baltimore, St. Louis, Cincinnati, Cleveland, Detroit, Chicago, Buffalo, San Francisco, St. Paul, and one interstate association. These call for \$1 to \$2 initiation fee; \$1 to \$5 annual dues. Special assessments of \$1 are made in some cases. Benefits in sickness range from 50 cents a day to \$10 a week; at death funeral expenses only are paid in some instances, and in others a sum equal to \$1 from each member of the association.

Associations for annuity, or retirement fund only, are in New York, Boston, and Baltimore, and there is an annuity guild in Massachusetts. The initiation fees reported are \$3 to \$5. The annual dues are 1 to 1½ per cent of salary up to \$18 or \$20. The annuity is from 60 per cent of salary to \$600 a year. Time of service required for retirement is from two to five years with disability, or from thirty-five to forty years without disability.

Associations for both temporary aid and annuity exist in Hamilton County (Cincinnati), Philadelphia, Brooklyn, and District of Columbia. Initiation fees, \$1 to \$10; annual dues \$5 to \$40. Annuity, \$5 per week to \$600 per year, and \$100 for funeral expenses in case of death. Temporary aid, during illness, \$5 or \$6 per week. Time of service required for retirement is two to five years with disability, or thirty-five to forty years without disability.

Pension or retirement funds are authorized by State legislatures for St. Louis, all cities in California, Brooklyn, New York City, Detroit, Chicago, all cities in New Jersey, Cincinnati, and Buffalo. Dues vary little; they are generally 1 per cent of salary. Annuity, \$250 to one-half of salary; maximum, \$1,200. Minimum length of service with disability, twenty to thirty years; without disability, twenty-five to thirty-five years.

FOREIGNERS IN UNIVERSITIES OF CENTRAL EUROPE.

The numbers given in the following summary are the latest available; they are for the scholastic year 1894-95.

A glance at the totals shows that the number of foreigners studying in Germany is not inconsiderable. It must be borne in mind, however, that the numbers given represent only those of matriculated students, for those are the only ones who can be considered in official reports. The number of those who visit German institutions as hearers for some length of time, and without being matriculated, attend clinics, work in laboratories, and listen to private lectures, is very large, but can not be stated with accuracy. It is estimated that that number exceeds those of matriculated foreigners. In the summer of 1895 the universities and other institutions of learning in Germany had upon their rolls the names of 3,362 foreigners. That is, in comparison to the total number of matriculated students, equal to 8.48 per cent. Of these 3,362 foreigners the universities proper had 2,015 (7 per cent), the polytechnica 1,041 (13.1 per cent), the veterinary schools 15 (1.53 per cent), the agricultural academies 101 (9.37 per cent), the forestry academies 58 (18.6 per cent), and the mining academies 132 (32.4 per cent). Of the 3,362 foreigners there were 965 Russians, 514 Americans, 467 Austrians and Hungarians, 346 Swiss, 180 Englishmen, 158 Hollanders, 142 Bulgarians, 116 Swedes and Norwegians, 82 Roumanians, 69 Italians, 57 Asiatics, 53 Frenchmen, 37 Servians, 36 Belgians, 36 Turks, 27 Greeks, 26 Danes, 22 Africans, 14 Australians, 8 Spaniards, 4 Portuguese, and 2 Montenegrins.

In the Austrian universities and other institutions there were matriculated 1,106 foreigners in the summer of 1895 among a total of 18,031 students, or 6.14 per cent. Of these 1,106 foreigners there were 987 (6.53 per cent) students of universities, the polytechnica had 84 (3.1 per cent), the mining academies 16 (7 per cent), and the agricultural academy in Vienna had 19 (7.66 per cent). The 1,106 foreigners consisted of 239 Germans, 226 Russians, 115 Servians, 111 Italians, 106 Americans, 76 Roumanians, 71 Bulgarians, 33 Turks, 31 Englishmen, 25 Swiss, 11 Greeks, 10 Frenchmen, 9 Hollanders, 9 Swedes and Norwegians, 8 Africans, 6 Belgians, 6 Asiatics, 3 Spaniards, and 1 Montenegrin.

The Swiss higher seats of learning matriculated no less than 1,667 foreigners among a total of 3,968 students. The percentage of foreigners here was 42.6. The universities alone enrolled 1,341, or 42.2 per cent, and the polytechnical school in Zürich 326, or 43 per cent, of a total number of the matriculated students. Of the 1,667 foreigners Germany had sent 549, Russia 399, Austria-Hungary 143, Bulgaria 137, Roumania 88, Italy 68, America 65, France 63, Asia 26, Holland 25, Turkey 22, England 20, Greece 19, Servia 17, Sweden and Norway 15, Denmark 5, Belgium 3, Portugal 2, Africa 2, Spain 1.

From these summaries it is seen that as far as attendance of foreigners is concerned, Switzerland ranks first with 42.6 per cent of the total number; then follows Germany, with 8.48 per cent, and lastly Austria, with 6.14 per cent. This does not, as has been said before, include the so-called free lances who attend these higher seats of learning only for a time and who, being without proper preparation, can not matriculate, hence can not be counted as students by the officers of the institutions. They have, as a matter of self-evidence, most of the privileges of the students by becoming the private students of renowned professors, and have access to the libraries, laboratories, experimental stations, and other accessories which are open to those who can pay the fees. In Germany it is the mining academies which are, comparatively, attended most frequently by foreigners (32.4 per cent), and the veterinary schools are attended least by foreigners (1.53 per cent). The proportion of foreigners in German universities has risen from 5.16 per cent in the year 1880 to 8.48 per cent in 1895. In Austria the school of agriculture in Vienna has the greatest proportion of foreigners, namely, 7.66 per cent, while the polytechnica have only 3.1 per cent. In Switzerland universities and the polytechnical school are attended by foreigners at about an equal ratio.

In France efforts are being made to invite foreign students, especially from America, to attend the higher institutions of learning of that country. Admission to these institutions has been made easier and the academic degrees which formerly were only given to French students have been made accessible. A communication of the United States ambassador to France, Gen. Horace Porter, to the State Department, dated January 11, 1898, in answer to an inquiry in regard to the admission of a student from the United States into the School of Mines, contains statements which are applicable to other higher seats of learning also. He says:

"No foreign student can enter any of the schools of France—medicine, pharmacy, dentistry, veterinary, painting, design, architecture, music, declamation, engineering, etc.—without the formal application of the diplomatic representative of this country. In most cases two letters suffice, one making application, the

other expressing thanks when the request is granted. Sometimes more correspondence is necessary, for the reason that those proposing to enter any of the high-grade schools have to produce certain certificates of studies or diplomas, which the authorities accept only when they come through the embassy. These rules, says General Porter, apply to all foreign students. No discrimination is made against Americans; on the contrary, the authorities extend all possible facilities to them. There is a large number of American students in Paris, and, as a rule, they are much liked by the teachers in French institutions.

"As for the School of Mines," he continues, "foreigners can be admitted there either as foreign pupils, in which case they have to stand an examination, or as free auditors, in which case there is no examination." The courses, however, are not all open to that class of students, and no diploma is granted them. In both cases they have to pay 50 francs (\$9.65) for matriculation. If the school is full, as occasionally happens, the application for admission is put off until the next year."

THE CONVEYANCE OF CHILDREN TO SCHOOL.

The practice of discontinuing weak schools and of conveying the pupils at the public expense to stronger central schools continues to give favorable results and promise of further extension in the near future.

The development of the electric trolley-car system, the bicycle, and the movement in favor of good roads are all working in the direction of furnishing suitable graded-school advantages to the children in the rural districts.

"The money saved in a small town by reducing the number of teachers is often large enough to furnish better school accommodations to the children, better wages to better teachers for them, such transportation as consolidation requires, and longer schooling." State Superintendent Hill, of Massachusetts, presents thus briefly the economical advantages of conveyance.¹

The following States have made legal provision for transporting children to school at the public expense: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, New York, New Jersey, Iowa, and Nebraska.

The State superintendents of Rhode Island and Wisconsin have declared that the existing provisions of the school laws of their respective States are sufficient to authorize the conveyance of pupils at the public expense. Certain counties of Ohio are authorized by special laws to establish central schools and convey pupils to and from them, and excellent results have followed the adoption of this policy.

Some progress has also been made in this direction in Pennsylvania and South Dakota, and perhaps in other States, where there already exists, as in Pennsylvania, "law enough to cover the case."

For discussions of this subject, statements of advantages and disadvantages, results of experience, etc., see Reports of this office for 1894-95, Volume 2, pages 1469-1482; 1895-96, Volume 2, pages 1353-1358.

Amount expended in Massachusetts for transporting children to school for the past nine years.

Year.	Percent- age of increase.	Sum ex- pended.	Year.	Percent- age of increase.	Sum ex- pended.
1888-89		\$22, 118. 38	1893-94	0. 26	\$63, 617. 68
1889-90	0. 09	24, 145. 12	1894-95	. 19	76, 608. 29
1890-91	. 27	30, 643. 68	1895-96	. 16	91, 136. 11
1891-92	. 26	38, 723. 07	1896-77	. 12	105, 817. 13
1892-93	. 31	50, 590. 41			

HIGHER COMMERCIAL EDUCATION.

The immense progress the natural sciences, technology, and transportation have made in recent years has given to the commercial profession an importance which could not be foreseen in former years. More than ever before has it become the merchant's duty to act as middleman between producer and consumer. In ever widening circles he has to bring the products of agriculture and industry to their proper markets. By means of increased taxation to which commercial enterprises are subject they support ever more strongly the State in the discharge of its civilizing efforts. Direct exchange between producer and consumer has almost

¹ Mass. Sch. Rep. 1893-97, p. 123.

wholly ceased, and the percentage of the population devoted to commercial pursuits has increased considerably in every civilized country.

It seems worthy of mention that at present the Governments everywhere in Europe are urged strongly by commercial men to establish more higher commercial schools and support them exclusively from State funds. It is argued that the State provides higher technological, industrial, agricultural, forestry, and mining academies for leaders in technical pursuits, agriculture, etc., while for the mercantile branch no State institution exists. The merchants feel that the education of their assistants is not of such a high order as that of the members of other callings, and they attribute it to the want of institutions of a high order. At present the commercial branch is entirely dependent for the best preparation of its members upon higher schools established by local authority or private enterprise—institutions which charge high tuition fees, hence are attended by wealthy young men only. This opinion has found expression in legislatures and parliaments, where it was urged that much greater demands are made now than formerly, owing to freer commercial movement all over the civilized world, and it would therefore seem wise if the State authorities paid more attention to proper preparation of men who might become leaders in commerce, as the State prepares leaders in every other field of human exertion.

Moved by these considerations, several European Governments have of late years bestowed much attention upon commercial training of young men, and the results thus far obtained give assurance that the further development of schools for that purpose will be commensurate with the demands of the times.

In Germany particularly the commercial secondary schools have developed with the aid of provincial and State support, till at last a university has opened its doors for higher commercial education. On February 22, 1898, the University of Leipzig received an addition to its various courses in the shape of a higher commercial course. The particulars may be found on page 1498 of this report. In connection with this it may be remarked that the cities of Magdeburg and Cologne are making earnest efforts to establish independent commercial universities. In Italy the State subsidizes the higher commercial school at Venice, reserving the privilege of having its consuls and consular agents prepared at that school. In Belgium the Government chooses its consuls from the graduates of the higher commercial school at Antwerp.

GRADUATE WORK AT UNIVERSITIES AND COLLEGES.

The number of students who remain at college pursuing advanced studies after having completed undergraduate courses leading to a bachelor's degree is constantly increasing. In the year 1876-77 the number of such students was 389; in 1886-87 the number was 1,237, while in 1896-97 there were reported 4,919 graduate students in attendance at the various institutions of the country, 1,413 of whom were women.

These numbers do not include the students who remain at college for the purpose of pursuing professional studies in law, medicine, theology, etc. The Handbook of Graduate Courses, published by the Federation of Graduate Clubs, shows the popularity of the various studies among graduate students. It shows that of 3,204 students in attendance at 24 of the leading institutions of the country 35.4 per cent were pursuing language and literature studies, 20.6 per cent historical and social sciences, 18 per cent philosophical studies, 14.2 per cent natural sciences, and 11.1 per cent mathematical sciences.

The following table shows the number of resident graduate students in the universities and colleges of the United States each year for 25 years:

Year.	Graduate students.	Year.	Graduate students.
1871-72	198	1885-86	935
1872-73	219	1886-87	1,237
1873-74	283	1887-88	1,290
1874-75	369	1888-89	1,343
1875-76	399	1889-90	1,717
1876-77	389	1890-91	2,131
1877-78	414	1891-92	2,499
1878-79	465	1892-93	2,851
1879-80	411	1893-94	3,493
1880-81	460	1894-95	3,999
1882-83	522	1895-96	4,363
1883-84	778	1896-97	4,919
1884-85	869		

CORPORAL PUNISHMENT.

No principle of school government is now more constantly impressed upon teachers than that frequent whippings indicate a poor disciplinarian. Only the older men and women of this generation can realize what a change from the past this represents.

In one entire State, New Jersey, the teacher is forbidden by law to inflict corporal punishment. No other State goes to this length, but Illinois, Kansas, Mississippi, Montana, Pennsylvania, South Dakota, Washington, and West Virginia specifically prescribe a penalty for excess amounting to cruelty. Legal punishment would be meted out to a brutal teacher in the other States just as surely as in these, but resort would be had to the common law and not to a statute. Only in Arizona is there formal statutory authority for corporal punishment; but whipping has been the common mode of discipline in school from time immemorial; custom legalizes it, and unless forbidden in express terms the teacher does not need the authority of a special permissive law. Judicial decisions to this effect have been made in Alabama, Arkansas, Connecticut, Indiana, Iowa, Maine, Minnesota, North Carolina, Pennsylvania, Wisconsin, and probably in other States.

Local school boards have always the implied power to make regulations for the order and discipline of their respective schools, and three States, viz, Michigan, New York, and Pennsylvania, expressly grant them this power. Acting under this power, expressed or implied, several cities, notably, New York City, Chicago, and Albany, have prohibited absolutely the use of the rod. The same is true of Providence, R. I., except in the primary grades, and in them whipping must not be inflicted unless the written consent of the parent or guardian has been previously filed with the city superintendent.

Corporal punishment may be used as a last resort and under rigid regulations as to reports, etc., in a great many cities, among them being Baltimore, Detroit, Indianapolis, Louisville, Minneapolis, New Orleans, Pittsburg, Rochester, St. Louis, San Francisco, and Worcester. In some cities where there is no formal prohibition, such a strong sentiment has grown up against corporal punishment that it is rarely or never inflicted. Philadelphia is a conspicuous example of this.

SALARIES OF TEACHERS.

The expenditure for salaries in the public schools, teachers and superintendents both included, was \$116,377,778 in 1896, or 63.1 per cent of the total expenditure for school purposes.

Official reports present average salaries, or the data for their estimate, but these averages, although possessing a certain value, tend in a measure to obscure the facts. Few superintendents distinguish between urban and rural salaries, hence the averages, low as they may seem, impart an exaggerated idea of the latter and at the same time effectually conceal the advantages of the former. Only one-seventh of the teachers are in city schools, but cities pay about 36 per cent of the amount expended for teaching. The relative value of a low salary may, indeed, be greater than that of a higher. Many conditions must be weighed before any just comparisons can be established in this respect, either between States or between different nations. The complaint is general, both in the United States and in European countries, that salaries are too low. So far as averages show it, the present condition in the United States is as follows: For the entire country the average monthly salary of men teachers is \$47.37; of women \$40.24. The several geographical sections differ considerably in this respect, and the difference is emphasized when the individual States are considered. The highest average for men is in the North Atlantic section, \$61.87, and here also is the greatest difference between the average for men and the average for women, i. e., \$16.37. The explanation is to be found in the concentrated population which supports large graded schools and numerous high schools. The consolidation of rural schools, involving the transportation of pupils at public expense to a central place, tends to the same result. Wherever employed it has raised salaries without increasing the total cost of the schools. The lowest average salaries and the least variance between the averages for men and women are found in the South Atlantic section. The averages are for men \$33.15 and for women \$30.66.

The length of the school year must be considered in determining the annual salary. This period averages for the whole country 140.5 days, or about 7 months of 20 days each, and ranges from 93 days in the South Central Division to 175.5 days in the North Atlantic. As to the movement of salaries it is, apparently, upward, but

this is to be inferred rather from general statements than from any exact data attainable.

It is evident that the relative increase or decrease in the average salaries of men and women from year to year signifies nothing, unless the estimates be based upon the same positions for the period considered. If a man resigns from a position a woman may be promoted at a lower salary. Interchanges like this are constantly taking place with the apparent effect of increasing the average salary for men and diminishing that for women, or vice versa, when in fact no individual salary is affected.

The kind of data necessary for a comparative estimate of the changing rates for men and women is illustrated in the Commissioner's Report for 1889-90 (Vol. 2, chap. 2). This is probably the first attempt at a systematic investigation of this particular and constitutes thus an original contribution to sociological science.

It is scarcely possible with the present data at hand to attempt any comparison between the average salaries of teachers in our own and other countries; but, keeping in mind the absence of a fixed or uniform standard of relation, it may be interesting to note that the average annual salary for men in the United States, counting seven months to the school year, is \$331.50 and for women \$281.68. The average annual salary for teachers in the Prussian elementary schools was estimated at \$340 in 1887, including free residence. Dr. Schlee, of Altoona, observes that "in making a comparison it must be remembered that the advantage of permanency connected with positions in Germany does not exist in America. There are no pensions and stipends after death. Salaries are wages calculated and paid by the month, consisting of four school weeks; vacation months are not included. Salaries do not continue during interruption of duties by leave of absence or sickness.

In France the Government guarantees a minimum salary to every teacher. The teachers are graded in five classes and the minimum annual salary ranges from \$200 to \$400 for men and from \$200 to \$320 for women. In addition every teacher must be provided with a house or with a money equivalent for the same. The policy of an assured minimum salary is advocated to some extent in the United States; in New York a bill to this effect has been carried through the legislature and awaits the governor's signature.

TEXT-BOOKS—SELECTION AND SUPPLY.

In a few States text-books do not form a specific subject of legislation, but local boards have control, under the general charge of the welfare of the schools.

In most States legislation regulates the selection of text-books.

In some States a guaranty is required from publishers to supply books, according to samples, at wholesale, retail, introduction, exchange, mail prices, part or all, for a term of years.

In fewer States the school boards buy and sell the books on public account. In certain States boards continue to own the books used free by pupils. Indigent pupils are more frequently supplied at public expense.

In most States special or general laws give cities the control of the details of their school administration, including text-books.

Specific penalties are expressed in certain cases for using other than prescribed books, but in general such use would be only a violation of law to be dealt with as it occurred.

Free text-books are furnished in Delaware, District of Columbia, Idaho, Maine, Maryland, Massachusetts, Nebraska, New Hampshire, New Jersey, Pennsylvania, Rhode Island, and Vermont.

State superintendent is here used to indicate the chief officer of the State schools.

In the States immediately following, individuals, except indigents, buy their books.

Arizona.—The lists are fixed for four years by territorial board.

Arkansas.—The list is fixed for three years, with exception by local board, from books recommended by State superintendent.

California.—The State prepares, publishes, and sells books for primary and grammar schools, but high schools supported wholly by local effort are almost free of the law. Penalty for using other than the State list, forfeiture of apportionment from State funds. Indigent pupils are furnished free.

Georgia.—County board fixes list. Penalty, teacher can not receive pay from pupils using other books.

Indiana.—A State board selects books under publishers' guaranty. County boards may fix a list of additional books for high schools for six years. Books are

bought and sold by or subject to arrangement of local board, and become private property. Districts supply indigents.

Illinois.—District board fixes list for four years. Indigents supplied free.

Kentucky.—County board of examiners fixes list for five years with publishers' guaranty. The county judge furnishes indigents.

Louisiana.—State board fixes list for four years with limited local discretion.

Mississippi.—The county school board adopts a series of books for five years on publishers' guaranty. Penalty pupils without the prescribed books in any branch are not to receive instruction in that branch.

Missouri.—A State schoolbook commission fixed a list, with publishers' guaranty, for five years from September 1, 1897, to be handled through dealers. Indigents are supplied from local contingent funds.

Montana.—Local boards prescribe studies additional to those in State law, and furnish indigents.

Nevada.—State board fixes list for four years. District furnishes indigents.

New Mexico.—Territorial board of education is authorized to fix a list for four years, and to contract with publishers and sell to counties. Districts furnish indigents.

North Carolina.—County board fixes list for three years, with publishers' guaranty.

Ohio.—A State commission fixes a list, on publishers' guaranty, from which local boards fix lists for five years (with exception). Boards may buy and sell to pupils or arrange with dealers to supply them. Indigents are furnished.

Oklahoma.—Territorial superintendent fixes a list for five years on publishers' guaranty.

Oregon.—State board fixes a list for six years on publishers' guaranty. Penalty, forfeiture of apportionment.

South Carolina.—State board fixes a list for five years on publishers' guaranty, and may require publishers to have depositories in each county.

Tennessee.—County superintendent suggests suitable books.

Texas.—A law resembling that of Missouri is to take effect September 1, 1898. Penalty upon any teacher or trustee, \$10 to \$50 for each offense. Every day of violation of law to be considered a separate offense.

Utah.—A convention of superintendents fixes a list for five years on publishers' guaranty. Penalty on teacher, forfeiture of eligibility.

Virginia.—Two books of John Esten Cooke (*Virginia, a History of her People; and Stories of the Old Dominion*) are prescribed by law. State board fixes a list.

Washington.—State board fixes a list for five years on publishers' guaranty. Penalty on district, loss of one-fourth of the apportionment. Local boards furnish indigents.

West Virginia.—A contract list for five years is part of the law of 1896, with exceptions. County schoolbook boards are established by act of 1897. Publishers keep books with local depositories on account of district building fund. Penalty on every officer or teacher, \$3 to \$10 for each offense.

Wyoming.—Same as Utah, except penalty.

The States following, regularly or through stated action, authorize provision for free use of books by pupils:

Colorado.—District boards fix list for four years, with exceptions. Indigents are furnished, and, on popular vote, all pupils, free.

Connecticut.—State board may fix list for five years. Town boards may take additional action and, on popular vote, furnish free text-books.

Delaware.—State board fixes list; district board furnishes free text-books.

Idaho.—Books adopted by a State board of text-book commissioners for all common, graded, and high schools, are furnished free by the district under contracts with publishers for six years, ending September 1, 1899.

Iowa.—Local boards may buy and sell to pupils at cost. County uniformity can be fixed for five years. Text-books are furnished free to indigents, and, on popular vote, to all by the district.

Kansas.—A school text-book commission (1897) has selected text-books in common school studies for five years, and contracted with publishers to furnish them to pupils through agencies at every county seat. On popular vote, with a two-thirds majority, school boards may purchase books and furnish their use free to pupils. Penalty for using other text-books, except for reference, \$25 to \$100, with or without imprisonment.

Maine, *New Hampshire*, *Massachusetts*, *Rhode Island* (towns); *New Jersey*, *Pennsylvania* (local boards); and *Maryland* (counties), furnish free text-books.

Michigan.—District boards furnish books to indigents, and, on popular vote, to all pupils free.

Minnesota.—Local boards may fix a list for three to five years with publishers' guaranty, and may purchase and provide for loan free or for sale at cost to pupils.

Nebraska.—Local boards furnish books free, and may fix list, with publishers' guaranty, not beyond five years. A local dealer may be designated to handle the books on agreed terms.

New York.—Every union free-school board is "to prescribe the text-books * * * and to furnish the same out of any money provided for the purpose." Common-school districts, by popular vote, may furnish indigent pupils.

North Dakota.—Local boards may furnish free text-books, and must on popular vote.

South Dakota.—A county board of education is required to adopt a uniform series for five years, to be furnished through designated depositories under publishers' guaranty. On petition of a majority of electors a school corporation must arrange for free text-books.

Vermont.—County authority fixes a list for five years on publishers' guaranty. On popular vote local boards furnish free text-books.

Wisconsin.—District board fixes list for three years. Penalty, on every member of the board, \$50. On popular vote books are furnished free without time limitation as to change.

THE LOCAL UNIT OF SCHOOL ORGANIZATION.

The State exercises remote authority over all public schools in its borders; the county, in most States, has a closer supervision of all schools in its limits, but has very little to do with schools in New England. In certain States it becomes the unit for the entire local administration of public schools. The town or township takes more or less of the local functions in other States, and the district becomes a local unit for variable functions in yet others. In 35 counties of Texas is a community system. The summarized statement below shows the principal agency through which local support and control of schools is exercised, special laws excepted, under which cities, towns, and independent districts exist. Counties generally receive, hold, and disburse moneys for townships and districts formed by subdivision of counties; towns or townships generally hold the same relation to districts formed by division of town or townships; in a few States districts have their own tax collectors and treasurers.

County.—Alabama is all either town or township. Florida, with provision for districts of united power; Georgia, Louisiana, recognizing Congressional townships in accounts of 16th-section land funds; Maryland, Mississippi, with provision for separate districts; North Carolina, with districts capable of holding real estate; Tennessee, with some local functions in districts, and only supervisory powers in subdistricts; Utah, with provision for division.

Town or township.—Alabama, the Congressional township for administrative convenience, its officers appointed and its accounts kept by county officers; Connecticut, the town may abolish districts; Illinois, township based on Congressional township, or district optional; Indiana, New Jersey, Ohio, and Pennsylvania, each township, incorporated town or city (or borough in Pennsylvania), district corporation for school purposes; Iowa, township based on Congressional township with subdistricts for supervisory convenience and independent districts, both in use; Maine, Massachusetts, Minnesota, township may be a district as a part of a county; New Hampshire, New York, recognized for certain land funds, but districts, generally; North Dakota, based on Congressional township; Rhode Island, may create or abolish districts; South Dakota, based on Congressional township; Vermont, Wisconsin, optional in formation of districts.

District.—Arkansas, Arizona, California, Colorado, Connecticut, where not abolished by the town; Delaware, Florida, Idaho, Illinois, optional with townships; Iowa, independent districts as well as townships; Kansas, Minnesota, Missouri, districts may be less than townships; Kentucky, Michigan, Mississippi, optional; Montana, Nebraska, Nevada, each village, town, or city is a district; New Mexico, New York, commissioners' district, a county or part of a county, has supervisory authority, school districts are parts of commissioners' districts, towns recognized for certain land funds; North Carolina, Oklahoma, Oregon, South Carolina, Tennessee, with limited powers, as stated under county; Texas, but cities may acquire exclusive control over their schools, towns and villages may be incorporated for school purposes only; in 35 community counties families associate from year to year to support schools and draw their share of public money; Utah, permissible as stated under county; Virginia, West Virginia, corresponding geographically to magisterial districts; Washington, each city or town (incorporated); Wisconsin, optional (see town or township); Wyoming.

CHAPTER XXXIV.

THE GROWTH OF TORONTO CHILDREN.

By FRANZ BOAS.

INTRODUCTION.

In 1891, when active preparations for the World's Columbian Exposition were being made, Prof. F. W. Putnam, curator of the Peabody Museum of American Archaeology and Ethnography, and chief of the Department of Anthropology of the Exposition, placed me in charge of the section of Physical Anthropology. At an early time during the preparation of the exhibits we agreed upon a plan to represent as fully as possible the growth and the development of American children. Valuable material was available, but it seemed desirable to extend the investigations over regions in which heretofore no observations had been collected. I submitted our plans to Mr. James Hughes, superintendent of public schools in Toronto, Ontario, and to Prof. Earl Barnes, of Leland Stanford Junior University. Through the interest taken by these gentlemen I have been enabled to obtain series of measurements of the school children of Toronto and of Oakland, Cal. The former series was taken under the supervision of Dr. Alexander F. Chamberlain, the latter under the direction of Prof. Earl Barnes. In both of these series the same plan, excepting details, was followed.

In the following pages I intend to present some of the results of our investigations upon the children of Toronto, together with a few general statements which the treatment of the material and a study of the questions involved suggest.

Since in previous investigations the influence of sex, of occupation of parents, and of descent had been studied, it seemed desirable to investigate the influence of other causes. I selected for this purpose the influence of the order of birth, i. e., the question whether first-born children have a development different from that of later-born children.

The blank on which the observations were recorded was drawn up so as to cover not only this point, but also the influence of nationality and occupation of the parents—facts which it was necessary to note in order to determine their influence on the questions to be investigated. Blue blanks were used for females, white blanks for males. Here is a copy of both sides of the blank:

[Front.]

FEMALE.

Record all linear measurements at nearest centimeter; all weights at nearest pound.

No. (name in full).	Stature without shoes.
Observer (name in full).	Finger-reach.
Place of observation.	Height, sitting.
School.	Weight: pounds.
Date of observation.	Hair: Black, brown, red, golden, fair, gray.
Age: years, months.	(If gray, record also the original color, if possible.)
Place of birth.	Eyes: Black, brown.
Nationality of father's father.	Hazel, gray, blue.
Nationality of father's mother.	Ability:
Nationality of mother's father.	The following measurements to be taken by special observers only.
Nationality of mother's mother.	Length of head.
Place of birth of father.	Breadth of head.
(City and State or country.)	Breadth of face.
Place of birth of mother.	Height of face A.
(City and State or country.)	Height of face B.
Occupation of father:	Breadth of hand.
At time of child's birth;	
At time of observation.	
Residence.	
Number and ages of living brothers.	
Number and ages of living sisters.	
Number of deceased brothers.	
Number of deceased sisters.	
Born child of mother.	
(State whether first, second, third child, etc.)	

[Back.]

EXPLANATION OF MEASUREMENTS.

1. *Height standing.*—Let the person stand close to the wall in front of the measuring rod. His heels must be close together, touching the wall, and he must stand perfectly straight, looking straight ahead without raising or dropping the chin, the head touching the wall. Read off the height of the crown of the head by means of the triangle, pressing one side against the rod, the other against the crown of the head.

2. *Height sitting.*—Put a low, level seat (for instance, a small wooden box) in front of the measuring rod. Let the person sit on it so that his knees are about 5 inches higher than the seat, which is accomplished by making the seat sufficiently low, or by using a footstool. Let the person sit far back, close to the wall, keeping his back erect against the wall. He must look straight ahead without raising or dropping the chin, the head touching the wall. Give the heights of the seat and of the crown of the head.

3. *Finger-reach.*—Let the person touch a vertical post or wall with the second finger of one hand, and stretch along the measuring rod as far as he can reach. The rod must be held horizontally at right angles to the wall, in front of the body, along the median line of the arms. Let the person make the greatest possible efforts in stretching out his arms before you read off the figures.

4. The weight is to be taken in ordinary indoor costume.

The instrument used was a rod divided into 210 centimeters.¹ The index arm was a separate piece, consisting of a wooden angle, the sides of which were long enough to insure perfect contact with the measuring rod and with the crown of the head of the person being measured. The head measurements were taken by carefully trained observers; the others by the teachers. The personal data were given by the parents of the children. Owing to the peculiar social conditions prevailing in Toronto, certain groups of the population are represented by very few individuals. This is true particularly in regard to the French population, the greater part of whose children seem to attend the parochial schools. There are also very few children of the professional classes included in our material.

The success of the collection of measurements is largely due to the assistance extended by Mr. James Hughes, and to the lively interest on the part of the teachers who undertook the arduous task of obtaining the necessary information from the parents, and who took many of the measurements. To all of them my thanks are due. I have also to thank Dr. Alexander F. Chamberlain for the efficient management of the whole undertaking.

THE METHODS OF TREATING STATISTICS OF GROWTH.

The treatment of anthropometrical observations, particularly of growing children, offers peculiar difficulties. During the past years a vast number of observations referring to the growth of children have been accumulated. The method of treating the results of such observations has largely been a comparison of averages and of the frequency of occurrence of measurements between certain limits; for instance, frequency of occurrence of statures from inch to inch or of weights from pound to pound. It is generally assumed that these figures express immediately the physiological facts relating to growth.

In almost all cases the observations have been taken only once, and on a great number of individuals, not repeatedly through a long number of years on the same individuals. For this reason the series, when arranged according to years, will not be homogeneous. The younger groups contain many individuals who will not reach the adult stage, while the older classes contain only few individuals who will die before becoming adults. When we assume the whole series to be homogeneous, we imply that the value of the measurement under consideration has no relation to the liability to die at a certain age, which assumption seems to be very doubtful. Without considering details, it would seem very likely that individuals far remote from the average, who show either too small or too large measurements, approach the limits between pathological and physiological variation, and are therefore more likely to die. This would imply a greater variability of the measurements of deceased individuals of a certain age than of living individuals of the same age. The series of living individuals of all ages can be equally constituted only when the measurements of the living and of the deceased show the same values. This fact has already been pointed out by H. Westergaard.²

There are a few series of observations which seem to make the identity of the series of measurements of the living and of the deceased individuals of the same age very improbable. The most important among these is the peculiar decrease in the brain weight in males after the twentieth year. This can hardly be explained in any other way than by assuming an increased death-rate among men with very large brains at an age of about 20 years.

¹ A centimeter is nearly 0.4 inch.

² Grundzüge der Theorie der Statistik, p. 138.

Bowditch and Roberts have shown that, on the average, children of well-to-do parents are taller and heavier than those of poorer parents. Carlier has shown the same phenomenon by proving that a number of children of a certain class, when brought under more favorable conditions—in his case into a military training school—grow more rapidly than the rest, who were left in their former conditions. The mortality of children is greater among the poorer classes than among the well-to-do classes. Therefore among the young children a greater percentage of the individuals measured belongs to the poorer classes, whose children are at the same time shorter of stature than among the older children. This fact affects undoubtedly the averages of measurements collected in our public schools.

It does not seem unlikely that the correlation between measurements and mortality is more strongly emphasized at certain periods than at others. If, for instance, many individuals of retarded growth should die during the period of adolescence, this might give the real explanation of the curious overlapping of the curves of growth of boys and girls, the girls between about the twelfth and fourteenth years being heavier and taller than boys of the same age. I am strengthened in this opinion by the observation, made by Dr. G. M. West, that the extent of this period and the amount of overlapping are the smaller the more favorable the conditions under which the individuals live. It would be interesting in this connection to study the curves of growth of a people which has a very high death-rate among young children.¹

Social causes are apt to introduce other complications which restrict the comparability of the results. The poorer classes do not send their children to school as long and as regularly as the well-to-do; consequently their proportionate number among the school children decreases steadily, and this changing composition of the series must affect the results of the measurements.

The state of health of the children also affects the series, particularly during the first and last years. Weak children will be sent to school later than strong children, and the teachers will be inclined not to promote them as rapidly as strong children, so that the oldest school children will include an undue proportion, not only of those who are dull, but also of those who have been of weak health during a portion of their life.

For all these reasons, investigations based on single observations of children of various ages do not give us results which can be considered to indicate with the highest accuracy attainable the processes of human growth. The series for the various years differ in composition, and the physiological constants are therefore modified to a greater or less extent by a variety of disturbing factors. In order to obtain the physiological results with the greatest accuracy, the material upon which we base our studies must be made homogeneous. This can be accomplished in two ways. A very large number of children may be measured once; and year after year those who die and those who on account of social reasons are removed from the field of observation must be eliminated from the list. When all have become adults, the remaining individuals and those who dropped out for various reasons must be treated separately. But the best way would be to take measurements of a large series of children at stated intervals, as in this manner the fullest information on the manner of growth will be given, and as these repeated measurements furnish all the necessary material for subdividing the series so that each division will be homogeneous.

These limitations must be borne in mind in interpreting results of a single set of observations on children of various ages, or, to use Hertel's term, in interpreting results obtained by the generalizing method.

Besides this, certain corrections must be made which heretofore have not received sufficient attention. The number of children of various ages who have been measured is not equal. All the series begin with comparatively few children. The number increases from year to year until, beginning with the tenth or eleventh year, it decreases again. The change of numbers is not equal in the two sexes. It follows, from this fact, that among 6-year-old children, for instance, there are in the measured series more of the age of 6 years and 11 months than of 6 years exactly; and that, on the other hand, among the 15-year-old children there are more of the age of 15 years exactly than of 15 years and 11 months. In treating the various series of observations, all children between 6 and 7 years, 7 and 8 years, etc., or all the children between $6\frac{1}{2}$ and $7\frac{1}{2}$ years, etc., have been grouped together and the series is assumed to represent the sizes for the average ages, i. e., 6.5 years, 7.5 years, etc., or, in the other case, 6, 7, 8 years. On account of the varying frequency of the several months this is not quite correct. Among the young children the average will be

¹I expressed these views first in *Science*, Vol. XX., p. 351, December 23, 1892.

a little more than 6.5, 7.5 years, etc., while among those near the upper limit of age it will be a little less than 14.5, 15.5 years, etc. I have tabulated the frequencies of various months for the children of Toronto and obtain the following results:

BOYS.

[Average age expressed in years and months.]

Months.	Age in years.										
	5	6	7	8	9	10	11	12	13	14	15
0	9	22	45	42	36	21	33	39	22	28	7
1	20	36	74	72	83	70	77	65	55	42	19
2	13	45	72	84	75	76	78	72	47	35	26
3	13	37	68	89	65	81	73	56	53	37	19
4	36	57	87	93	93	88	73	53	62	35	19
5	33	61	70	69	83	59	69	58	61	31	13
6	43	67	87	84	78	85	82	64	41	39	15
7	26	54	74	91	84	67	80	53	51	33	13
8	33	52	81	85	80	70	77	72	57	36	10
9	35	45	64	88	85	71	58	76	48	22	7
10	39	71	51	65	56	68	46	69	52	26	7
11	47	66	73	76	87	83	71	69	47	23	15
Average age	5 6.7	6 6.2	7 5.6	8 5.7	9 5.7	10 5.8	11 5.5	12 5.8	13 5.7	14 5.1	15 4.9

GIRLS.

Months.	Age in years.											
	5	6	7	8	9	10	11	12	13	14	15	16
0	-----	24	25	30	37	37	38	43	33	20	15	13
1	-----	42	57	79	65	88	88	75	44	47	26	18
2	-----	44	52	77	76	78	69	75	74	47	14	11
3	-----	28	65	74	65	64	80	72	63	38	19	11
4	-----	51	67	81	79	64	89	79	66	52	31	15
5	-----	49	54	52	86	71	63	79	52	40	22	7
6	45	81	72	80	90	76	78	73	59	38	31	7
7	30	52	73	76	72	71	60	61	63	28	26	9
8	40	55	81	82	69	82	83	77	59	40	22	11
9	33	62	77	70	72	63	78	60	41	34	18	2
10	35	51	59	62	73	73	65	55	48	34	15	3
11	49	58	77	71	77	76	85	75	53	25	8	8
Average age	-----	6 6.1	7 6.1	8 5.7	9 5.7	10 5.8	11 5.7	12 5.5	13 5.5	14 5.3	15 5.2	16 4.3

Similar deviations from the assumed average of period would be found in all the existing series if the material were arranged according to months instead of being grouped for the whole year. The error resulting from this source may be very easily corrected by adding to the average a correction proportional to the deviation of period. The following consideration will show this method to be correct. The material may be divided into periods so short that we may assume no growth worth considering to take place from beginning to end of each period, say, for instance, according to weeks. Then we may obtain the correct average for the whole year by taking the average of each period and adding to it a correction corresponding to the time that has to elapse or has elapsed between the middle of the year and the period. Let these averages for the periods 1, 2, 3 . . . be a_1, a_2, a_3, \dots , the annual growth be d , the distance in time from the periods 1, 2, 3, . . . to the middle of the year be t_1, t_2, t_3, \dots , then the averages corrected for time will be

$$\begin{aligned} & a_1 + dt_1 \\ & a_2 + dt_2 \\ & \text{etc.} \end{aligned}$$

In combining these, we must give each the weight corresponding to the number of cases, $n_1, n_2, n_3 \dots$, from which it is derived. Let n be the total number of cases. Then we have the average for the whole year.

$$a = \frac{n_1(a_1 + dt_1) + n_2(a_2 + dt_2) + \dots}{n}$$

$$= \frac{(n_1a_1 + n_2a_2 + \dots) + d(n_1t_1 + n_2t_2 + \dots)}{n}.$$

As a_1 is the average of all the values of the period 1, we have $a_1 = \frac{s_1}{n_1}$, where s_1 is the sum of all the values of the period 1. Therefore

$$a = \frac{(s_1 + s_2 + s_3 + \dots) + d(n_1t_1 + n_2t_2 + \dots)}{n}.$$

The sum of all the s is evidently equal to the sum total of all the observations during the year, which we will call S .

$$a = \frac{S}{n} + d \frac{n_1t_1 + n_2t_2 + \dots}{n}.$$

The last quotient in the equation is the average of all the periods, which is multiplied by the annual increment d . We have therefore the average value for the year equal to the average of all the observations, plus a correction which is equal to the annual increment multiplied by the difference between the average period for all the observations and the full or half year, as the case may be.

While the average may be corrected in this manner without much difficulty, the variability of the series for the whole year is affected in a much more complex manner. We will suppose that the variability did not change much in the course of one year, which at certain periods of life is, however, not the case. Since the values of the average increase from month to month, it is clear that the range of variation for the early periods must begin at a lower point than for the later periods, so that the variation for the total year covers a wider range than the variations at a given moment do.

As an example I will give here the distribution of observations of 8-year-old girls, first in periods of three months, then for the whole year, with their averages and the means of the squares of deviations.

Distribution of observations of the height of 8-year-old girls.

Height in centimeters.	Number of girls measured, age 8 years and—				
	0 to 2 months.	3 to 5 months.	6 to 8 months.	9 to 11 months.	0 to 11 months.
105	1	1	-----	(a)	<i>a</i> 2
106	1	-----	-----	-----	1
107	-----	1	-----	-----	1
108	1	2	-----	1	4
109	3	4	2	-----	9
110	4	2	1	3	10
111	4	4	4	-----	12
112	6	7	8	-----	21
113	9	7	1	2	19
114	9	9	3	6	27
115	11	13	10	5	39
116	13	13	15	8	51
117	10	12	10	4	36
118	14	9	15	16	54
119	15	9	10	13	47
120	17	24	22	15	78
121	11	13	22	14	60
122	12	10	21	18	61
123	6	10	15	17	48
124	11	13	18	12	54
125	8	7	16	16	47
126	6	11	9	12	38
127	4	5	12	14	35
128	5	5	8	3	21
129	1	6	2	3	12

a One of 102 centimeters.

Distribution of observations of the height of 8-year-old girls—Continued.

Height in centimeters.	Number of girls measured, age 8 years and—				
	0 to 2 months.	3 to 5 months.	6 to 8 months.	9 to 11 months.	0 to 11 months.
130.....	2	3	5	8	18
131.....	1	2	1	1	4
132.....	1	2	3	5	11
133.....	1	1	2	1	2
134.....					5
135.....				1	1
136.....			1	1	2
137.....				1	1
138.....				1	1
139.....				1	1
140.....				1	1
Whole number of cases.....	186	207	238	203	834
Average height.....	118.9	119.7	121.3	122.4	120.63
Variability.....	±5.23	±5.60	±5.08	±5.46	±5.50

The average of the variability of the four quarters is ± 5.34 , while that for the total year is ± 5.50 , a very considerable difference, which will be the greater, the more rapid the growth or the more rapid the change of variability during the year.

Previous investigations have shown that variability decreases very rapidly in the period of adolescence. During this time it is imperative to divide the series according to intervals shorter than years in order to obtain results that bring out the physiological relations clearly.

We will call the variability at any given period t of a certain year μ_t ; the average value of the measurement for the same period, A_t . The sum of the squares of all the deviations for this period, divided by the number of observations n_t for this period, will then be

$$\frac{\sum (A_t - x)^2}{n_t} = \mu_t^2.$$

The variability for the whole year is computed according to the formula

$$\frac{\sum (A - x)^2}{n} = \mu^2,$$

where A is the general average, and n the total number of cases. For this we can substitute

$$\begin{aligned} \mu^2 &= \frac{1}{n} \sum n_t \frac{(A - x)^2}{n_t} = \frac{1}{n} \sum n_t \frac{(A - A_t + A_t - x)^2}{n_t} \\ &= \frac{1}{n} \sum n_t \frac{(A - A_t)^2}{n_t} + \frac{1}{n} \sum n_t \frac{(A_t - x)^2}{n_t} + \frac{2}{n} \sum n_t (A - A_t) \frac{A_t - x}{n_t}. \end{aligned}$$

A_t being the average of all the values of the measurement at the period t , then

$$\sum (A_t - x) = 0,$$

and the last member of the sum disappears.

We will call

$$A - A_t = d_t.$$

As stated above

$$\sum \frac{(A_t - x)^2}{n_t} = \mu_t^2.$$

Therefore

$$\mu^2 = \frac{1}{n} \sum n_t (d_t^2 + \mu_t^2).$$

We will assume that n_t can be represented by the formula

$$n_t = n_0 (C + at + bt^2),$$

also

$$\mu_t^2 = \mu_0^2 (1 + a_1 t + b_1 t^2),$$

and

$$d_t^2 = a_2 t + b_2 t^2.$$

If we assume t as continuous, and carry out the addition between the limits,

$$+0.5 > t > -0.5,$$

thus covering the whole year, we find

$$\mu^2 = \int_{-0.5}^{+0.5} \frac{(C + at + bt^2) [\mu_0^2 (1 + a_1 t + b_1 t^2) + a_2 t + b_2 t^2]}{n} dt.$$

$$\mu^2 = \mu_0^2 \left[C + \frac{1}{12} (b + b_1 C + aa_1) + \frac{1}{80} bb_1 \right] + \frac{1}{12} (C b_2 + aa_2) + \frac{1}{80} bb_2.$$

When a, b, a_1, b_1, a_2, b_2 are computed from the values of the year under consideration, and the preceding and following years, which may be designated by the marks $-1, 0, +1$, we find

$$C = 1 - \frac{1}{12} b,$$

$$a = \frac{n_{+1} - n_{-1}}{2},$$

$$b = \frac{n_{+1} + n_{-1} - 2n_0}{2},$$

$$a_1 = \frac{\mu^2 - \mu_{-1}^2}{2},$$

$$b_1 = \frac{\mu_{+1}^2 + \mu_{-1}^2 - 2\mu_0^2}{2\mu_0^2},$$

$$a_2 = \frac{d_{+1}^2 - d_{-1}^2}{2},$$

$$b_2 = \frac{d_{+1}^2 + d_{-1}^2}{2}.$$

From these data the final corrected values of average statures and of their variabilities have been computed (see also pp. 1555, 1556.)

Average statures and variabilities.¹

	Age.													
	5.5	6.5	7.5	8.5	9.5	10.5	11.5	12.5	13.5	14.5	15.5	16.5	17.5	18.5
Boys:														
Average stature	105.90	111.58	116.83	122.04	126.91	131.78	136.20	140.74	146.00	152.39	159.72	164.90	168.91	171.07
Variability	(4.40)	4.62	4.93	5.34	5.49	5.75	6.19	6.66	7.54	8.49	8.78	7.73	7.22	(6.74)
Girls:														
Average stature	104.88	110.08	116.08	121.21	126.14	131.27	136.62	142.52	148.69	153.50	156.50	158.03	159.14	.....
Variability	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

It might seem that this correction could be better made by adding the proportionate amount of growth to the measurement of each individual, i. e., for those of 6 years 0 months, for instance, the amount of 6 months' growth if the measurements are to be reduced to the period of 6 years 6 months. This, however, must not be done, as small children grow differently from tall children, and therefore the amount of growth to be added differs for the various values of the measurement. That this is the case has been proved by Dr. Henry G. Beyer.² I collected some statistics on this subject in Worcester, Mass., the results of which are briefly given here. I am indebted to Dr. G. M. West for many of the measurements, while others were taken by myself. The first series was taken in May, 1891. The second series was repeated in May, 1892. I give first the series of annual increases which were obtained in Worcester.

¹ Figures in parentheses denote approximate values.

² "The Growth of United States Naval Cadets" (Proc. U. S. Naval Institute, Vol. XXI, No. 2, whole No. 74).

Increase in stature of boys.

Increase in centi- meters.	Number of boys whose increase in stature was observed between the ages of—										
	5 and 6.	6 and 7.	7 and 8.	8 and 9.	9 and 10.	10 and 11.	11 and 12.	12 and 13.	13 and 14.	14 and 15.	15 and 16.
0.0-0.4...											1
0.5-0.9...											
1.0-1.4...				1							
1.5-1.9...										2	
2.0-2.4...				1			1	1		1	1
2.5-2.9...				2	2		3	1		2	3
3.0-3.4...			2		2	2	3	3	1	1	1
3.5-3.9...	1		1	2	6	6	7	2	2	2	2
4.0-4.4...		4	5	12	11	14	14	8	1	1	
4.5-4.9...		1	13	15	14	15	13	14	4	4	
5.0-5.4...		7	11	11	17	12	13	9	6	1	3
5.5-5.9...	2	11	15	14	9	11	4	10		1	
6.0-6.4...	2	15	11	5	11	12	7	3	2		1
6.5-6.9...	1	3	3	2	6		4	6	3	3	
7.0-7.4...	1			1	1			4	6	2	2
7.5-7.9...			2				1	2	5	1	
8.0-8.4...							1	4	4	2	
8.5-8.9...						1		4	8	2	2
9.0-9.4...							1	3	5	1	
9.5-9.9...							1	1	1		1
10.0-10.4...								1	4	3	
10.5-10.9...	1								2	1	
11.0-11.4...									3		
11.5-11.9...									1	1	
12.0-12.4...								1	1		
12.5-12.9...											
13.0-13.4...											
13.5-13.9...											
14.0-14.4...											
14.5-14.9...											
15.0-15.4...											
15.5-15.9...											
16.0-16.4...									1		1
Average increase.	6.55	5.70	5.37	4.89	5.10	5.02	4.99	5.91	7.88	6.23	5.64
Variability	(±1.57)	±0.68	±0.86	±0.96	±1.03	±0.88	±1.26	±1.86	±2.39	±2.91	±3.46
Cases	8	41	63	66	79	73	72	77	60	32	18

Increase in stature of girls.

Increase in centi- meters.	Number of girls whose increase in stature was observed between the ages of—										
	5 and 6.	6 and 7.	7 and 8.	8 and 9.	9 and 10.	10 and 11.	11 and 12.	12 and 13.	13 and 14.	14 and 15.	15 and 16.
—0.5– —0.9	—	—	—	—	—	—	—	—	—	1	—
—0.0– —0.4	—	—	—	—	—	—	—	—	—	1	—
0.0– 0.4	—	—	—	—	—	—	—	1	1	1	—
0.5– 0.9	—	—	—	—	—	—	—	—	1	4	7
1.0– 1.4	—	—	—	—	—	1	—	2	1	4	1
1.5– 1.9	—	—	—	—	—	—	—	—	1	1	1
2.0– 2.4	—	—	—	—	—	2	1	1	1	2	2
2.5– 2.9	—	—	—	—	1	—	—	1	6	6	1
3.0– 3.4	—	—	—	—	—	1	3	—	3	1	2
3.5– 3.9	—	—	5	2	2	2	1	2	2	1	1
4.0– 4.4	2	2	4	3	2	4	4	4	—	2	—
4.5– 4.9	2	4	5	14	7	5	3	1	5	1	—
5.0– 5.4	—	7	3	8	9	12	6	3	4	2	—
5.5– 5.9	5	5	10	12	6	8	5	7	2	1	—
6.0– 6.4	5	7	12	8	11	6	10	8	2	1	—
6.5– 6.9	2	10	8	4	8	10	7	8	4	2	—
7.0– 7.4	1	—	4	3	2	6	11	8	2	3	—
7.5– 7.9	—	2	2	2	3	2	14	7	2	2	—
8.0– 8.4	—	1	—	—	1	4	5	7	3	—	—
8.5– 8.9	—	—	—	2	2	2	3	4	1	—	—
9.0– 9.4	—	—	—	—	—	4	6	4	3	—	—
9.5– 9.9	—	—	—	—	—	1	3	—	—	—	—
10.0– 10.4	—	—	—	—	1	1	—	2	—	—	—
10.5– 10.9	—	—	—	—	—	1	1	—	—	—	—
11.0– 11.4	—	—	—	—	—	1	—	—	—	—	—
11.5– 11.9	—	—	—	—	—	—	—	—	—	—	—
12.0– 12.4	—	—	—	—	—	—	20.7-1	18.1-1	19.6-1	—	—
Average increase	5.75	5.90	5.70	5.50	5.97	6.17	6.98	6.71	5.44	3.34	—
Variability	±0.88	±0.98	±1.10	±0.97	±1.23	±1.85	±1.89	±2.06	±2.89	±2.71	—
Cases	17	38	53	56	55	75	84	71	47	36	15

I next divided the series into two equal parts, the first embracing the short, the second the tall, individuals. The following amounts of growth were found for these two groups:

Average annual increase ($d + \Delta$) in stature of short and tall children between the following years:

BOYS.

Class of children and differences.	Years.									
	6 and 7.	7 and 8.	8 and 9.	9 and 10.	10 and 11.	11 and 12.	12 and 13.	13 and 14.	14 and 15.	15 and 16.
Short	5.51	5.18	4.81	4.77	4.77	4.79	5.25	7.28	7.47	6.83
Tall	5.88	5.55	4.98	5.39	5.28	5.20	6.56	8.47	4.99	4.44
Difference (2Δ)	+0.37	+0.37	+0.17	+0.62	+0.51	+0.41	+1.31	+1.19	—2.48	—2.39

GIRLS.

Class of children and differences.	Years.									
	6 and 7.	7 and 8.	8 and 9.	9 and 10.	10 and 11.	11 and 12.	12 and 13.	13 and 14.	14 and 15.	15 and 16.
Short	5.75	5.49	5.34	5.52	5.81	7.01	7.38	6.55	4.45	—
Tall	6.06	5.90	5.67	6.41	6.52	6.95	6.06	4.38	2.23	—
Difference (2Δ)	+0.31	+0.41	+0.33	+0.89	+0.71	—0.06	—1.35	—2.17	—2.22	—

That there must be an interdependence between the rate of growth and the actual size attained at a certain period can be shown to be a theoretical necessity. If the variability of a series at the age t is μ , and if the variability of the annual increment d is m , then, according to the theory of probabilities, the variability at the age $t+1$ must be $\sqrt{\mu^2 + m^2}$ if the amount of annual growth does not depend upon the size attained at the period t . Observations show that m is small as compared to μ . Observations also show that μ first increases quite rapidly from year to year, and that at the period of adolescence it suddenly decreases very rapidly. It is clear that these phenomena do not agree with the assumption made. We must conclude, therefore, that the amount of annual growth depends upon the size attained at a certain period.

It is possible to give an approximate value of this relation. If the average of all measurements for the period t is A , that for the period t_1 is $A+d$, where d is the average amount of growth for the period t_1-t . We will consider in what manner a value $A+d+v$ in the series of the period t_1 develops from the series of the period t .

We will suppose that the relation between the actual size of an individual and the average amount of his annual growth is expressed by the simple relation

$$d_x = d + ax, \text{ where } a \text{ is a constant.}$$

Furthermore, we will assume that the variability of d_x is the same for all values of x . The annual growth of a single individual of the size $A+x$ will be, according to these assumptions, $d+ax+y$, where y expresses the accidental variation of the annual increment. The size of the individual at the period t_1 will therefore be

$$\begin{aligned} A+x+d+ax+y &= A+d+v. \\ y &= v-x(1+a). \end{aligned}$$

The probability of finding the variation x is

$$P_x = \frac{1}{\mu\sqrt{2\pi}} e^{-\frac{x^2}{2\mu^2}} dx.$$

The probability of finding y is

$$P_y = \frac{1}{m\sqrt{2\pi}} e^{-\frac{y^2}{2m^2}} dy = \frac{1}{m\sqrt{2\pi}} e^{-\frac{[v-x(1+a)]^2}{2m^2}} dv = \frac{1}{m\sqrt{2\pi}} e^{-\frac{\left(\frac{v}{1+a}-x\right)^2}{2\left(\frac{m}{1+a}\right)^2}} dv.$$

The probability of finding x and y combined is

$$P_x P_y = \frac{1}{\mu m 2\pi} e^{-\frac{x^2}{2\mu^2} - \frac{\left(\frac{v}{1+a}-x\right)^2}{2\left(\frac{m}{1+a}\right)^2}} dx dv.$$

v will be obtained for all the values of x . Therefore

$$P_v = dv \int_{-\infty}^{+\infty} \frac{1}{\mu m 2\pi} e^{-\frac{x^2}{2\mu^2} - \frac{\left(\frac{v}{1+a}-x\right)^2}{2\left(\frac{m}{1+a}\right)^2}} dx.$$

This value of this integral is

$$P_v = \frac{1}{\sqrt{\mu^2(1+a)^2 m^2} \sqrt{2\pi}} e^{-\frac{v^2}{2[m^2(1+a)^2 + \mu^2]}} dv.$$

By observation we find the variability at the period t_1 —that is, that of v —equals μ_1 . Therefore

$$\mu_1^2 = \mu^2 (1+a)^2 + m^2;$$

$$a = \pm \sqrt{\frac{\mu_1^2 - m^2}{\mu^2}} - 1.$$

As a must be a small value, the positive root only is available, and we have

$$a = \sqrt{\frac{\mu_1^2 - m^2}{\mu^2}} - 1.$$

It follows from this equation that as long as μ_1 is considerably larger than μ , a is positive; when μ_1 is smaller than μ , it is always negative. As during the early years μ increases with age, among young children the small ones are in a period of retarded growth, while the tall ones are in a period of accelerated growth, while among older children when μ begins to decrease again the tall ones cease growing, while the smaller ones grow rapidly.

The values given on page 1549 for the amount of growth of short and tall children may be considered as equaling

$$\Delta = 2 \int_{-\infty}^0 (d+ax) \frac{1}{\mu \sqrt{2\pi}} e^{-\frac{x^2}{2\mu^2}} dx = d - a \mu \sqrt{\frac{2}{\pi}}$$

It is therefore possible to calculate a from the data contained in the table on page 1549. The two series of values show a fairly close agreement, considering the small number of repeated measurements.

Values of a .

Ages.	For boys by the formula—		For girls by the formula—	
	$a = \sqrt{\frac{\mu_1^2 - m^2}{\mu^2}} - 1$	$a = \frac{\Delta}{\mu} \sqrt{\frac{\pi}{2}}$	$a = \sqrt{\frac{\mu_1^2 - m^2}{\mu^2}} - 1$	$a = \frac{\Delta}{\mu} \sqrt{\frac{\pi}{2}}$
6 -----	0.05	0.05	0.02	0.04
7 -----	0.05	0.05	0.05	0.05
8 -----	0.01	0.00	0.01	0.04
9 -----	0.03	0.07	0.03	0.09
10 -----	0.06	0.06	0.06	0.07
11 -----	0.06	0.04	0.07	-0.01
12 -----	0.10	0.12	-0.11	-0.11
13 -----	0.08	0.09	-0.17	-0.18
14 -----	-0.03	-0.18	-0.17	-0.20
15 -----	-0.22	-0.17	-----	-----

It must also be borne in mind that the formula

$$\text{Annual amount of growth} = d + ax$$

is a very rough approximation to actual conditions, and that, particularly during the period preceding puberty, the distribution of annual increase will differ considerably from this law.

Dr. H. P. Bowditch, in a paper published in the Twenty-second Annual Report of the State Board of Health of Massachusetts, assumes that the growth of children is such that they always remain in the same percentile grade—that is to say, if the variability at the period t is μ , and at the period t_1 is μ_1 , then the average child which has at the period t the measurement $A+x = A + \frac{x}{\mu}\mu$ will have at the period t_1 the measurement $A_1 + \frac{x}{\mu_1}\mu_1$. Its growth during the intervening period will therefore be

$$A_1 + \frac{x}{\mu_1}\mu_1 - A - \frac{x}{\mu}\mu = A_1 - A + \frac{\mu_1 - \mu}{\mu}x.$$

The assumption is therefore narrower than the one made above, as a , which we tried to determine by means of the various data, is here given the arbitrary value $\frac{\mu_1 - \mu}{\mu}$. It will be noticed that for

$$m = 0$$

a will assume the value $\frac{\mu_1 - \mu}{\mu}$. The data given on pages 1546 and 1547 show that m is so large that it can not be neglected. Therefore the assumption $a = \frac{\mu_1 - \mu}{\mu}$ can not be true, and we conclude that the average percentile grade of growing individuals is constantly changing.

The average individual of the measurement $A + x$ at the period t will be at the period t_1

$$\begin{aligned} A + x + d + ax &= A + d + x(1 + a) \\ &= A + d + \frac{x}{\mu} \sqrt{\mu_1^2 - m^2} \\ &= A + d + x \frac{\sqrt{1 - \frac{m^2}{\mu_1^2}}}{\mu} \mu_1. \end{aligned} \quad (1)$$

If the individual remained on the same percentile grade, his measurement would be

$$A + d + \frac{x}{\mu} \mu_1. \quad (2)$$

It will be seen that the deviation (1) is smaller than (2). It follows, therefore, that the average of all growing individuals who in one year have a certain percentile grade will be nearer the general average the following year. This agrees with the results found by Dr. Henry G. Beyer.¹

These facts and considerations have an important bearing upon the theory of the statistics of growth.² When we consider children of a certain age, we find that they are not all in the same stage of development. Some have reached a point just corresponding to their age, while others are a little behind, and still others a little in advance, of their age. Consequently the values of their measurements will not exactly correspond to those of their age. We may assume that the difference between their stage of development and that belonging to their exact age is due to accidental causes, so that the number less developed than the average of a particular age will be the same as the number of those more developed; or there will be as many children in a stage of development corresponding to that of their age plus a certain length of time as in a stage corresponding to that of their age minus a certain length of time.

The number of children who have a certain amount of deviation may be assumed to be arranged according to the laws of probability, so that the average of all the children will be exactly in the stage of development belonging to their age.

Observations have shown that growth during childhood is quite regular, and that it decreases rapidly during the period of adolescence. At this period, when the rate of growth is decreasing, those children whose growth is retarded will be more remote from the value belonging to their age than those whose growth is accelerated. As the numbers above and below the average are equal, those with retarded growth will have a greater influence upon the average than those whose growth is accelerated; therefore the average of all values of the measurement of all the children of a certain age will be too low when the rate of growth is decreasing and too high when it is increasing.

These considerations may be expressed in mathematical form as follows:

In the adult the relative frequency of the variation x from the average value of the measurement s will generally be expressed by the formula

$$P_s + x = \frac{1}{\mu_1 \sqrt{2\pi}} e^{-\frac{x^2}{2\mu_1^2}} dx, \quad (1)$$

where μ_1 is the measure of the variability of the series.

¹ "The Growth of United States Naval Cadets" (Proc. U. S. Naval Institute, Vol. XXI, No. 2, whole No. 74).

² The following theory was first published in "Science," Vol. XIX, 1892, May 6, p. 256; May 20, p. 281.

The value of the measurement belonging to the average of all those individuals who will finally reach the value s is, at any given period, a function of that period, and may be called s_t . The value of the measurement at the period t of all those individuals who will finally reach the stature $s+x$ is a function of s_t and x , and may be expressed by $f(s_t; x)$.

The individuals constituting the adult series will not develop quite regularly, but some will be in advance of others. We assume that at any given time these variations in period will be distributed according to the law of probabilities. The relative frequency of the variation y from the period under consideration, t , will be

$$Pt + y = \frac{1}{\mu_2 \sqrt{2\pi}} e^{-\frac{y^2}{2\mu_2^2}} dy. \quad (2)$$

The probability, therefore, of finding an individual who will finally have the stature $s+x$, standing at the period of development $t+y$, and whose measurement is therefore $f(s_{t+y}; x)$ is equal to $P_{s+x} \cdot P_{t+y}$; or,

$$Pf(s_{t+y}; x) = \frac{1}{\mu_1 \mu_2 \sqrt{2\pi}} e^{-\frac{x^2}{2\mu_1^2} - \frac{y^2}{2\mu_2^2}} dx \cdot dy. \quad (3)$$

The individuals who will finally have the measurement $s+x$, will have at a period $t+y_1$ the same measurement that other individuals who will finally be $s+x$, have at the period $t+y_2$. Consequently there will be an infinitely large number of combinations of x and y , which will result in the same value s_t+v . This will be the case whenever

$$\begin{aligned} f(s_{t+y}; x) &= s_t + v \\ y &= \varphi(s_t + v; x). \end{aligned}$$

By substituting this value of y in (3), and taking the integral for all values of x ,

$$P_v = \int_{-\infty}^{+\infty} \frac{dv}{\mu_1 \mu_2} e^{-\frac{x_1^2}{2\mu_1^2} - \frac{\phi(s_t+v, x)^2}{2\mu_2^2}} dx.$$

As an approximation, we may assume

$$\varphi(s_t + v; x) = s_t + v + ax + bx^2.$$

The distribution of probabilities about the type will then be asymmetrical. It is possible to compute from these data the typical values for each year, and at the place quoted above I have given a method of approximation. The latter is, however, not sufficient. I have disregarded values of the order ab and b^2 in arriving at the results given. This is, however, not sufficient. By including terms of higher order it is possible to compute the series more accurately, but the calculation is so exceedingly long and entails so much labor that I have given it up, particularly as it must be verified by actual observation. It seems more economical to wait until a satisfactory series of measurements, taken at annual intervals, is available.

Dr. H. P. Bowditch¹ has called attention to the asymmetry of the curves, which he expressed by the difference between the probable and average values. His observations were corroborated by the study of material collected in St. Louis, Mo., by Dr. W. T. Porter,² who followed the method laid down by Dr. Bowditch.

In order to gain a better insight into the character of the annual curves I have combined all the available American material. This computation was carried out for me by Dr. G. M. West, according to my instructions. The computations were made under his immediate supervision, and he is responsible for the preliminary interpolation, while I made the final combination myself.

¹ Twenty-second Annual Report of the State Board of Health of Massachusetts, pp. 479 ff.

² Transactions of the Academy of Science of St. Louis, Vol. VI, No. 12, 1894, pp. 350 ff.

The method of procedure was the following. Observations are available from the following six cities: Boston, Milwaukee, St. Louis, Worcester, Toronto, Oakland. These represent a variety of conditions. We may assume that the variations represented by various cities are due to accidental causes, that is to say, that when the children in all the towns and cities of the country are measured we expect to find the results to vary around a certain average, according to the laws of probability. The type of the total population would embrace statistics of all the individuals of various ages. These are not available, and we must consider the cities in which the measurements were taken as representatives of the total population. In order to unite the material properly we ought to know how large a portion of the population is represented by each city. We can not obtain any satisfactory information on this point, and the only practicable way of uniting the material seems to be to add all the measured individuals, without regard to the varying numbers that were measured in each city. This has been done. It was necessary to reduce the observations that were recorded in inches to centimeters. Similar reductions were necessary in the tables of weights. This required a lengthy interpolation. The St. Louis measurements required an additional interpolation, as the age of the measured children was recorded at the nearest birthday, while all the other observers counted age from the last birthday. The results of this calculation are given on pages 1555 and 1556.

It will be noticed that the distribution is rather unexpectedly irregular. I presume this is due to the fact that observers developed a tendency to round their observations, so that full inches and the centimeters ending with 0 or 5 (110, 115, 120, etc.) were given undue preference. It is likely that if this fact had been considered, the resulting curves would have been smoother.

Frequencies of statures of American boys, in percentages.

Height in centimeters.	Ages, in years.													
	5.589	6.533	7.511	8.504	9.496	10.494	11.492	12.489	13.481	14.467	15.454	16.445	17.433	18.424
91-92.99	0.4	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
93-94.99	0.6	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
95-96.99	1.7	0.1	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
97-98.99	3.5	0.4	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
99-100.99	6.7	0.7	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
101-102.99	10.7	2.2	0.2	0.1	0.1	-----	-----	-----	-----	-----	-----	-----	-----	-----
103-104.99	15.3	4.9	0.8	0.1	0.1	-----	-----	-----	-----	-----	-----	-----	-----	-----
105-106.99	16.9	9.0	2.0	0.4	0.1	-----	-----	-----	-----	-----	-----	-----	-----	-----
107-108.99	13.7	12.2	3.3	0.5	0.1	-----	-----	-----	-----	-----	-----	-----	-----	-----
109-110.99	13.3	15.5	6.2	1.3	0.1	0.1	0.1	-----	-----	-----	-----	-----	-----	-----
111-112.99	9.1	15.8	11.1	2.5	0.3	0.1	0.1	-----	-----	-----	-----	-----	-----	-----
113-114.99	4.3	13.5	13.0	4.6	0.8	0.1	0.1	-----	-----	-----	-----	-----	-----	-----
115-116.99	2.3	10.9	14.8	7.7	1.6	0.4	0.1	-----	-----	-----	-----	-----	-----	-----
117-118.99	0.9	6.9	14.7	11.3	4.1	0.7	0.2	-----	-----	-----	-----	-----	-----	-----
119-120.99	0.5	4.1	12.5	14.3	6.9	1.8	0.2	0.1	0.1	-----	-----	-----	-----	-----
121-122.99	0.2	2.2	9.1	15.0	10.3	3.7	0.7	0.2	0.1	0.1	-----	-----	-----	-----
123-124.99	-----	0.9	5.9	13.5	12.9	6.0	1.8	0.5	0.2	0.1	0.1	-----	-----	-----
125-126.99	-----	0.3	3.4	10.5	13.8	8.8	3.1	0.8	0.2	0.1	-----	-----	-----	-----
127-128.99	-----	0.3	1.8	7.9	13.9	11.1	6.0	1.9	0.7	0.2	-----	-----	-----	-----
129-130.99	-----	0.1	0.7	4.8	12.0	12.8	8.5	3.5	1.0	0.2	-----	-----	-----	-----
131-132.99	-----	-----	0.3	2.7	9.2	12.7	9.6	5.3	1.6	0.4	-----	-----	-----	-----
133-134.99	-----	-----	0.2	1.5	6.3	12.3	12.0	7.7	2.8	0.8	0.1	-----	-----	-----
135-136.99	-----	-----	-----	0.7	3.5	10.5	13.5	10.5	4.8	1.2	0.3	-----	-----	-----
137-138.99	-----	-----	-----	0.4	2.0	7.6	11.9	10.8	6.1	2.5	0.6	0.1	0.2	-----
139-140.99	-----	-----	-----	0.1	1.0	5.0	10.4	12.5	8.8	3.6	1.5	0.4	-----	-----
141-142.99	-----	-----	-----	0.1	0.4	3.1	8.6	11.3	10.1	5.2	2.2	0.4	-----	-----
143-144.99	-----	-----	-----	-----	0.3	1.8	5.3	9.9	10.8	5.6	2.2	0.7	-----	-----
145-146.99	-----	-----	-----	-----	0.1	0.7	3.2	7.7	10.5	8.0	3.2	0.7	0.3	-----
147-148.99	-----	-----	-----	-----	0.1	0.4	2.1	5.9	9.3	9.1	4.2	0.8	0.3	-----
149-150.99	-----	-----	-----	-----	-----	0.3	1.2	4.3	8.6	10.0	6.1	2.3	0.3	0.4
151-152.99	-----	-----	-----	-----	-----	0.1	0.7	2.7	6.3	8.2	7.3	2.8	0.7	0.4
153-154.99	-----	-----	-----	-----	-----	-----	0.3	1.8	5.3	8.8	7.6	2.7	1.4	0.9
155-156.99	-----	-----	-----	-----	-----	-----	0.1	1.2	4.9	8.3	7.8	4.9	1.6	2.2
157-158.99	-----	-----	-----	-----	-----	-----	0.1	0.6	3.1	6.2	8.2	5.8	3.9	1.8
159-160.99	-----	-----	-----	-----	-----	-----	0.1	0.5	1.7	5.7	8.6	8.0	5.4	2.6
161-162.99	-----	-----	-----	-----	-----	-----	-----	0.2	1.1	4.7	8.1	8.4	5.8	3.9
163-164.99	-----	-----	-----	-----	-----	-----	-----	0.1	0.7	3.7	6.6	10.5	8.9	9.2
165-166.99	-----	-----	-----	-----	-----	-----	-----	-----	0.4	2.4	6.9	10.1	11.4	9.2
167-168.99	-----	-----	-----	-----	-----	-----	-----	-----	0.2	1.5	6.0	10.2	10.3	10.5
169-170.99	-----	-----	-----	-----	-----	-----	-----	-----	0.3	1.4	4.7	10.5	10.5	10.9
171-172.99	-----	-----	-----	-----	-----	-----	-----	-----	0.1	0.9	3.3	8.6	9.6	13.5
173-174.99	-----	-----	-----	-----	-----	-----	-----	-----	-----	0.5	2.0	4.5	9.3	9.6
175-176.99	-----	-----	-----	-----	-----	-----	-----	-----	-----	0.2	1.1	3.0	7.2	8.3
177-178.99	-----	-----	-----	-----	-----	-----	-----	-----	-----	0.2	0.6	2.7	5.1	5.2
179-180.99	-----	-----	-----	-----	-----	-----	-----	-----	-----	0.1	0.4	1.2	4.2	4.8
181-182.99	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	0.1	0.5	2.3	6.1
183-184.99	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	0.1	0.5	-----
185-186.99	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	0.1	0.5	-----
187-188.99	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	0.1	-----	0.4
189-190.99	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	0.1	-----	0.3	-----
Cases	1,535	3,973	5,379	5,633	5,531	5,151	4,759	4,205	3,573	2,518	1,481	759	429	229
Average height	106.41	111.78	116.89	122.06	126.89	131.75	136.17	140.68	145.88	152.14	159.48	164.68	168.81	170.91
Average variation	±3.83	±3.98	±4.17	±4.35	±4.56	±4.78	±4.97	±5.35	±6.04	±6.88	±7.31	±6.15	±5.78	±5.45
Mean variation	±4.81	±4.92	±5.22	±5.53	±5.66	±5.90	±6.32	±6.79	±7.69	±8.65	±8.92	±7.77	±7.25	±6.76
Corrected average for half year	105.90	111.58	116.83	122.04	126.91	131.78	136.20	140.74	146.00	152.39	159.72	164.90	168.91	171.07
Mean variation corrected	±4.80	±4.92	±5.22	±5.53	±5.66	±5.90	±6.32	±6.80	±7.71	±8.66	±8.87	±7.75	±7.23	±6.74
Mean variation at half year	±(4.40)	±4.66	±5.00	±5.34	±5.48	±5.74	±6.20	±6.62	±7.54	±8.49	±8.61	±7.63	±7.15	-----

Frequencies of statures of American girls, in percentages.

Height in centi- meters.	Ages, in years.													
	5. 611	6. 545	7. 513	8. 501	9. 497	10. 495	11. 494	12. 490	13. 479	14. 471	15. 466	16. 473	17. 466	
87- 88.99	0.1													
89- 90.99		0.1												
91- 92.99	0.1	0.1												
93- 94.99	0.9	0.1												
95- 96.99	2.2	0.1												
97- 98.99	4.6	0.6												
99-100.99	9.4	1.5		0.1										
101-102.99	12.3	3.5	0.3	0.1	0.1									
103-104.99	17.1	6.7	1.3	0.1	0.1									
105-106.99	16.8	10.2	2.5	0.3	0.1									
107-108.99	13.9	13.9	4.3	0.6	0.3	0.1								
109-110.99	11.1	17.1	8.3	2.0	0.1	0.1								
111-112.99	6.0	14.8	11.4	3.8	0.4	0.1								
113-114.99	2.9	11.3	13.0	6.0	1.2	0.2	0.1	0.1						
115-116.99	1.9	9.1	15.4	9.3	2.8	0.5	0.2	0.1						
117-118.99	0.4	6.0	13.3	11.8	4.7	1.1	0.2	0.1	0.1					
119-120.99	0.1	2.7	12.0	14.4	7.9	2.4	0.4	0.1	0.1					
121-122.99	0.2	1.3	9.0	14.2	11.0	4.3	1.2	0.3	0.1					
123-124.99		0.5	4.5	12.5	13.2	6.3	1.9	0.4	0.1					
125-126.99		0.2	2.8	9.9	14.2	9.5	3.2	0.7	0.1	0.1				
127-128.99		0.1	1.1	6.9	14.0	11.2	5.4	1.4	0.2	0.1				
129-130.99		0.1	0.5	4.2	11.1	13.2	7.9	2.6	0.4	0.1				
131-132.99			0.2	2.1	7.9	13.0	10.1	3.9	0.8	0.2				
133-134.99			0.1	0.9	4.7	11.7	11.7	5.6	1.3	0.4				
135-136.99				0.4	3.0	9.2	11.7	7.5	2.6	0.6				
137-138.99				0.3	1.7	6.7	10.4	9.1	4.4	0.9	0.2			
139-140.99				0.1	1.0	4.4	10.4	10.4	5.6	1.7	0.7	0.2		
141-142.99					0.3	2.8	8.3	11.4	6.5	2.6	0.7	0.2	0.1	
143-144.99					0.1	1.7	6.0	10.3	7.8	3.5	1.5	0.8	0.3	
145-146.99					0.1	0.7	4.2	9.0	10.8	5.6	2.6	2.0	1.0	
147-148.99						0.4	2.6	7.2	9.3	7.0	3.8	2.6	2.4	
149-150.99						0.2	2.1	6.2	11.2	10.2	7.8	5.4	4.4	
151-152.99						0.1	1.0	4.8	10.5	12.4	10.2	8.2	6.7	
153-154.99							0.4	3.4	8.4	12.8	12.1	11.0	8.4	
155-156.99							0.3	2.4	7.6	13.4	15.3	12.9	10.8	
157-158.99						0.1	0.2	1.6	4.9	9.3	11.8	12.7	16.1	
159-160.99							0.1	0.8	3.4	7.4	11.2	13.8	13.5	
161-162.99								0.3	2.0	5.1	8.9	11.3	13.8	
163-164.99								0.1	1.0	3.0	5.9	7.3	7.1	
165-166.99								0.1	0.4	1.9	3.5	5.8	7.1	
167-168.99								0.1	0.2	0.8	2.2	2.9	3.5	
169-170.99									0.1	0.5	0.7	1.4	2.4	
171-172.99									0.1	0.2	0.5	1.2	1.1	
173-174.99										0.2	0.2	0.2	0.5	
175-176.99											0.2		0.8	
177-178.99												0.1		
179-180.99														
Cases	1,260	3,618	4,913	5,289	5,132	4,827	4,507	4,187	3,411	2,537	1,656	1,171	790	
Average height	105.45	110.32	116.16	121.21	126.13	131.24	136.58	142.46	148.58	153.41	156.45	158.00	159.11	
Average variation	± 3.74	± 3.98	± 4.23	± 4.45	± 4.51	± 4.91	± 5.45	± 5.98	± 5.89	± 5.18	± 4.68	± 4.64	± 4.43	
Mean variation	± 4.60	± 5.09	± 5.25	± 5.58	± 5.73	± 6.18	± 6.83	± 7.57	± 7.38	± 6.71	± 5.96	± 5.79	± 5.75	
Corrected average	104.88	110.08	116.08	121.21	126.14	131.27	136.62	142.52	148.69	153.50	156.50	158.03	159.14	
Mean variation corrected	± 4.64	± 5.07	± 5.25	± 5.58	± 5.73	± 6.18	± 6.83	± 7.57	± 7.37	± 6.69	± 5.96	± 5.79	± 5.75	
Mean variation at half year		± 4.78	± 5.01	± 5.46	± 5.54	± 6.00	± 6.63	± 7.41	± 7.20	± 6.57	± 5.88	± 5.65		

From the preceding facts and considerations we conclude that the averages and variabilities of growing children must not be considered more than indices of the typical conditions characteristic of a certain age. In order to determine these accurately, the asymmetry of the distributions must be taken into account. This, however, can not be done, except by the expenditure of a vast amount of labor, until a sufficient series of observations, taken according to the individualizing method, is available.

GROWTH AS DETERMINED BY THE TOTAL SERIES OF TORONTO CHILDREN.

I give first of all a table of statures grouped in periods of quarter years. In this tabulation all those individuals who did not expressly state that their age was so

and so many years and no months were omitted, because there is a considerable probability that in many cases of this sort the number of months was not recorded. For this reason the number of children corresponding to the full years and no months is too small. It might have been better to group the material as follows: 11, 0, 1 months; 2, 3, 4 months; 5, 6, 7 months; 8, 9, 10 months; but I did not do so, in order to preserve the comparability with other series which extend over the whole year. The records of ages show that in order to obtain accurate results the question ought not to be simply for years and months, but we should ask for the age at the last birthday, age at the coming birthday, and the date of the birthday. When we simply ask for years and months, the person answering the question will often first give the age at the nearest birthday, particularly when the approaching birthday is not far distant, and then add the number of months passed since the last birthday, thus introducing an error of a whole year. This was noticed to occur in the Worcester measurements that were repeated after the lapse of a year, Accuracy can be attained only by the three questions given before.

The following are the tables of statures:

Statures of Toronto boys, grouped in quarter-year periods.

Height in centimeters.	Number of boys of the following ages.											
	5 years and—				6 years and—				7 years and—			
	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.
91		1										
92		1										
93												
94	1											
95					1							
96	2	4						1				
97		1	1		1			1				
98	2	2		2		1						
99	2	2	3	2	1	2						
100	4	3	4	4				1				
101	1	6	3	2	1	1	2					
102	2	6	6	5	1	3	2					
103	5	6	5	5	5	5	4	2	1			1
104	3	8	9	7	3	6	2	6	1			
105	5	6	7	8	4	8	9	5		3	1	
106	4	8	4	12	3	6	9	4	1	3	2	1
107	3	5	5	6	7	5	9	5	6	3	4	
108	1	3	11	11	13	9	11	6	3	4	2	2
109	2	11	5	10	11	13	12	8	4	7	5	1
110		4	6	14	9	17	17	19	9	9	7	5
111	4	1	9	8	9	19	14	9	16	12	8	8
112		1	12	6	8	14	15	12	17	23	12	5
113	1	2	4	3	6	11	9	10	15	12	7	11
114			1	3	5	8	19	15	16	18	17	17
115		1		4	3	12	16	17	12	25	13	10
116			3	4	4	5	8	14	26	20	14	11
117				1	5	3	4	11	14	14	20	15
118			1	2	1	2	5	10	14	16	21	15
119					1	3	1	9	10	12	21	13
120				1	1		2	5	10	9	25	13
121							2	6	5	9	12	7
122						1	1	1	2	10	12	16
123						1		1	3	5	7	7
124									5	3	11	7
125				1				2	1	3	6	5
126										2	4	1
127								1		1	2	4
128			1							1	4	7
129											1	2
130										1		2
131											1	
132												
133											2	1
134												
135												
136												
137												1
Cases	42	82	102	121	103	155	173	182	191	225	242	188
Average height	103.9	104.5	107.3	108.1	109.7	110.3	111.1	113.1	114.9	115.5	117.7	118.3
Mean variation	±4.44	±4.70	±5.07	±4.60	±4.59	±4.48	±4.29	±5.25	±4.17	±4.67	±4.83	±5.40

Statures of Toronto boys, grouped in quarter-year periods—Continued.

Height in centimeters.	Number of boys of the following ages.											
	8 years and—				9 years and—				10 years and—			
	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.
105		1	1									
106	1	1				1						
107		2								1		
108	2	1				1	1					
109		3	1									
110	2	3				1						
111	3		1	1		1		1				
112	4	3	4	1		1	1		1			
113	8	4	3	3	1	1	1					
114	5	8	5	2		2	1			1		
115	16	8	10	4	1		1		1	2	1	1
116	15	17	4	6	3		6					
117	8	14	13	11	4	6	2	5	1	1	1	1
118	17	21	14	11	11	8	5	3	1	1	1	
119	16	13	12	14	5	9	4	3	3	4		1
120	19	25	30	16	7	11	9	8	4	3	2	3
121	18	10	20	16	19	7	9	13		1	5	2
122	13	17	22	20	8	17	9		6	8	3	1
123	9	13	15	19	12	15	8	15	7	3	7	3
124	12	14	23	14	19	18	14	13	5	11	6	7
125	6	13	24	16	18	18	22	9	9	11	3	9
126	8	8	12	12	16	16	11	20	11	7	8	6
127	4	11	11	11	11	21	20	11	8	17	8	6
128	3	11	9	18	11	19	20	12	10	14	8	11
129	2	4	5	10	7	8	15	13	14	14	13	10
130	3	8	4	2	12	16	21	16	9	21	16	18
131	1	5	2	5	10	5	13	13	13	17	12	11
132	1	3	3	7	6	12	14	16	10	11	18	16
133		2	2	6	2	9	11	13	9	13	20	16
134	1	3	3	1	5	7	9	6	7	11	9	14
135		2	1	1	2	4	3	10	10	13	20	14
136		1	2	1	3	5		4	9	8	12	13
137		1						1	4	11	7	9
138		1			1	2		4	3	5	7	7
139			1				1	1	2	4	10	8
140								2	1	6	7	9
141								2	5	4	4	13
142								1	1	4	4	2
143	1										2	3
144			1						1		2	3
145				1								1
146							1		1	1	2	1
147											1	
148								1				1
149											1	2
150								1				
Cases	193	251	260	229	194	241	242	228	167	228	222	222
Average height	119.7	121.3	122.2	123.5	125.1	125.6	127.0	127.9	129.9	130.2	132.2	132.9
Mean variation	±5.08	±6.01	±5.31	±5.13	±4.47	±5.43	±5.51	±5.99	±6.00	±5.97	±6.01	±6.09

Statures of Toronto boys, grouped in quarter-year periods—Continued.

Height in centimeters.	Number of boys of the following ages.											
	11 years and—				12 years and—				13 years and—			
	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.
117			1									
118		1										
119						1						
120	1			1								
121	1	2				1						
122		1	1	1		1						
123		2	2	2	1		1		1			
124	1	2	4		2			1				
125	3	8	5	1	2			2				
126	4	3	4	2	2	3				1		
127	5	4	3	4	2	3	1	1			1	
128	9	5	6	7	2	2	5	1	2	1		
129	6	11	9	5	3	2	1	5				
130	12	14	19	8	6	3	4	5	1	1	3	
131	10	10	12	3	3	4	7	2	3	1	3	
132	7	10	12	7	7	5	4	7	2	2	1	
133	8	17	7	6	5	7	3	6	1	3	2	3
134	15	14	24	11	8	9	6	4	2	3	2	2
135	10	11	9	13	9	7	8	6	4	2	5	3
136	16	13	15	13	13	7	18	5	8	6	6	4
137	13	12	11	5	11	8	8	11	7	3	6	5
138	15	13	11	14	16	15	14	9	10	4	2	3
139	10	14	15	6	12	9	12	9	4	8	3	4
140	9	12	18	10	9	7	13	19	4	14	3	7
141	7	4	12	16	10	6	8	14	2	7	12	4
142	11	10	7	7	7	12	12	14	10	8	10	4
143	4	5	10	8	6	10	8	10	7	8	5	9
144	2	2	4	5	8	10	7	18	8	7	3	5
145	3	7	3	4	3	6	8	11	9	14	10	13
146	2	3	2	3	3	6	5	8	3	10	4	8
147	1	2	5	2	8	5	10	7	2	9	11	5
148	1	1	2	5	8	5	8	6	5	5	6	15
149			1	2	3	2	3	4	3	13	5	1
150		1	2	1	1	4	7	9	3	11	5	9
151	1		1		2	1	2	3	3	4	9	2
152	1			1	1	1	2	2	6	6	3	5
153		1	1	1	1	1	1	1	4	6	5	3
154				1		1	1	1	1		2	6
155					1	2	1	3	5	4	3	7
156			1			1		2		2	2	5
157										1	3	3
158					1				2	3	5	2
159							1	1		4	1	1
160					1	1			1	1	2	1
161											2	
162									1		1	
163										1		2
164										1		2
165												1
166												
167										2		
168												
169											1	
170											1	1
Cases	188	215	239	175	176	167	189	214	124	176	149	147
Average height	135.3	134.9	136.5	137.1	138.6	139.4	140.1	141.6	142.8	145.3	145.5	147.1
Mean varia- tion	±5.60	±6.06	±6.28	±6.39	±6.63	±6.53	±6.33	±6.97	±7.38	±7.31	±8.39	±7.54

Statures of Toronto boys, grouped in quarter-year periods—Concluded.

Height in centimeters.	Number of boys of the following ages.					
	14 years and—				15 years and—	
	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.	0 to 5 mos.	6 to 11 mos.
122		1				
123						
124		1			1	
125	1		1			
126						
127		1				
128						
129						
130		1				
131						
132	1					
133	2					
134						
135	1		2			
136		3		1		
137	3	1		1	1	
138	1	3	1	1		
139	1		1	1	1	
140	1	1	1	3	3	1
141	4	4	2	3	2	1
142	3	1	1	1	1	
143	6		4			1
144	5	1	2	1	1	1
145	6	8	4	2	2	2
146	7	2	3	3	4	3
147	1	8	6	1	1	1
148	5	9	11	2	3	2
149	2	2	2	7	4	
150	6	9	6	5	2	3
151	5		5	2	3	
152	8	6	4	4	3	
153	3	6	5	2	6	4
154	9	7	6	3	6	2
155	2	3	5	6	5	4
156	3	4	2	2	3	2
157			2	5	2	3
158	2	3	2	1	9	6
159	3	2	2	5	6	2
160	3	1	5	1	7	4
161	3	4	3		5	2
162	3		4	2	4	2
163	1	2	1	1	2	1
164	2		1	2	2	2
165		1	2	1	1	3
166	1	1	2		4	2
167		1	1		2	2
168		2			2	3
169		2	1	1	3	1
170			2			2
171						
172					2	3
173		1	1			
174				1		1
175						
176		1			1	
177						
178						
179						
180						1
181						
182						
183						
184						
185						
186						
187					1	
Cases	105	103	108	71	103	67
Average height	149.4	150.5	157.4	156.9	156.1	158.2
Average variation	±7.94	±9.20	±8.21	±7.55	±9.07	±8.75

Statures of Toronto girls, grouped in quarter-year periods.

Height in centimeters.	Number of girls of the following ages.											
	5 years and—				6 years and—				7 years and—			
	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.
85												
86												
87				1								
88												
89												
90												
91												
92												
93	1											
94		1										
95	1	1				1						
96		1	5	1								
97	1	1				1		1				
98	6	1	3	1		3						
99	2	3	3	2	1	1						
100	3	7	10	4			2					
101	3	4	9	5	4	2	2					
102	3	10	7	8	4	2	5	4			2	
103	3	9	8	10	5	3	1	4		1		2
104	5	12	12	8	2	5	8	9	1	1	3	2
105	2	5	12	6	5	6	9	5	2	3	4	3
106	5	6	8	13	9	8	9	5	2	1	2	5
107	2	7	6	9	13	11	12	6	4		4	1
108	2	2	5	6	10	14	12	8		4	9	1
109	1	5	8	7	7	10	13	10	3	6	4	5
110	2	3	7	9	7	11	21	17	14	13	9	4
111	2	3	4	5	9	7	13	14	9	13	5	12
112	1	1	2	4	10	12	16	13	12	8	10	10
113	2	1	1	9	9	7	15	11	9	10	16	11
114		1	1	2	6	4	13	11	8	13	13	12
115			1	3	7	7	7	16	9	17	16	15
116			2	2		3	8	9	8	19	20	16
117						3	9	12	6	17	22	13
118				2		1	6	6	10	12	17	14
119					2	1	2	2	8	8	16	10
120						1	3	2	7	9	16	16
121			1					2	5	11	8	19
122						2	1		7	6	9	9
123								2	3	1	8	6
124						1	1	2	2	4	4	7
125						1				1	3	6
126									1	4	3	5
127									1	3	2	1
128											1	2
129									1			1
130												3
131										1		1
132												
133												1
134												
Cases	47	84	115	117	110	128	188	171	134	186	226	213
Average height	103.6	104.2	104.9	106.8	108.9	109.4	110.6	111.6	114.9	115.7	115.9	117.1
Mean varia- tion	±4.82	±4.01	±4.69	±4.97	±4.13	±5.25	±4.61	±4.93	±5.00	±4.94	±5.16	±5.74

Statures of Toronto girls, grouped in quarter-year periods—Continued.

Height in centimeters.	Number of girls of the following ages.											
	8 years and—				9 years and—				10 years and—			
	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.
100												
101												
102				1								
103												
104												
105	1	1					1					
106	1											
107		1										
108	1	2		1				1				
109	3	4	2		1						1	
110	4	2	1	3			1			1		
111	4	4	4		1							
112	6	7	8		1		1					
113	9	7	1	2		2		1				
114	9	9	3	6	1		2	1				
115	11	13	10	5	4	3	3			1		
116	13	15	15	8	3	8	1	3	1			
117	10	12	10	4	12	2	4			1	1	1
118	14	9	15	16	3	5	5		4			
119	15	9	10	13	12	15	6	7	3	3		
120	17	24	22	15	16	10	9	8	3	3	1	3
121	11	13	22	14	14	9	14	6	5	4	3	2
122	12	10	21	18	12	19	7	16	9	6	6	4
123	6	10	15	17	17	11	17	13	4	7	6	3
124	11	13	18	12	13	20	16	17	6	5	8	7
125	8	7	16	16	15	17	23	15	15	13	17	10
126	6	11	9	12	12	18	16	14	8	11	5	8
127	4	5	12	14	13	18	20	21	7	13	8	9
128	5	5	8	3	6	25	11	18	16	8	9	9
129	1	6	2	3	7	8	16	8	8	11	13	11
130	2	3	5	8	10	10	13	19	13	19	16	14
131		2	1	1	7	8	18	8	15	8	14	20
132	1	2	3	5	8	6	7	6	18	8	11	17
133						3	6	3	8	15	14	18
134	1	1	2		1	3	3	6	9	6	15	12
135				1	1	1	4	7	9	14	15	11
136			1	1	1	4	3	4	4	5	11	7
137				1		2	1	7	4	9	16	9
138				1			1	3	2	6	12	8
139					2				3	3	5	5
140				1			1		2	4	8	6
141									2	3		
142								1			3	4
143									1	1	2	4
144										1	2	1
145										1	2	2
146									1			2
147										1	2	1
148												2
149												
150											1	1
151												
152												1
Cases	186	207	238	203	192	230	231	222	180	199	229	212
Average height	118.9	119.7	121.3	122.4	123.55	124.98	125.72	126.47	129.11	129.75	131.81	132.17
Mean variation	±5.23	±5.60	±5.08	±5.46	±4.95	±4.97	±5.28	±5.50	±5.59	±5.70	±6.15	±6.13

Statures of Toronto girls, grouped in quarter-year periods—Continued.

Height in centimeters.	Number of girls of the following ages.											
	11 years and—				12 years and—				13 years and—			
	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.
115	2											
116		1										
117												
118												
119		1										
120	2		1									
121	2		2	1		1						
122	1	1		1	1	1	3					
123	2		4	1								
124	4	1	2		2							
125	5	3	2	2	1	1	1					
126	8	3	4	3		2						
127	4	6	5	2		2	1	2		1		
128	9	8	6	7	4	5	1		1			
129	12	9	7	3	4	2	3		1	1		
130	9	17	11	10	2	4	4	1				1
131	8	15	7	9	2		1	4		3		
132	11	11	11	7	4	8	6	3		2		1
133	10	14	5	13	3	5	4	2	2			
134	16	11	11	13	8	9	12	3		3	4	
135	10	15	14	12	7	8	10	2	2	4	3	
136	10	15	16	10	14	5	11	3		5	2	
137	12	20	17	18	11	14	9	7	4	6	1	1
138	9	8	14	14	15	11	11	10	9	10	5	2
139	11	17	13	16	9	17	7	7	3	2	2	3
140	10	17	13	10	16	13	14	10	3	7	8	1
141	6	9	5	18	9	11	14	13	5	10	4	4
142	4	3	9	7	12	12	18	6	3	6	9	3
143	4	3	12	8	12	14	15	11	10	10	5	4
144	4	2	5	8	9	9	12	13	13	9	5	7
145		7	5	11	12	14	5	11	13	16	12	
146	3	2	6	4	5	8	6	8	16	8	14	5
147	3	3	5	3	7	10	9	12	7	11	6	11
148		3		3	6	9	6	8	7	6	11	5
149	2	2	2	7	3	9	2	9	10	5	4	10
150	1	4	4	6	6	9	4	8	3	11	18	11
151	1		1		1	2	4	5	6	9	10	11
152			1	1		3	2	6	4	7	9	8
153		1			2	3	1	4	3	1	5	8
154			1		2	1	6	7	3	7	13	6
155						3	2	3	4	3	4	4
156					2	2	4	6	3	3	1	5
157						3			6	2	6	4
158					2			1	2	2	7	6
159				1			1		2	3	4	4
160							1	1	1	3	2	5
161							1	2			2	1
162								1	1	3	1	2
163										1	2	1
164								1	3	1		4
165											1	
166												
167												
168												
169												
170												
171											1	
Cases	195	232	221	223	193	230	211	190	151	181	181	142
Average height	133.98	135.56	136.49	137.76	140.2	141.2	141.0	144.6	146.7	145.6	148.5	150.4
Mean variation	±6.56	±6.02	±6.50	±6.45	±6.48	±7.02	±7.10	±7.00	±6.57	±7.38	±6.90	±6.57

Statures of Toronto girls, grouped in quarter-year periods—Concluded.

Height in centimeters.	Number of girls of the following ages.									
	14 years and—				15 years and—				16 years and—	
	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.	0 to 2 mos.	3 to 5 mos.	6 to 8 mos.	9 to 11 mos.	0 to 5 mos.	6 to 11 mos.
127		1								
128										
129										
130										
131										
132		1								
133										
134	1									
135			1							
136		1								
137	1	2								
138										
139	3	2	1	1	1					
140		2				1				1
141		1	2	1						
142	4	2	1	2			2			
143	1	3			1					1
144	4	2	5	1	2	2			1	
145	4	2	3	1	2	1	1		1	1
146	3	3	1	1	2			2		
147	4	2		1		3			1	
148	6	9	3	2	1	3	1	1		1
149	2	7	5			1	2	1	4	2
150	6	12	6	8	4	2	2	3	2	1
151	8	8	10	5	3	4	5		3	1
152	5	7	6	5	7	4	4	1	2	2
153	3	14	4	7	3	3	5	1	3	3
154	10	7	9	5	1	7	4	2	8	3
155	11	13	5	7	5	7	8	4	4	6
156	9	4	12	8	2	3	4	8	6	2
157	5	6	2	6	1	4	2	2	4	1
158	10	6	7	6	2	1	8	5	4	2
159	3	2	3	4	4	4	4	1	6	4
160	4	7	5	10	3	6	6	1	12	2
161	1	1	4	4	2	2	7		4	3
162	1	3	2	3	1	3	6	1	1	5
163	1		1	1	1	1	2	1	3	1
164			1	2	3	3	1	1	3	1
165			2	1	1	1	1	2	1	3
166	1		1	1		1		4		1
167	1		2			4	2			1
168	2						1			
169										
170			2							
171										1
172										
Cases	114	130	106	93	55	72	79	41	75	48
Average height	152.4	151.3	153.9	154.9	154.5	155.4	156.5	156.7	156.19	156.96
Mean variation	±6.44	±6.21	±6.44	±5.44	±6.25	±6.17	±5.11	±5.40	±4.90	±6.37

Statures of Toronto boys, grouped in one-year periods.

Height in centimeters.	Number of boys measured of the age of—											
	4 years.	5 years.	6 years.	7 years.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	14 years.	15 years.
90	1											
91		1										
92		1										
93												
94	4	1										
95	5		1									
96	3	6	1									
97	3	2	2									
98	5	8	1									
99	5	9	3									
100	8	15	1									
101	12	12	4									
102	13	19	6									
103	5	21	16	2								
104	9	27	17	1								
105	6	26	26	4	2							
106	4	28	22	7	2	1						
107	7	19	26	13	2		1					
108	1	26	39	11	3	2						
109	1	28	44	17	4							
110		24	62	30	7	1						
111	4	22	51	44	5	2						
112	1	19	49	57	12	3	1					
113		10	36	45	18	3						
114	1	4	47	68	20	3	1					
115		5	48	60	38	2	5					
116		7	31	71	42	9						
117		1	23	63	46	17	4	1				
118		3	18	66	63	27	3	1				
119			14	56	55	21	8		1			
120		1	8	57	90	31	12	2				
121			8	33	64	52	8	3				
122			3	40	72	43	18	3	1		1	
123			2	22	56	50	20	6	2	1		
124				26	63	64	29	7	3		1	1
125		1	2	15	59	67	32	17	4		2	
126			1	7	40	63	32	13	5			
127			1	7	37	39	16	7		1		
128		1		12	41	62	44	27	10	3	1	
129				3	21	43	51	31	11			
130				4	17	65	64	53	18	5	1	
131				1	13	41	53	35	16	7		
132					14	48	55	36	23	5	1	
133				3	10	35	58	38	21	9	2	
134					8		41	64	27	9		
135					4	19	57	43	30	14	3	
136					4	16	42	57	43	24	4	
137				1	1	5	31	41	38	21	5	1
138					1	9	22	53	54	19	6	
139					1	2	24	45	42	19	3	1
140						2	23	49	48	28	6	4
141						2	26	39	38	25	13	3
142					1		11	35	45	32	6	1
143						1	5	27	34	29	10	1
144					1		6	13	43	23	9	2
145					1		1	17	28	46	20	2
146						1	5	10	22	25	15	7
147							2	10	30	27	16	2
148						1		9	27	31	27	5
149							3	3	12	22	13	4
150						1		4	21	28	26	5
151								2	8	18	12	3
152								2	6	20	22	3
153								3	3	18	16	10
154								1	3	9	25	8

Statures of Toronto boys, grouped in one-year periods—Concluded.

Height in centimeters.	Number of boys measured of the age of—											
	4 years.	5 years.	6 years.	7 years.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	14 years.	15 years.
155									7	19	16	9
156								1	8	9	11	5
157									2	7	12	5
158									1	12	8	15
159									2	6	12	8
160									2	6	10	11
161										4	10	7
162										2	9	6
163										3	5	3
164										3	5	4
165										1	5	4
166											4	6
167										2	2	4
168											2	5
169										1	4	8
170										2	2	2
171												
172												5
173											2	
174											1	1
175												
176											1	1
177												
178												
179												
180												1
181												
182												
183												
184												
185												
186												
187												1
188												
189												
Cases	96	347	613	846	934	995	839	817	746	596	387	170
Average age	4.512	5.558	6.517	7.468	8.475	9.475	10.483	11.458	12.483	13.475	14.425	15.408
Average height		106.51	111.23	116.63	121.72	126.55	131.39	135.70	140.05	145.30	151.00	157.09
Mean variation		±5.12	±4.82	±5.08	±5.58	±5.59	±6.15	±6.15	±6.80	±7.79	±8.55	±9.00
Corrected average for half year		106.2	111.1	116.8	121.8	126.7	131.5	135.9	140.1	145.4	151.5	157.6

Statures of Toronto girls, grouped in one-year periods.

Height in centi- meters.	Number of girls measured of the age of—												
	4 years.	5 years.	6 years.	7 years.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.
87.....		1											
88.....													
89.....													
90.....													
91.....	1												
92.....													
93.....	5	1											
94.....	2	1											
95.....	2	2	1										
96.....	4	7											
97.....	9	2	2										
98.....	8	11	3										
99.....	2	10	2										
100.....	13	24	2										
101.....	9	21	8										
102.....	8	28	15	2	1								
103.....	3	30	13	3									
104.....	9	37	24	7									
105.....	3	25	25	12	2	1							
106.....	3	32	31	10	1								
107.....	2	24	42	9	1								
108.....	1	15	44	16	4	1							
109.....	2	21	40	18	9	1	1						
110.....		21	56	40	10	1	1						
111.....	1	14	43	39	12	1							
112.....	1	8	51	40	21	2							
113.....		13	42	46	19	5							
114.....		4	54	46	27	4	1						
115.....		4	37	57	39	13	1	2					
116.....		4	20	63	51	15	3	1					
117.....			24	58	36	18	5						
118.....		2	13	53	54	20	6						
119.....			7	42	47	40	3	1					
120.....			6	48	78	43	10	3					
121.....		1	2	43	60	43	14	5	1				
122.....			3	31	61	54	25	3	5				
123.....			2	18	48	58	20	7					
124.....			4	17	54	66	23	7	2				
125.....			1	10	47	70	60	12	3				
126.....				13	38	60	32	18	3				
127.....				7	35	72	37	17	5	1	1		
128.....				3	21	60	42	30	10	1			
129.....				2	12	39	43	31	9	2			
130.....				3	18	52	62	47	11	1			
131.....				2	4	41	57	39	7	3			
132.....					11	27	54	40	21	3	1		
133.....				1	2	12	55	42	14	2			
134.....					5	13	42	51	32	7	1		
135.....					1	13	49	51	27	8	1		
136.....					2	12	27	51	33	8	1		
137.....					1	10	38	67	41	12	3		
138.....					1	4	28	45	47	26			
139.....						2	16	57	40	10	7	1	
140.....					1	1	20	50	53	19	2	1	1
141.....							6	38	47	23	4		
142.....						1	7	23	48	21	9	2	
143.....							8	26	52	29	4	1	1
144.....							4	19	43	31	12	4	1
145.....							5	23	42	48	10	4	2
146.....							3	15	27	43	8	5	2
147.....							4	14	38	35	7	4	1
148.....							2	6	29	29	20	6	1
149.....								13	23	29	14	4	6

Statures of Toronto girls, grouped in one-year periods—Concluded.

Height in centi- meters.	Number of girls measured of the age of—												
	4 years.	5 years.	6 years.	7 years.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.
150							2	15	27	43	32	11	3
151								12	36	31	31	12	4
152							1	11	28	23	16	4	4
153								10	17	28	12	5	5
154								1	16	29	31	14	11
155									8	15	36	24	10
156									14	12	33	17	8
157									3	18	19	9	5
158									3	17	29	16	6
159								1	1	13	12	13	10
160									2	11	26	16	14
161									3	4	10	11	7
162									1	7	9	11	6
163										4	3	8	4
164									1	8	3	8	4
165										1	3	5	4
166											3	5	1
167											3	6	1
168											2	1	
169													
170											2		
171										1			
172													1
173													
174													
Cases	88	363	597	759	834	875	822	876	824	665	443	247	123
Average age			6.508	7.508	8.475	9.475	10.483	11.475	12.458	13.458	14.442	15.433	16.358
Average height	100.4	105.2	110.4	116.0	120.6	125.2	130.8	136.0	141.7	147.7	153.0	155.8	156.5
Mean variation	±4.26	±4.80	±4.80	±5.30	±5.53	±5.32	±6.20	±6.52	±6.96	±7.17	±6.35	±5.86	±5.35
Corrected average			110.4	116.0	120.7	125.3	130.9	136.1	141.9	148.0	153.3	156.0	156.7

The following table exhibits the statures of Toronto children as compared with American children in general:

STATURES OF BOYS, IN CENTIMETERS.

	Age in years.											
	5.5.	6.5.	7.5.	8.5.	9.5.	10.5.	11.5.	12.5.	13.5.	14.5.	15.5.	16.5.
Toronto	106.2	111.1	116.8	121.8	126.7	131.5	135.9	140.1	145.4	151.5	157.6	-----
American	105.9	111.6	116.8	122.0	126.9	131.8	136.2	140.7	146.0	152.4	159.7	-----

STATURES OF GIRLS, IN CENTIMETERS.

Toronto	105.2	110.4	116.0	120.7	125.3	130.9	136.1	141.9	148.0	153.3	156.0	156.7
American	104.9	110.1	116.1	121.2	126.1	131.3	136.6	142.5	148.7	153.5	156.5	158.0

VARIABILITY OF BOYS' STATURES.

Toronto	±5.12	±4.82	±5.08	±5.58	±5.50	±6.15	±6.15	±6.80	±7.79	±8.55	±9.00	-----
American	±4.80	±4.92	±5.22	±5.53	±5.66	±5.90	±6.32	±6.80	±7.71	±8.66	±8.87	±7.75

VARIABILITY OF GIRLS' STATURES.

Toronto	±4.80	±4.80	±5.30	±5.53	±5.32	±6.20	±6.52	±6.96	±7.17	±6.35	±5.86	±5.35
American	±4.64	±5.07	±5.25	±5.58	±5.73	±6.18	±6.83	±7.57	±7.37	±6.69	±5.96	±5.79

It appears from these tables that on the whole the Toronto children are not as favorably developed as are American children, their statures being slightly shorter. The variability of the Toronto series does not differ so much from the general series as might be expected. The causes that modify the growth of children in a single city appear to be so great that the decrease in general variability is very slight indeed.

The variabilities given in the preceding tables are those for the whole year. When the variabilities for each year are calculated from the averages of the tri-monthly periods given on pages 1558-1564, a considerable reduction in the values takes place.

BOYS.

Variability for—	Age in years.											
	5.5.	6.5.	7.5.	8.5.	9.5.	10.5.	11.5.	12.5.	13.5.	14.5.	15.5.	16.5.
The whole year	+5.12	+4.82	+5.08	+5.58	+5.59	+6.15	+6.15	+6.80	+7.79	+8.55	+9.00	-----
Quarterly periods ...	+4.70	+4.65	+4.77	+5.38	+5.35	+6.02	+6.08	+6.61	+7.63	+8.22	+8.91	-----

GIRLS.

The whole year	Quarterly periods ...	5.5.	6.5.	7.5.	8.5.	9.5.	10.5.	11.5.	12.5.	13.5.	14.5.	15.5.	16.5.
		5.5.	6.5.	7.5.	8.5.	9.5.	10.5.	11.5.	12.5.	13.5.	14.5.	15.5.	16.5.
		+4.80	+4.80	+5.30	+5.53	+5.32	+6.20	+6.52	+6.96	+7.17	+6.35	+5.86	+5.35
		+4.62	+4.73	+5.21	+5.34	+5.18	+5.89	+6.38	+6.90	+6.85	+6.13	+5.73	+5.63

a Six-monthly period.

THE GROWTH OF FIRST-BORN CHILDREN.

I have shown (Science, 1895, April 12) that the first-born children in Oakland, Cal., exceed in height later-born children. The data which were then available gave the following results. The columns headed "Differences" contain the amount to be added to the average statures and weights in order to obtain the measurements of first-born and later-born children. The figures in parentheses designate the number of individuals measured.

STATURES OF OAKLAND BOYS, IN MILLIMETERS.

Age in years.	Average stature.	Differences between average stature and stature of—				
		First-born children.	Second-born children.	Third-born children.	Fourth-born children.	Later-born children.
6.5	1137 (145)	+ 7 (30)	+ 7 (39)	-13 (25)	- 2 (16)	- 5 (33)
7.5	1180 (197)	+11 (49)	- 4 (42)	+13 (31)	± 0 (24)	-10 (46)
8.5	1249 (234)	- 3 (57)	- 7 (54)	- 1 (32)	-18 (25)	-21 (61)
9.5	1283 (220)	+ 2 (57)	- 2 (47)	+ 5 (38)	+ 5 (23)	+ 1 (46)
10.5	1334 (243)	± 0 (66)	+33 (49)	-18 (41)	-15 (35)	- 8 (47)
11.5	1379 (208)	- 1 (58)	+ 1 (39)	+16 (32)	-13 (27)	- 1 (45)
12.5	1426 (230)	+20 (66)	- 1 (47)	- 4 (38)	- 5 (36)	-19 (41)
13.5	1482 (184)	+16 (54)	+10 (43)	+16 (28)	-31 (26)	-25 (30)
14.5	1556 (163)	+11 (46)	-19 (40)	- 4 (27)	± 0 (25)	+ 8 (24)
15.5	1632 (118)	+ 6 (35)	+ 8 (29)	-18 (22)	-14 (15)	+ 4 (17)
16.5	1668 (116)	-19 (29)	+17 (30)	+21 (18)	-20 (13)	± 0 (25)
Average differences		+4.5	+4.0	+1.9	-7.9	-6.9

STATURES OF OAKLAND GIRLS, IN MILLIMETERS.

Age in years.	Average stature.	Differences between average stature and stature of—				
		First-born children.	Second-born children.	Third-born children.	Fourth-born children.	Later-born children.
6.5	1125 (113)	+11 (32)	± 0 (28)	— 9 (15)	—16 (10)	— 1 (23)
7.5	1175 (199)	+ 8 (49)	— 1 (40)	+ 3 (44)	— 4 (24)	—11 (42)
8.5	1226 (221)	+14 (52)	—11 (46)	+ 9 (43)	+13 (19)	— 4 (61)
9.5	1277 (252)	— 4 (65)	— 3 (57)	+14 (47)	—17 (21)	+ 5 (50)
10.5	1335 (224)	+ 7 (59)	— 2 (46)	+15 (28)	— 6 (26)	—11 (59)
11.5	1389 (236)	+12 (52)	+10 (41)	— 3 (32)	+ 3 (34)	—14 (61)
12.5	1450 (283)	+ 3 (65)	+14 (56)	— 1 (55)	+ 7 (40)	+ 8 (67)
13.5	1516 (222)	— 3 (62)	+ 9 (48)	—19 (38)	+ 6 (29)	+ 9 (45)
14.5	1566 (241)	+ 9 (61)	± 0 (68)	— 8 (38)	—17 (23)	— 1 (49)
15.5	1577 (170)	— 2 (42)	+11 (36)	— 6 (32)	— 1 (19)	— 5 (41)
16.5	1597 (127)	+15 (30)	—38 (28)	— 3 (23)	— 1 (14)	—18 (32)
17.5	1597 (99)	+10 (30)	—21 (19)	— 8 (19)	± 0 (15)	+14 (16)
18 and older	1602 (82)	+12 (27)	— 5 (20)	—25 (10)	—10 (9)	— 1 (16)
Average differences .....	.....	+7.1	—2.8	—4.5	—3.3	—2.3

WEIGHTS OF OAKLAND BOYS, IN POUNDS.

Age in years.	Average weight.	Differences between average weight and weights of—				
		First-born children.	Second-born children.	Third-born children.	Fourth-born children.	Later-born children.
6.5	47.7 (147)	—0.3 (28)	+0.7 (38)	+0.1 (26)	—0.1 (18)	—0.5 (35)
7.5	51.7 (191)	+1.1 (48)	—0.6 (42)	+0.1 (32)	—1.0 (21)	±0.0 (44)
8.5	57.3 (229)	—0.3 (58)	+0.2 (52)	+0.5 (32)	+0.7 (26)	—0.6 (57)
9.5	62.2 (212)	—0.4 (57)	+0.1 (45)	—0.2 (36)	—0.2 (22)	—0.1 (43)
10.5	69.0 (235)	—1.6 (64)	+5.4 (47)	—2.1 (39)	—1.4 (36)	—0.1 (44)
11.5	74.8 (206)	+1.0 (58)	—0.9 (38)	+1.2 (33)	—0.9 (27)	—0.3 (44)
12.5	81.6 (224)	+2.1 (64)	+1.2 (46)	—0.4 (37)	—2.6 (34)	—1.8 (41)
13.5	89.1 (185)	+2.0 (50)	+2.3 (46)	+4.1 (28)	—8.9 (32)	—2.5 (32)
14.5	105.1 (160)	+1.6 (47)	—0.7 (38)	—0.2 (26)	—1.4 (23)	+0.5 (25)
15.5	119.5 (114)	+3.0 (33)	—1.7 (27)	+0.1 (21)	+0.8 (15)	+1.8 (17)
Average differences .....	.....	+0.82	+0.60	+0.32	—1.58	—0.44

WEIGHTS OF OAKLAND GIRLS, IN POUNDS.

Age in years.	Average weight.	Differences between average weight and weights of—				
		First-born children.	Second-born children.	Third-born children.	Fourth-born children.	Later-born children.
6.5	45.7 (123)	±0.0 (31)	+0.9 (30)	—1.0 (15)	—1.2 (10)	+0.4 (32)
7.5	49.6 (136)	—0.1 (45)	+0.6 (37)	—0.1 (42)	—0.5 (23)	+0.1 (39)
8.5	55.7 (217)	+0.6 (50)	+0.3 (45)	—1.1 (42)	+0.8 (21)	±0.0 (59)
9.5	60.0 (242)	—1.5 (64)	+0.3 (57)	+0.2 (48)	—3.1 (22)	+1.0 (46)
10.5	66.8 (221)	+0.4 (57)	—0.8 (45)	—1.8 (28)	+2.5 (25)	—1.0 (60)
11.5	74.3 (222)	+2.1 (50)	—1.2 (41)	+0.4 (31)	+0.7 (32)	—1.2 (62)
12.5	84.2 (280)	+1.2 (67)	+2.6 (56)	—3.2 (54)	—0.4 (39)	—0.2 (64)
13.5	94.2 (220)	—0.9 (62)	+3.9 (47)	—2.6 (37)	+0.3 (29)	—1.2 (45)
14.5	105.8 (235)	+0.4 (60)	+1.3 (64)	—4.2 (35)	—1.4 (25)	+1.7 (49)
15.5	110.7 (165)	+0.1 (41)	+0.1 (32)	—3.5 (33)	+2.4 (19)	+1.2 (40)
16.5	116.5 (124)	+7.9 (29)	—1.5 (27)	—3.9 (22)	—7.5 (14)	—0.1 (32)
17.5	117.4 (99)	+1.9 (30)	—0.5 (18)	—3.2 (19)	+4.1 (15)	—1.2 (19)
18 and older	118.3 (82)	+2.4 (27)	+0.4 (20)	—0.1 (10)	—6.0 (9)	—1.1 (19)
Average differences .....	.....	+1.12	+0.48	—1.71	—0.72	—0.12

The following tables contain the detailed results of the measurements obtained in Toronto:

Statures of Toronto boys. Age, 4 years.

Stature in centimeters.	Order of birth.									
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	14th.
88				1						
90						1				
91										
92				1						
93										
94	1	1	2							
95		1	2	1				1		
96		1	1	1			1			
97	1				1			1		
98		2	2			1	1			
99		2	3				1			
100	2	1	4	1	1		1			
101	1	2	2	2	1	3	1			
102	1	4	2	3				1	1	1
103		1	1	1						
104	3	2	3		1					
105	1	2			1	2				
106		1	2	1						
107	1	2	2	1	1					
108	1									
109	1									
110										
111	3			1	1					
112				1						
113										
114	1									
Cases	17	22	26	15	7	7	5	3	1	1
Average age (months over 4 years)	7.0	7.7	6.5	6.2						
Average stature	104.8	101.4	100.5	101.2						

Statures of Toronto boys. Age, 5 years.

Stature in centimeters.	Order of birth.													
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.	14th.
90														
91				1										
92														
93														
94	1													
95														
96			1	1	2		1			1				
97	1				1		1							
98		4	1			2	1							
99		2	4	1	2	1	1	2	1	1				
100		5	3	2	1	2	1	1	1					
101		3	3	1	1		2	1	1			1		1
102	4	5	7	1	2	1	1	1						
103	5	6	4	2	2	2		1				1		
104	6	6	4	5	2	1	3			1				
105	5	9	8	2	1	2	2	2						
106	3	6	8	7	3	2		2						
107	3	8	3	2	1	1		1			1			
108	2	5	7	5	3	2	1	1	2					
109	6	6	4	4	5		1		1				1	
110	8	4	5	1		3	2							
111	5	4	5	4	5									
112	4	3	6	5	1		1		1					
113	3	3	1	2			1							
114	2					1			1					
115		1	1		1			2						
116	1	3		1	2									
117				1										
118		2					1							
119														
120				1										
121					1									
122														
123														
124														
125			1											
126														
127														
128		1												
129														
Cases	59	86	74	49	36	20	17	14	8	3	1	2	1	1
Average age (months over 5 years)	7.2	6.7	6.9	6.8	6.7	6.4	6.0	6.5						
Average stature	107.4	106.5	106.3	107.2	106.7	104.8	104.8	105.1						
Corrected average at 5 years 6 months	106.8	106.2	105.9	106.8	106.4	104.6	104.8	104.9						

Statures of Toronto boys. Age, 6 years.

Stature in centimeters.	Order of birth.													
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.	14th.
95				1										
96		1						1						
97				1			1							
98				1										
99		2					1							
100	1	1												
101					1		1	1	1					
102				3		2		1						
103	4	2	3	1	2	3	1							
104	3	8	2	1	2		2	1	2					
105	4	9	7	3	4			2		1				
106	4	5	4	2	5			2	1					
107	4	10	7	3	3		2	1		2	1			
108	9	7	12	4	1	2	5	1	1	1			1	
109	14	11	7	3	5	2	3	1	2		1		1	
110	10	14	14	13	6	8		1	1					
111	12	9	11	6	5	4	2	2		1	1	1		
112	11	11	6	6	9	4	2	2	1		3		1	
113	5	6	8	9	3	5	3	1						
114	9	12	5	6	3	1	4	3	1		1			
115	12	15	5	4	7	1			4	1				
116	6	8	6	4	3	2	1	1	1					
117	2	6	4	6	3				1	1		1		
118	4	4	3	2	2		1	1	1					1
119	4	4	2	2	1	1		1		1				
120	1	1	1	1			2							
121	4			2	1			1						
122	2				1	1								
123	1			1										
124														
125	1	1												
126			1											
127	1													
128														
129														
Cases	128	147	108	85	67	36	31	23	18	9	7	2	3	1
Average age (months over 6 years)	6.5	6.2	6.2	5.9	5.7	6.0	6.0	6.2	7.1					
Average stature	112.0	110.9	110.8	111.3	111.1	110.7	109.8	109.6	111.2					
Corrected average at 6 years 6 months	111.8	110.8	110.7	111.3	111.2	110.7	109.8	109.5	110.7					

Statures of Toronto boys. Age, 7 years.

Stature in centimeters.	Order of birth.													
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.	14th.
103			1			1								
104				1										
105		1		1					1		1			
106	2	1	1		1	1	1							
107	4	1	2	1	3			1					1	
108	1	1	2		1		1	2	2					
109	4	5	4	1	1					1				
110	9	3	5	4	3		4	1			1			
111	8	11	7	4	3	3		2				1		1
112	13	10	5	7	6	7	3	2	1					
113	5	10	12	3	4	4	2	1	1		1			1
114	23	12	6	6	2	3	3	2	3		1			
115	14	14	8	6	5	5	1	1	2	1				
116	16	10	6	11	9	2	5	3	1	1				
117	16	13	7	10	2	4	2	4		3		1		
118	16	13	6	9	4	4	3	2	1	3				
119	10	10	13	7	4	4	1	2	3				1	
120	13	12	6	6	6	6	3					1		
121	6	8	5	5	1	3	1	2						
122	10	7	5	6	3		3							
123	6	7	4	1		1	1	1					1	
124	4	4	8		2	3	1	1						
125	5	2	1	1	2	1			2					
126	2	2	1	1	1	1								
127		2		1	1		1							
128	8		1	1		1	1							
129	2													1
130	2	1						1						
131		1												
132														
133	2	1												
134														
135														
136														
137			1											
Cases	201	162	119	94	64	58	37	28	17	9	4	3	3	3
Average age (months over 7 years)	5.9	5.6	5.8	5.4	5.1	6.0	5.1	5.3	5.4	5.6	3.5	7.3	2.3	5.7
Average stature	117.1	116.8	116.6	116.5	115.9	117.0	116.5	115.9	115.2	116.1	110.5	116.0	116.3	117.7
Corrected average at 7 years 6 months	117.1	117.0	116.8	116.8	116.3	117.0	116.9	116.2	115.5	116.3				

Statures of Toronto boys. Age, 8 years.

Stature in centimeters.	Order of birth.													
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.	14th.
91				1										4
94				1										
101			1											
105			1						1					
106	1						1							
107		1						1						
108					1		1	1						
109	2	1	1											
110	1	1		2	1	1	1	1						
111	3		1			1	1							
112	3	2	3	1		1	1		1	1				
113	1	2	6	3	3	2		1	1					
114	8	6	3	1	4	1	1					1		
115	8	7		5	6	1	6			2				
116	9	7	6	6	8	2	3	1	1	1				
117	10	7	8	5	3	2	4	1	3	2	1			1
118	14	11	10	11	5	9	1	2	2					
119	16	15	8	7	4	2	2	4	1	1				
120	21	18	14	6	7	4	6	4	5	2	1	1		
121	14	15	9	8	5	3	8	1	2	1	2			
122	14	11	14	5	9	5	8	2	2	1		1		
123	14	15	10	8	1	4	1	4				1		
124	8	14	11	10	5	10	3	2		1		1	1	
125	13	17	8	9	1	4	2	2		4				
126	8	10	7	2	4	3	4	1	1	1				
127	11	6	3	5		2	2	2	2			1		
128	9	3	9	5		2	2	2	1					
129	4	4	3	3	1	1	3		1					
130	8	1	5	1	1	2								
131	7		2		3			1						
132	4	3	2			2	1			1		1		
133	2	2	2				2	2						
134		4	2	1						1	1			
135			2	2										
136	1	3												
137			1											
138					1									
139		1												
140														
141														
142	1				1									
143														
144	1													
145	1													
Cases	216	188	159	111	79	64	64	35	21	19	5	6	1	1
Average age (months over 8 years)	5.8	5.6	6.0	5.7	5.8	5.4	5.9	5.9	4.7	4.9				
Average stature	121.9	122.0	121.6	121.7	120.7	121.6	121.0	121.2	119.4	121.6				
Corrected average at 8 years 6 months	122.0	122.2	121.6	121.8	120.8	121.8	121.0	121.2	119.9	122.0				

Statures of Toronto boys. Age, 9 years.

Stature in centimeters.	Order of birth.												
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.
93.								1					
95.		1											
105.													
106.			1										
107.													
108.	1	1											
109.	1												
110.		1											
111.													
112.	1				1						1		
113.	1		2										
114.		1	1					1					
115.		1			1	1							
116.	2	1	1	2	2					1			
117.	5	1	2		3	3	2	2					
118.	4	11	3	3	2	3	2	1	1				
119.	5	3	2	2	7		2	1	1				
120.	6	6	4	6	4	4	1	3	2		1		1
121.	17	9	9	6	5	2	2	1	3				
122.	6	9	5	7	6	4	5			4			1
123.	11	11	8	9	3	6	4	1		1			
124.	19	12	12	7	5	7	3	1	2				
125.	13	10	14	13	4	10	3	4	2	1			
126.	15	15	10	5	6	6	5	2	3	1			
127.	22	13	6	6	2	4	3	2	4	3	1	1	
128.	19	16	6	6	6	4	2	1	2		1		
129.	10	6	10	7	5	1	2			2	1	1	
130.	21	11	8	4	7	3	2	6	1		1		
131.	10	8	6	7	2	1	2	4	1				
132.	13	9	4	4	6	5	4	2	2	2			
133.	9	4	11	5	3	4	1	1					
134.	8	8	2	3	4	2	1						
135.	5	5	1	6	2	1	1						
136.	5	4	3	2			1		1				
137.	3		1	1	1				1				
138.	4	1	3	1									
139.	1							1					
140.		1											
141.	1		1										
142.													
143.			1										
144.													
145.													
146.	1												
147.													
148.		1											
149.													
150.								1					
Cases.	240	180	137	112	87	71	48	36	25	15	6	2	2
Average age (months over 9 years)	5.8	6.2	5.6	5.7	6.1	5.6	6.0	5.3	6.4	5.5			
Average stature.	127.0	126.1	126.5	126.6	125.4	125.4	125.7	126.7	125.6	125.4			
Corrected average for 9 years, 6 months	127.1	126.0	126.7	126.7	125.4	125.6	125.7	127.0	125.4	125.6			

Statures of Toronto boys. Age, 10 years.

Stature in centimeters.	Order of birth.														
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.	15th.	
107						1									
114	1														
115	2			1	1				1						
116															
117		1	1		1		1	1							
118	1	1	1		1										
119	1	1	1	4		2	1								
120	2	1	2	1	2	2		1		1					
121	3		2	2	2			1							
122	7	3	7	3	3		2								
123	7	2	1	2	1	1		3	2						
124	6	6	5	3	2	6	2	3	1		1				
125	10	5	4	9	3	3	3			1				1	
126	8	7	6	5	1	2	3	1		1					
127	11	11	2	5	4	2	2	2							
128	8	10	8	7	3	2	1	3	1	2		1			
129	13	9	12	4	4	3	3	2	1						
130	19	11	7	10	8	6	3	2			2	1			
131	10	9	7	4	12	7	3	3	3	1			2		
132	18	7	9	5	7	2	2	3	3					1	
133	12	8	12	12	1	7	2	1	1	1					
134	7	8	14	1	4	2	3	2			1	1			
135	14	9	7	7	7	6	1	2		2	2				
136	15	3	7	4	3	5	4	2	1	1					
137	6	6	5	6	2	3	3	1	1						
138	7	3	7	7	2	1	3								
139	2	7	5	5	1	2			2						
140	6	5	1	5	2	1	1	1							
141	5	6	3	2	3	3	1	1			1				
142	5	1	1	3					1						
143				1	2	3									
144	4		2	1											
145	1														
146	1	3				1									
147		1													
148		1	1												
149	1	1				1									
Cases	213	145	140	112	82	75	44	34	19	10	7	3	2	2	
Average age (months over 10 years)	5.9	5.8	5.8	5.6	6.0	5.6	5.8	5.2	5.7	6.8					
Average stature	131.2	131.9	131.3	130.8	130.7	131.8	130.7	129.5	130.9	129.7					
Corrected average for 10 years, 6 months	131.2	132.0	131.4	130.9	130.7	131.9	130.8	129.8	131.0	129.4					

Statures of Toronto boys. Age, 11 years.

Stature in centimeters.	Order of birth.																
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.	14th.	17th.		
115										1							
116																	
117	1																
118	1																
119																	
120	1				1												
121	2			1													
122	1					1		1	1								
123	1	2	1	2		1											
124		2	2	1		1	1							1			
125	5	1	3	2	4	2			1					1			
126	2	4	3	2				2	1								
127	4	4	6	5	1	1											
128	4	5	6	4	5	3		1			1						
129	7	6	6	5	2	5	1			1	1						
130	15	9	8	8	7	6	2	1									
131	8	10	6	2	1	3	1	2	1	1							
132	7	6	5	3	6	6	1	1	2						1		
133	8	3	7	5	6	2	4	1	2				1				
134	10	12	11	9	5	3	5	3	1	2							
135	11	10	9	7	3	3	2				1	1					
136	9	8	4	12	10	3	2	2	1		1			1			
137	13	7	4	2	3	3	3	3	3	1							
138	11	10	11	7	5	4	4	2	2								
139	8	5	5	4	5	7	3	2	1	1	1						
140	8	12	7	8	3	2	3	1	2					1			
141	7	9	4	6	2	5	3			1							
142	6	8	4	3	5	3	2	1	1		1						
143	7	4	3	6	5	1		1			1						
144	1	2	2	1	2	3	2			1	1						
145	3	5	2	3	3								1				
146	2	3	3				2						1				
147	5	2	1		1							1					
148	2	1	3		1	2					1						
149	3																
150	2	1		1													
151	1	1															
152	1	1															
153			2					1									
154						1											
155																	
156		1															
157																	
158		1															
164			1														
Cases	177	156	125	109	86	71	39	28	16	11	6	4	3	1	1		
Average age (months over 11 years)	5.6	5.7	5.6	5.5	5.6	6.0	4.8	5.4	5.1	4.4							
Average stature	135.6	136.1	135.5	134.9	135.5	135.1	136.0	135.2	134.1	135.9							
Corrected average for 11 years, 6 months	135.8	136.2	135.7	135.1	135.7	135.1	136.5	135.4	134.4	136.5							

Statures of Toronto boys. Age, 12 years.

Stature in centimeters.	Order of birth.													
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.	14th.
107.....		1												
119.....	1													
120.....														
121.....														
122.....	1													
123.....	1				1									
124.....	1	1		2										
125.....	3		1			1								
126.....	1	1	1		1	1								
127.....	2	1		1	1	1	2							
128.....	3		1	1	1	2		2						
129.....	4	1	3	2		1		1						
130.....	3	3	3	3		3	2	1						
131.....	3	1	4	1		4	2	1		2				
132.....	5	3	5	5	2		1		1					
133.....	6	4	5	2			3	1	1		1		1	
134.....	7	3	7	4	1	1	1	1	1					
135.....	7	5	3	4	3	2	5	1			1			
136.....	4	8	8	6	4	4	5	2	3					
137.....	4	3	4	11	3	6	2	3				1	1	
138.....	15	9	5	7	4	3	5	1	2		2			
139.....	12	7	6	1	1	7	4	1		3	1			
140.....	11	11	10	6	3	6	2	1		1				1
141.....	10	9	7	3	3	4	1	2		1	1	1	2	
142.....	9	11	5	2	5	1	5	1		3	1			
143.....	7	9	9		2	2	2	1		3				
144.....	7	13	7	3	1	3	3	3	2	2				
145.....	4	6	9	5	1	2	2		2					
146.....	7	4	6	4		2	1							
147.....	9	8	5	4	2	1	2							
148.....	3	8	3	5	2	3	1		1		1	1		
149.....	3	1	2	1		2	1		1	2				
150.....	8	1	5	3	1	3	1							
151.....	2	2			1	2								
152.....		3			1	1	1							
153.....	2				1									
154.....	1	1	2											
155.....	2	1	1		1									
156.....	2	1	2	1			1	1						
157.....	1									1				
158.....	1													
159.....	1				1									
160.....		1			1									
Cases.....	173	141	129	89	48	64	54	32	19	19	5	5	1	
Average age (months over 12 years).....	6.0	5.7	5.8	5.3	6.4	6.0	6.3	4.7	5.4	4.8				
Average stature.....	139.9	141.1	140.2	139.2	140.6	139.7	139.1	137.9	139.6	140.6				
Corrected average for 12 years, 6 months.....	139.9	141.2	140.3	139.5	140.4	139.7	139.0	138.5	139.9	141.1				

Statures of Toronto boys. Age, 13 years.

Stature in centimeters.	Order of birth.													
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.	14th.
78		1												
125														
126			1											
127														
128	1		1	1	1									
129														
130	1		1			1	2							
131	4				1	1	2							
132		3		1	1					1				
133	1		3	1		1	1			1				
134	2	3		1			3						1	
135	1	3	5	2	2	1								
136	9	5	3	2	1	1			1	2				
137	6	3	4	4	1	1		1						
138	5	1	1	5	2	3	2			1	1			
139	3	6	3	3		3	1	2						
140	1	8	7	4	4	3	1	1	1				1	
141	4	3	3	8	2	2	4	1	1					
142	6	4	4	3	3	6		1	1	1	1	1		
143	15	5	2	1	1	1	1	3	1	1				
144	5	6	2	3	2		2							
145	15	9	9	7	3	1		3	1					
146	7	4	3	5	4	1		1			1			
147	9	4	6	4	1	2			3			1		
148	6	6	6	4	4		3	1						1
149	9	3	4		1	2	1	1	1					
150	10	5	3	2	1	5		1						
151	4	8	1	1	4				1	1				
152	5	6		1	3	1	1	2				1		
153	2	5	3	2	1	1		2		1				
154	4	1	1	2	2		1							
155	8	1	3	2	1	3		1						
156	2	3	1											
157		4		1			2	1						
158	4	4	1	1								1		
159	2	1	1	1		1								
160	1	1			1			1	1					
161		1		1										
162	1		1											
163	1			1	1									
164	1	2		1										
165	1													
166														
167		1			1									
168														
169				1										
170	2													
Cases	158	120	84	80	45	49	25	23	12	9	4	3	2	1
Average age (months over 13 years)	5.9	5.7	5.9	5.7	5.5	5.4	6.3	5.3	4.8					
Average stature	146.0	146.3	144.0	145.1	145.3	143.7	142.3	146.8	145.7					
Corrected average for 13 years 6 months	146.1	146.5	144.1	145.3	145.6	144.0	142.1	147.2	146.3					

Statures of Toronto boys. Age, 14 years.

Stature in centimeters.	Order of birth.										
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.
120											
121											
122				1							
123											
124						1					
125				1							
126		1									
127											
128											
129											
130								1			
131				1							
132			1								
133	1	1									
134											
135	1				1						
136	2		1	1	1	1					
137		1			1		1	1			1
138	1	1		1	2	1					
139		1		1	2		1				
140	1	1		3	1	3					
141	7	3	1	1	1	1	1				
142		3	3								
143	1	2	2	2	2	1					
144	1		4	1	2	1				1	
145	5	2	4	3	2	2		2	1		
146	2	5	4		3		1			1	
147	3	4	2		5	1	1				
148	7	3	6	2	5	1					
149	2	2	1	3	4		1	1	1		
150	7	7	7	1	3	1	1				
151	3	4	1			1		1			
152	5	4	6			2	2	3			
153	3	4	3	1	3			1	1		
154	3	6	4	4	1	3	1		2		
155	5	5	2	1		1	1			1	1
156	2	1	1	4	1		2				
157	1	3	4		2	2			1		
158	2	3	1	1			1				
159	3	1	3		3			1	1		
160	4		2	1	1	1		1			
161	3		3		2			1			
162		2	2	2		1					
163	2	1				1	1				
164	1			2	1	1					
165	1	1	1		2						
166				2	1						
167		1		1					1		
168				2							
169	3	1									
170				1		1					
171											
172											
173	1	1									
174	1										
175											
176			1								
177											
178											
179											
Cases	86	76	70	44	52	28	18	13	9	2	2
Average age (months over 14 years)	5.8	4.7	4.5	4.6	5.3	6.1	7.6	3.8			
Average stature	151.9	150.8	151.1	150.8	149.4	150.4	151.0	149.7			
Corrected average for 14 years 6 months	152.0	151.6	152.0	151.7	150.1	150.3	150.0	151.0			

Statures of Toronto boys. Age, 15 years.

Stature in centimeters.	Order of birth.											
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.
124	1											
137			1									
139			1									
140	3			1								
141	1	2										
142				1								
143	1	1										
144			1	1								
145			1		1						1	
146	1		1	2	1		1		1			
147	1						1	1				
148	1		1	1					1			
149			2					1			1	
150		1	3	1	1							
151	3				1							
152	2		1					1				
153	3	2		2	2		1					
154	3	2		3			1					
155	2	1		2	1	2	1					
156			1					1				
157	1		1	1			2					
158		3	1	3	3			1	1		1	
159	2	1	2	2	1							
160	3	1	2		3	1		1				
161	3	2				1		1				
162		1	2	2	1							
163		1	2		1							
164	2				1							1
165	2		1	1								
166	3				2	1						
167	3	1										
168	1	1		1	1					1		
169	1			2			1					
170				1				1				
171												
172	3	1		1						1		
173												
174			1									
175												
176						1						
177												
178												
179												
180	1											
187		1										
Cases	52	23	24	28	20	6	9	7	3	2	3	1
Average age (months over 15 years)	5.0	4.4	5.0	5.1	5.8							
Average stature	157.1	156.8	154.0	156.4	157.7							
Corrected average for 15 years 6 months	157.5	157.5	154.4	156.8	157.8							

Statures of Toronto boys. Age, 16 years.

Stature in centimeters.	Order of birth.											
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	10th.	11th.	13th.	
138.....							1					
139.....				1								
141.....		1										
150.....					1							
151.....												
152.....	1	1					1					
153.....												
154.....		1										
155.....	2		1									
156.....			2				1	1				
157.....	2					1						
158.....		1										
159.....		2				1						
160.....	2											
161.....				1								
162.....		1	1									
163.....			1									
164.....	1	1								1		
165.....								1				
166.....							1					
167.....		1						1				
168.....												
169.....		1										
170.....								1			1	
171.....			1						1			
172.....			1		1							
173.....												
174.....												
175.....												
176.....												
177.....			1									
178.....												
179.....				1								
Cases.....	8	10	8	3	2	2	4	3	1	1	1	
Average age (months over 16 years).....	5.5	5.2										
Average stature.....	157.5	158.5										
Corrected average for 16 years 6 months.....	157.7	158.8										

Statures of Toronto girls. Age, 4 years.

Stature in centimeters.	Order of birth.								
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.
90.....									
91.....			1						
92.....									
93.....	1	2	1				1	1	
94.....		2							
95.....			2		2		1		
96.....			1	1	2				1
97.....	1	3	1	1	2	1	1		
98.....	2		3	2	2		2	1	
99.....							1		1
100.....	2	6	3					2	
101.....	3	2		1	1	2		1	
102.....	3		2	2	1				
103.....	1		1	1	1				
104.....	3	2	1		1	1	1	1	
105.....		2	1						
106.....	2		1						
107.....	1					1			
108.....			1						
109.....	1			1					
110.....									
111.....	1								
112.....	1								
113.....									
114.....									
Cases.....	22	19	19	9	12	5	7	6	2

Statures of Toronto girls. Age, 5 years.

Stature, in centimeters.	Order of birth.														
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.	19th.	
85															
86															
87				1											
88															
89															
90															
91		1													
92															
93			1												
94			1												
95		1					1								
96			1	1		2				1					
97			1		1										
98	1	2	2	5	3	1		2				1			
99	1	2	3	3	1	3									
100	5	3	6	3	3	2		2	1	1					
101	6	4	6	2	2		1	1	1						
102	2	10	3	4	2	2			2	2			1		
103	8	4	9	6			2	1							
104	4	12	9	4	2		2	1	2	2					
105	5	7	6	3	2	3			2						
106	9	6	8	1	1	3	2		1						
107	3	3	7	5	2	2	1	2			1				
108	4	5	2	4		1									
109	5	6	2	3	1	2					1			1	
110	7	3	4	2	1	1									
111	2	7	4		1		1								
112	4	3	1	1	1		1	1							
113	5	3		2											
114	2	1			1										
115		1					1		1						
116		1	1	2											
117															
118		1		1											
119															
120															
121	1														
Cases	74	86	77	54	25	22	12	10	10	5	2	1	1	1	
Average age (months over 5 years)	6.1	7.0	6.5	6.3	5.8	6.2	7.3	5.7	7.1						
Average stature	106.5	105.8	104.2	104.7	104.1	103.4	105.6	103.0	104.4						
Corrected average for 5 years 6 months	106.5	105.4	104.0	104.6	104.2	103.3	105.0	103.1	103.9						

Statures of Toronto girls. Age, 6 years.

Stature, in centimeters.	Order of birth.											
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.
95			1									
96												
97							1		1			
98	1		1		1							
99		2										
100	1				1							
101	1		3	1		2	1					
102	1	1	5	4		1	2					
103	3	2	2		1	1			1			
104	6	6	3	5	1		1	2	1	1		1
105	2	5	4	6	1	1	1	1		1		
106	9	6	3	2	2	1	1			1	1	
107	6	8	3	6	5	5	3	1	1	2		
108	9	4	12	4	6	2	2		2			
109	12	5	4	3	3	2	2	1	1			
110	11	13	6	6	7	6	3	3				
111	8	5	8	4	6	2	4	1		1		
112	11	9	7	7	8		1	2	2		1	
113	9	15	7	2	3	1	2		1		1	
114	7	9	5	4	2	1	2	1		1		
115	8	12	2	2	2	2	2	1	1	1		
116	5	5	2	2	1	2	1			1		
117	7	3	2	3	1	3	1	1	1	1		
118	1	5	2	4				1				
119	1	2	1		1			1				
120	1	2	2									
121					1	1						
122	1		1	1								
123		1	1									
124	4											
125				1								
Cases	125	120	87	67	53	31	31	17	12	10	3	1
Average age (months over 6 years)	6.4	6.2	5.5	6.0	6.4	6.2	5.6	6.0	6.7	6.6	4.7	
Average stature	110.9	111.2	109.7	110.1	110.1	110.6	108.9	110.5	108.7	110.2	110.3	
Corrected average for 6 years 6 months	110.7	111.1	109.9	110.1	109.9	110.5	109.1	110.5	108.4	109.9	110.9	

Statures of Toronto girls. Age, 7 years.

Stature, in centi- meters.	Order of birth.															
	1st.	2d.	3d.	4th	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.	14th.	15th.	16th.
100.....																
101.....																
102.....	1		1													
103.....					3											
104.....		3		1	1			1								
105.....	1	4	3	2		1	1									
106.....	1	1	1			4						1				
107.....	1	3	2	2		1										
108.....	3	4	4	1				1			1	1				
109.....	1	1	7	1	2		3			1	1	1				
110.....	8	9	2	7	4	2	1	3				2				
111.....	15	6	6	2	1		2	1			1	1			1	
112.....	7	12	7	5	5	1			2		1					
113.....	15	7	4	5	3	5	4	1		1	1					
114.....	9	11	5	7	2	2	4	1	1	1						
115.....	15	14	7	6	6	3	1	2				1				
116.....	13	12	14	9	10		1		1		1		1	1		
117.....	8	17	9	7	2	4	8	1			1					
118.....	16	9	12	4		3	3	1			1					1
119.....	7	10	5	10	3		1	1	1	1		1				
120.....	12	9	8	4	3	3	3	1	3	1						
121.....	14	5	5	7	4	2	1	3	1							
122.....	7	3	4	4	4	2	1	2								
123.....	5	2	1	2	3	1	3									
124.....	4	5	3	3	1		1									
125.....	1	2	1	1		1	1	1	1							
126.....	3	3	2	2	1	1										
127.....		2	2	1	1	1										
128.....	1	1		1												
129.....						1		1								
130.....			1	1												
131.....	1		1													
132.....																
133.....		1														
134.....																
Cases.....	169	156	117	95	59	38	39	21	10	11	9	2	1	1	1	1
Average age (months over 7 years).....	6.0	6.0	5.9	6.4	6.4	6.4	7.2	5.3	4.1	5.6	6.9	8.5	6.0	4.0	6.0	6.0
Average stature.....	116.3	115.7	115.9	116.5	115.7	115.9	116.2	116.4	117.9	114.3	111.7	123.5	116.0	111.0	118.0	118.0
Corrected average for 7 years 6 months.....	116.3	115.7	115.9	116.3	115.5	115.7	115.7	116.7	118.7	114.5	111.3	122.5				

Statures of Toronto girls. Age, 8 years.

Stature in centimeters.	Order of birth.													
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.	14th.
102			1											
103														
104														
105		1					1							
106									1					
107					1									
108	2	1	1											
109	1		2	1	1	1	1			1	1			
110	1	3	2		1									
111	3		3		3	1			1	1				
112	3	5	3	2	1	2		2						
113		5	2	3	5	2	1	1						
114	8	2	3	5	3		2		1				1	
115	5	6	8	6	2	2	3	2	2		1			
116	5	13	10	6	7	1	3	1	1	1				
117	5	8	1	4	3	4	4	4						1
118	6	8	5	8	4	9	4	4	2	2				
119	10	9	9	7	5	4				1		1		
120	22	16	8	10	3	3			3	2	1			
121	11	9	12	9	6		3	2		4				
122	9	15	8	8	7	2	5	3	2	1				
123	13	7	4	6	5	3	1	2	4	1				
124	15	7	7	4	4	4	4	2	2					
125	10	7	6	4	5	2	7	2	1	1				
126	15	4	9	4	4		1							
127	6	7	6	6	1	2	3			1				
128	7	2	4	4	3	1								
129	2	1	4	1		2		1	1					
130	7	1	3	2	1			1						
131	2	1			1									
132	4	2	1		1		1							
133	1					1								
134	1		1	1			1			1				
135	1													
136	1	1												
137			1											
138			1											
139														
140	1													
Cases	177	141	125	101	77	46	47	22	22	17	5	1	1	1
Average age (months over 8 years)	5.9	5.9	5.7	6.0	5.2	4.8	5.2	5.8	5.2	6.2	3.6	2.0	4.0	7.0
Average stature	122.1	120.2	120.8	120.5	119.8	119.9	120.7	120.5	119.5	120.4	115.2	119.0	114.0	117.6
Corrected average for 8 years 6 months	122.1	120.2	120.9	120.5	120.1	120.4	121.0	120.6	119.8	120.3				

Statures of Toronto girls. Age, 9 years.

Stature in centimeters.	Order of birth.												
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.
95							1						
105		1											
106													
107													
108	1												
109		1											
110					1								
111				1									
112		1					1						
113	1	1	1	1			1						
114			1	1	1						1		
115	6	2	2		1		1						1
116	1	3	1	1		3	3			1			
117	2	3	3	4	3	1	1	1					
118	6	3	1	2	2	1	2		1				
119	3	5	9	5	5	2	2	4	1	3			
120	13	3	4	7	4	5	2	2			1		
121	10	8	4	4	5	3	3		1		1		
122	11	7	8	9	4	5	3	1	1			1	1
123	13	12	11	4	5	4	4		4	1	1		
124	16	12	7	5	6	7	4	3	4				
125	22	13	6	7	9	4	3	2	3			1	
126	16	15	4	10	4	4	3	2	1		1		
127	18	5	13	8	4	6	4	4	5	1	2	2	
128	11	10	11	6	11	3	1	3					
129	16	10	3	3	1	2	3	1					
130	16	8	8	4	5	4	4	1		1			
131	10	3	10	5	2	2	4	1	1				
132	9	3	4	3	2	2				1	1	1	
133	4	2		1	2	2				1			
134	4	4	1	3			1						
135	6	3	1	1	1			1					
136	2	4		1	2			1			1		
137	3	1	4	2	1								
138	1	1	2										
139	1	1											
140		1											
142		1											
Cases	222	147	119	98	82	58	48	27	25	9	9	5	2
Average age (months over 9 years)	5.8	5.8	6.1	5.1	5.7	5.7	5.1	6.5	5.3	4.9	5.8	6.2	9.5
Average stature	125.9	125.6	125.6	124.9	124.7	124.5	123.2	124.5	124.8	124.2	125.3		
Corrected average for 9 years 6 months	126.0	125.7	125.6	125.3	124.8	124.6	123.6	124.3	125.1				

Statures of Toronto girls. Age, 10 years.

Stature in centimeters.	Order of birth.												
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.
109				1									
110		1											
114							1						
115													
116			2		1								
117		1	1			1	1	1					
118	2	1	1	1						1			
119	1		2										
120	3	1	2			2	1			1			
121	2	3	1	1	2		1	1	1				
122	5	3	8	6		1	1				1		
123	6	3	1		2	5	2				1		
124	6	7	2	2	2	1	1			1			
125	17	7	7	4	2	4	4	6		2	1	1	1
126	5	7	5	7	2		2	2	1				
127	9	4	5	3	2	2	3	2		2	2	1	
128	10	8	8	7	2	3	1				1		
129	5	6	8	6	1	4		4		1	1		
130	15	14	13	5	4	5	2		1	1		1	
131	18	11	7	8	3	2		2	2			1	
132	19	8	9	8	9	1	1	2			1	1	
133	12	11	5	9	6	4			3			2	
134	10	5	4	8	4	1	5	1	1				
135	12	9	9	7	6	2	1	1					
136	5	4	8	1	4		2		1	1			
137	6	10	3	5	2	7		2	1				
138	4	7	7	2		5	1			2			
139	4	4	2	1	2	1	1		1				
140	4	3	5	2	1	2		1	1		1		
141	2	1	3										
142	2		1		1		2			1			
143	4	1				1	1		1				
144	1			1		1	1						
145	2	1		1	1								
146	1					2							
147	1				1	1	1						
148	1		1										
149													
150				1									
151													
152								1					
Cases	185	141	130	97	60	58	36	25	15	15	10	7	1
Average age (months over 10 years)	6.1	6.0	5.9	5.2	5.9	6.0	5.3	5.0	7.2	7.0	5.5	5.4	2.0
Average stature	131.0	130.8	130.6	130.8	131.8	131.8	130.2	129.8	133.0	129.4	128.6	130.1	125.0
Corrected average for 10 years 6 months	131.0	130.8	130.6	131.2	131.8	131.8	130.5	130.2	132.5	128.9			

Statures of Toronto girls. Age, 11 years.

Stature in centimeters.	Order of birth.										
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.
115.....	1	1									
116.....		1									
117.....											
118.....											
119.....						1					
120.....	2				1						
121.....	1		1		1		1				
122.....	1			1					1		
123.....	1	2	2	3			1				
124.....	2	1	1	3	1						
125.....	1	3	3	1	2		1		1		
126.....	3	4	4	2	5	1		1			
127.....	3	4	6	2	2		1		2		
128.....	3	3	10	7	1	3		1			1
129.....	6	6	3	4	5	4	2	1		1	
130.....	8	9	6	8	4	4	5		1	1	1
131.....	7	5	8	6	5	2	2	2	1	1	1
132.....	15	8	4	4	4	1	1	1	2		
133.....	10	7	10		3	3	3	3	2	1	
134.....	17	6	10	7	3	5	2		2	1	
135.....	10	5	9	11	5	3	3	2		2	2
136.....	15	8	8	8	6	4	3	1	1		
137.....	19	14	7	8	5	4	3		1		
138.....	7	14	6	4	3	6	2		2	2	
139.....	13	13	5	8	3	4	3	3		2	1
140.....	15	9	6	3	6	1	3	2	1	1	
141.....	5	9	2	5	6	5	3		1	2	
142.....	2	4	9		3	2	1	1	1		
143.....	7	2	2	4	6	1	1				
144.....	4	4	2	3	1	3	1				
145.....	3	4	2	5	4	3		1			
146.....	4	4	2	1	1	1		1	1	1	
147.....	3		4	3	1		2	1			
148.....		4			1	1	1				
149.....	3	2	1	2	2		2	1			
150.....	5	2	2	1	1				1		
151.....					1		1		1		
152.....	1										
153.....	1										
154.....	1										
155.....											
156.....											
157.....											
158.....											
159.....	1										
Cases.....	203	158	135	114	91	62	49	23	24	15	6
Average age (months over 11 years).....	5.4	5.2	5.4	5.5	5.1	5.7	5.7	6.0	4.5	6.1	
Average stature.....	136.4	136.6	134.8	135.3	136.1	136.2	136.2	136.9	135.9	136.6	133.0
Corrected average for 11 years 6 months.....	136.7	133.4	135.1	135.5	136.5	136.3	136.3	136.9	136.6	136.6	

Statures of Toronto girls. Age, 12 years.

Stature in centimeters.	Order of birth.														
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.	14th.	15th.
120															
121				1											
122		1	2		1				1						
123															
124	1	1	1												
125		2	1			1									
126	1	1													
127		3	1						1						
128	2	3	1		1	1		1	1						
129	2	2	1	2		1	1								
130		3	1	3	2		2	1	1			1	1		
131	2	2			1					1					
132	4	6	5	3	2		2	1	2	2					
133	3	4	3	1	2		2								
134	7	4	5	7	3	1	1			2		1			
135	1	4	5	3	7	1	1	5	1						
136	5	8	5	3	5	2	1	1		1	2				
137	4	9	8	7	2	5		2	1	2	1			1	
138	14	3	6	4	4	4	6	4	4	1					
139	4	8	3	8	9	1	3	2							
140		8	7	10	6	4	3	5	1						
141	7	10	11	3	3	6	1	1	4	1					
142	13	11	5	6	5	2	1		2	2	1		1		
143	12	8	4	6	3	2	3	7	2	2			1		
144	6	8	9	9	2	4	5			2	1	1			
145	10	11	7	7	2			2					1		
146	6	4	7	2	3	2	1	1	1						1
147	6	6	14	4	3	1	2	1		1					
148	11	8	4	1		1	1		3	1					
149	4	4	2	4	2	1	2	1	1		2				
150	5	6	5	2	1	4	1	1	1	1					
151		1	3	3	1	2	1								
152		3	2	2		1			1						
153	2	4	3	1											
154	3	3	2	1	1		3	1			1	1			
155	3	2		2			2								
156	1	2	4	2	1	2		1	1						
157	1		1		1										
158	1			1	2										
159	1														
160	1		1												
161	2	1													
162		1													
163															
164			1												
Cases	157	160	143	107	73	51	44	37	33	11	8	4	1	1	1
Average age (months over 12 years)	5.3	5.6	5.5	5.7	5.2	5.9	5.0	6.0	5.2	6.2	6.1				
Average stature	142.1	141.6	142.0	141.6	140.5	141.4	142.0	140.5	139.4	142.6	141.5				
Corrected average for 12 years 6 months	142.5	141.8	142.3	141.8	140.9	141.5	142.5	140.5	139.8	142.5					

Statures of Toronto girls. Age, 13 years.

Stature in centimeters.	Order of birth.													
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.	14th.
125														
126														
127				1										
128					1									
129	1		1											
130														
131					1						1			
132	1	1		2			1							
133		1	1											
134	1	3	3											
135	2			1	1									
136	2	2	4	1	1									
137	2	1			1	1		1		1				
138	2	6	2	2	2	2	2	1	1					1
139	3	2		2	4	1								
140														
141	2	5	4	4	4		1	1						
142	4	6	2	2	3		1			1		1		
143	5	2	3	3	2	1	1							
144	4	6	4	4	4	4	1	3						
145														
146	8	14	7	6	1	7	1	1	3	1				
147	9	5	4	4	6	4	2	1	3					
148	3	5	4	5	6	5	2	2	2	2				
149	6	7	5	7	5	1	1	3	2	1	1	1	1	1
150														
151	10	8	5	3	6	2	3		1					
152	9	7	6	6	3	1	2		2	1				
153	9	6	4	4	4									
154	4	5	3	3		3		1	1	1				
155	4	6	4	5	3	3	2			2				
156														
157	5	1	5	1	1			1	2	2	1			
158	3	2	2	3	2	1		1		1		1		
159	4	4	2	4	1	1	3		1	1				
160														
161	2		2	5	1			1						
162			1			1		1						
163	4						2							
164	1		1	1	1						1			
165		2	1	1		2			1					
166	1													
167														
168														
169														
170														
171		1												
Cases	139	130	99	88	78	45	29	22	19	16	7	4	1	1
Average age (months over 13 years)	5.1	5.7	5.6	6.0	5.5	5.6	5.6	6.6	6.1	4.9				
Average stature	148.5	147.2	147.8	148.7	147.3	148.6	147.9	149.0	149.8	149.1				
Corrected average for 13 years 6 months	148.9	147.3	148.0	148.7	147.5	148.8	148.1	148.8	149.8	149.5				

Statures of Toronto girls. Age, 14 years.

Stature in centimeters.	Order of birth.												
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.
118.....			1										
127.....		1											
130.....													
131.....													
132.....					1								
133.....													
134.....	1												
135.....		1											
136.....													
137.....	1	1	1		1								
138.....	1		1										
139.....		1		1	1	1			2				
140.....		1					1						
141.....			1				1						
142.....	3	1	2	1	1	2							
143.....	2		2										
144.....	1	5	4		2		1						
145.....	2	2	1		2	3	1	1					
146.....		2	1		2	1			2				
147.....	2	4				1							
148.....	7	3	2	3	2	2	1						
149.....	3	4	1	2	2	2	1				1		
150.....	6	8	6	3	7	3	3						
151.....	3	6	7	4	2	2	3	2			2		
152.....	6	6	4	1	3	2	1		1	1			
153.....	5	8	6	2	4	1	1						1
154.....	6	5	10	3	3		3		1			1	
155.....	7	3	7	5	1	4	3	3	3	1			1
156.....	9	5	6	3	3	3	4				1		
157.....	4	5	2	2	1	1	3		2				
158.....	8	7	4	1	3	1	1	1	1	1			
159.....	4	3	2	2	2	1							
160.....	6	4	5	2	3	4		2	1				
161.....	2	1	1	2	3	1							
162.....		1	1	1			1	2					
163.....		2	3	1									
164.....		1	1				1	1					
165.....				1								1	
166.....	1	1								1			
167.....	1	1					1						
168.....	1						1						
169.....													
170.....	2												
Cases.....	94	93	82	40	49	35	32	12	14	4	4	2	2
Average age (months over 14 years).....	5.1	5.4	5.0	5.7	5.0	5.1	5.3	6.0	6.1				
Average stature.....	153.5	152.3	152.8	154.0	151.6	151.9	153.6	156.5	152.1				
Corrected average for 14 years 6 months.....	153.7	152.4	153.0	154.1	151.8	152.1	153.8	156.5	152.1				

Statures of Toronto girls. Age, 15 years.

Stature in centimeters.	Order of birth.														
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.	15th.	
135															
136															
137						1									
138															
139	1							1							
140	1														
141								1							
142	1														
143			1												
144		1	1		1		1								
145				1	1	1						1			
146	1		3	1											
147		2			1		1								
148	3														
149	1	1	1	1											
150	3	2		4		2									
151	4	1	1	4		1	1	1		1					
152	4	6			2	2	1	3							
153	3	4		4	4	2			1						
154	2	2	5	1	2	1									
155	10	4	3	4	1	2				1	1		1	1	
156	4	2	3	3	1	1			1						
157	1	1	1	1	4	1	2								
158	5	4	2	1		1	1								
159	3	3	2	1	4										
160	3	3	1	4	4	1						1			
161	2	1	1	3	1		1	1	1						
162	5		1	2	1	1				1					
163	1	1	3	2			1								
164	3	1	1				1	1	1						
165	1		2	1	1										
166		1	2					1							
167		3		1	2				1						
168							1								
169															
Cases	62	45	34	39	23	16	11	9	5	3	1	2	1	1	
Average age (months over 15 years)	5.1	5.2	5.5	4.9	5.3	5.9	5.4								
Average stature	155.1	155.5	156.4	155.8	156.8	153.0	156.5								
Corrected average for 15 years 6 months	155.2	155.6	156.5	155.9	156.9	153.0	156.6								

Statures of Toronto girls. Age, 16 years.

Stature in centimeters.	Order of birth.										
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.
140.....	1										
141.....											
142.....				1							
143.....											
144.....	1										
145.....		1			1						
146.....	2										
147.....					1						
148.....				1							
149.....	1	2		3							
150.....	2						1				
151.....	1	2		1							
152.....	1	2					1				
153.....		1	2			1					
154.....	2	2	3	3							
155.....	2	5	1	1	1						
156.....	2	1	1		1	1	2				
157.....		3		1	1						
158.....	1		1	2							
159.....	4	1	2				2		1		
160.....	4	4		2		1	2				1
161.....	2	1	1				1	1			
162.....	4		2	1							
163.....	1	2								1	
164.....	1		1		1						
165.....	1	1	1	2							
166.....	1										
167.....							1				
168.....											
169.....											
170.....											
171.....											
172.....	1										
173.....											
174.....											
Cases.....	35	28	15	18	6	3	10	1	1	1	1
Average age (months over 16 years).....	4.4	4.6	4.5	4.6			3.6				
Average stature.....	156.9	155.8	157.9	155.0			158.0				
Corrected average for 16 years 6 months.....	157.1	155.9	158.0	155.1			158.2				

In summarizing these tables I have corrected the statures so that they correspond exactly to the half-year period. In this manner the error due to the difference of period is eliminated.

Statures of Toronto boys, in millimeters. a

Age in years.	Average statures.	Difference between average statures and statures of—								
		First-born.	Second-born.	Third-born.	Fourth-born.	Fifth-born.	Sixth-born.	Seventh-born.	Eighth-born.	Ninth-born.
5.5 ..	1,062 (347)	+6 (59)	± 0 (86)	− 3 (74)	+6 (49)	− 2 (33)	−16 (29)	−14 (17)	−13 (14)	-----
6.5 ..	1,111 (613)	+7 (128)	− 3 (147)	− 4 (108)	+2 (85)	+ 1 (67)	− 4 (36)	−13 (31)	−16 (23)	− 4 (18)
7.5 ..	1,168 (846)	+3 (201)	+ 2 (162)	± 0 (119)	± 0 (94)	− 5 (64)	+ 2 (58)	+ 1 (37)	− 6 (28)	−13 (17)
8.5 ..	1,218 (934)	+2 (216)	+ 4 (188)	± 2 (159)	± 0 (111)	−10 (79)	± 0 (64)	− 8 (64)	− 6 (35)	−19 (21)
9.5 ..	1,267 (905)	+4 (240)	− 7 (180)	± 0 (137)	± 0 (112)	−13 (87)	−11 (71)	−10 (48)	+ 3 (36)	−13 (25)
10.5 ..	1,315 (839)	−3 (213)	+ 5 (145)	−1 (140)	−6 (112)	− 8 (82)	+ 6 (75)	− 5 (44)	−15 (34)	+ 6 (19)
11.5 ..	1,359 (817)	−1 (177)	+ 3 (156)	− 2 (125)	− 8 (109)	− 2 (86)	− 8 (71)	+ 6 (39)	− 5 (28)	−15 (16)
12.5 ..	1,401 (746)	− 2 (173)	+ 1 (141)	+ 2 (129)	− 6 (89)	+ 3 (48)	− 4 (64)	−11 (54)	−16 (32)	− 2 (19)
13.5 ..	1,454 (596)	+7 (158)	+11 (120)	−13 (84)	−1 (80)	+ 2 (45)	−14 (49)	−31 (25)	+18 (23)	+ 9 (12)
14.5 ..	1,515 (387)	+5 (86)	+ 1 (76)	+ 5 (79)	+2 (44)	−14 (52)	−12 (28)	−15 (18)	− 5 (13)	-----
15.5 ..	1,573 (170)	−1 (52)	−1 (23)	−32 (24)	− 8 (28)	+ 2 (20)	-----	-----	-----	-----

a The figures in parentheses are the number of cases.

Differences (in millimeters) between average statures of boys and statures of boys of various orders of birth, and their mean errors (as deduced from the Toronto observations).

Age in years.	First-born.	Second-born.	Third-born.	Fourth-born.	Fifth-born.	Sixth-born.	Seventh-born.	Eighth-born.	Ninth-born.
5.5.....	+6±7.2	±0±6.1	-3±6.6	+6±7.8	-2±9.0	-16±11.8	-14±12.7	-13±14.0	-----
6.5.....	+7±4.7	-3±4.4	-4±5.0	+2±5.6	+1±6.2	-4±8.3	-13±8.9	-16±10.2	-4±11.5
7.5.....	+3±4.0	+2±4.4	±0±5.0	±0±5.5	-5±6.6	+2±6.9	+1±8.5	-6±9.8	-13±12.4
8.5.....	+2±4.2	+4±4.5	-2±4.8	±0±5.6	-10±6.6	±0±7.2	-8±7.2	-6±9.6	-19±12.3
9.5.....	+4±4.1	-7±4.6	±0±5.1	±0±5.6	-13±6.3	-11±6.9	-10±8.3	+3±9.5	-13±11.3
10.5.....	-3±4.7	+5±5.5	-1±5.6	-6±6.2	-8±7.1	+6±7.4	-5±9.5	-15±10.8	+6±14.3
11.5.....	-1±5.0	+3±5.4	-2±5.9	-8±6.3	-2±6.9	-8±7.6	+6±10.1	-5±11.8	-15±15.5
12.5.....	-2±5.7	+1±6.3	+2±6.5	-6±7.9	+3±10.1	-4±8.1	-11±9.6	-16±12.2	-2±15.8
13.5.....	+7±6.3	+11±7.8	-13±9.1	-1±9.3	+2±12.1	-14±11.6	-31±15.9	+18±16.6	+9±22.6
14.5.....	+5±10.2	+1±10.8	+5±11.1	+2±13.6	-14±12.7	-12±16.8	-15±20.6	-5±24.1	-----
15.5.....	-1±14.2	-1±20.0	-3±20.6	-8±18.4	+2±21.3	-----	-----	-----	-----
Average	+2.3±1.6	±0.8±1.7	-----	-----	-----	-----	-----	-----	-----

It appears, therefore, that the result is not quite certain, since the error is great as compared to the average difference. Since for later-born children the errors of the average are very great, I have not carried out the calculation. For first-born girls I obtain the following results:

Statures of Toronto girls, in millimeters.

Age in years	Average statures.	Differences between average stature and stature of—								
		First-born.	Second-born.	Third-born.	Fourth-born.	Fifth-born.	Sixth-born.	Seventh-born.	Eighth-born.	Ninth-born.
6.5 ..	1,104 (597)	+ 3 (125)	+7 (120)	— 5 (87)	— 3 (67)	— 5 (53)	+ 1 (31)	—13 (31)	+ 1 (17)	—20 (12)
7.5 ..	1,160 (759)	+ 3 (169)	—3 (156)	— 1 (117)	+ 3 (95)	— 5 (59)	— 3 (38)	— 3 (39)	+ 7 (21)	+13 (10)
8.5 ..	1,207 (834)	+14 (177)	—5 (141)	+ 2 (125)	— 2 (101)	— 6 (77)	— 3 (46)	+ 3 (47)	— 1 (22)	— 9 (22)
9.5 ..	1,253 (875)	+ 7 (222)	+4 (147)	+ 3 (119)	± 0 (98)	— 5 (82)	— 7 (58)	—17 (48)	—10 (27)	— 2 (25)
10.5 ..	1,309 (822)	+ 1 (185)	—1 (111)	— 3 (130)	+ 2 (97)	+ 9 (60)	+ 9 (58)	+ 4 (36)	— 7 (25)	+16 (15)
11.5 ..	1,361 (876)	+ 6 (203)	+3 (158)	—10 (135)	+ 6 (114)	+ 4 (91)	+ 2 (62)	— 2 (49)	+ 8 (23)	+ 5 (24)
12.5 ..	1,419 (824)	+ 6 (157)	—1 (160)	+ 4 (143)	— 1 (107)	—10 (73)	— 4 (51)	+ 6 (44)	—14 (37)	—21 (33)
13.5 ..	1,480 (665)	+ 9 (139)	—7 (130)	± 0 (99)	+ 7 (88)	— 5 (78)	+ 8 (45)	+ 1 (29)	+ 3 (22)	+18 (19)
14.5 ..	1,533 (443)	+ 4 (94)	—9 (93)	+ 3 (82)	+ 8 (40)	—15 (49)	—12 (35)	+ 5 (32)	+32 (12)	—12 (14)
15.5 ..	1,590 (247)	— 8 (62)	—4 (45)	+ 5 (34)	— 1 (39)	+ 9 (28)	—30 (16)	+ 6 (11)	—	—
16.5 ..	1,567 (123)	+ 4 (35)	—8 (28)	+13 (15)	—16 (18)	—	—	—	—	—

I have calculated the mean errors of the differences for first-born children only.

Differences (in millimeters) between the average statures of girls and the statures of first-born girls, and their mean errors.

Age.	Difference.	Mean error.	Age.	Difference.	Mean error.
6.5.....	+ 3	±4.7	13.5.....	+ 9	± 6.7
7.5.....	+ 3	±4.5	14.5.....	+ 4	± 7.2
8.5.....	+14	±4.6	15.5.....	- 8	± 8.3
9.5.....	+ 7	±4.6	16.5.....	+ 4	±10.3
10.5.....	+ 1	±5.1	Average	+5.3	± 1.9
11.5.....	+ 6	±5.1			
12.5.....	+ 6	±6.1			

This result is much more certain than that obtained by means of the measurements of boys. When we combine both we find that the difference of stature between the average of all the children and the average of the first-born children is in favor of the latter. The amount is 3.6 mm., with a mean error of ± 1.2 mm. It is therefore certain that first-born children are somewhat taller than later-born children, but the amount of the difference is not definitely known.

It is of interest to investigate the constitution of families. I have done so by recording for each age the number of children, according to the order of their birth.

Classification of Toronto boys according to age and order of birth.

Age in years.	Order of birth.																
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.	14th.	15th.	17th.	
4.5	17	22	26	15	7	7	5	3	1					1			
5.5	59	86	74	49	36	20	17	14	8	3	1	2	1	1			
6.5	128	147	108	85	67	36	31	23	18	9	7	2	3	1			
7.5	201	162	119	94	64	58	37	28	17	9	4	3	3	3			
8.5	216	188	159	111	79	64	64	35	21	19	5	6	1	1			
9.5	240	180	137	112	87	71	48	36	25	15	6	3	2				
10.5	213	145	140	112	82	75	44	34	19	10	7	3	3		2		
11.5	177	156	125	109	86	71	39	28	16	11	6	4	3	1		1	
12.5	173	141	129	89	48	64	54	32	19	19	5	5	1	1			
13.5	158	120	84	80	45	49	25	23	12	9	4	3	2	1			
14.5	86	76	70	44	52	28	18	13	9	3	2	2					
15.5	52	23	24	28	20	6	9	7	3	2	3	1					
16.5	8	10	8	3	2	2	4	3		1	1		1				
Cases	1,728	1,456	1,203	931	675	551	395	279	168	109	51	31	18	10	2	1	
Per cent of the whole number	22.7	19.1	15.8	12.2	8.9	7.2	5.2	3.7	2.2	1.4	0.7	0.4	0.2	0.1			

Total number of cases, 7,608.

Classification of Toronto girls according to age and order of birth.

Age in years.	Order of birth.																	
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.	14th.	15th.	16th.	17th.	19th.
4.5	22	19	19	9	12	5	7	6	2									
5.5	74	86	77	54	25	22	12	10	10	5	2	1	1					1
6.5	125	120	87	67	53	31	31	17	12	10	3	1						
7.5	169	156	117	95	59	38	39	21	10	11	9	2	1	1		1		
8.5	177	141	125	101	77	46	47	22	22	17	5	1	1	1	1			
9.5	222	147	119	98	82	58	48	27	25	9	9	5	2					
10.5	185	141	130	97	60	58	36	25	15	15	10	7	1					
11.5	203	158	135	114	91	62	49	23	24	15	6							
12.5	157	160	143	107	73	51	44	37	33	11	2	4	1	1	1			
13.5	139	130	99	88	78	45	29	22	19	16	7	4	1	1				
14.5	94	93	82	40	49	35	32	12	14	4	4	2	2					
15.5	62	45	34	39	28	16	11	9	5	3	1	2	1					
16.5	35	28	15	18	6	3	10	1	1	1	1							
Cases	1,664	1,424	1,182	927	693	470	395	232	192	117	65	29	11	4	3	1	1	1
Per cent of the whole number	22.5	19.2	16.0	12.5	9.4	6.3	5.3	3.1	2.6	1.6	0.9	0.4	0.1	0.1				

Total number of cases, 7,411.

Total number of children examined, arranged according to order of birth.

	Order of birth.																	
	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.	12th.	13th.	14th.	15th.	16th.	17th.	19th.
Cases	3,302	2,880	2,385	1,858	1,368	1,021	790	511	360	226	116	60	29	14	5	1	2	1
Per cent of the whole number	22.6	19.2	15.9	12.4	9.1	6.8	5.3	3.4	2.4	1.5	0.8	0.4	0.2	0.1				
Mean error	±0.3	±0.3	±0.3	±0.3	±0.2	±0.2	±0.2	±0.1	±0.1	±0.1	±0.1							

Number of boys examined 7,608
 Number of girls examined 7,411

Total 15,019

From these data we can obtain an insight into the constitution of families in Toronto. The difference between the number of first and second born children shows the number of mothers having one child only; the difference between the second and third born children gives the number of mothers who have two chil-

dren, etc. In this manner the following table has been obtained, showing the per cent of mothers having one child, two children, etc.

Number of children.	Per cent of mothers.	Mean error.	Number of children.	Per cent of mothers.	Mean error.
1	15.1	±0.6	10	3.2	±0.3
2	14.6	±.6	11	1.7	±.2
3	15.5	±.6	12	.9	±.2
4	14.5	±.6	13	.4	±.1
5	10.2	±.5	14	.3	-----
6	6.8	±.5	15	.1	-----
7	8.2	±.5	16	.1	-----
8	4.5	±.4	17	.0	-----
9	3.9	±.3			

It is of interest to compare the number of children according to the order of their birth in various cities. I have tabulated for this purpose a number of children in Oakland, Cal., according to the order of their birth, and found the following result:

	Toronto.	Oakland, Cal.
Per cent of first-born children	22.6	26.4
Per cent of second-born children	19.2	22.3
Per cent of third-born children	15.9	17.0
Per cent of fourth-born children	12.4	12.3
Per cent of fifth and later born children	30.0	22.0

It appears from this table that families in Toronto are much larger than those in Oakland, Cal. There are 26.4 per cent of first-born children in Oakland as compared to 22.6 per cent of first-born children in Toronto, while fifth and later born children form only 22 per cent of the total population in Oakland, and in Toronto they form 30 per cent. This indicates that the size of the families is considerably smaller in Oakland than in Toronto. It is difficult to judge what the social causes of this phenomenon may be. The general conditions of life and the nationalities composing the population certainly have a great influence upon the size of families. In order to investigate this question, I have tabulated the Toronto girls according to their order of birth and nationality. The results of this tabulation are given in the following table:

Nationality (in per cent) of grandparents of Toronto girls.

Order of birth.	English.	Scotch.	Irish.	Canadian.
First-born	2,628 (39.0%)	1,112 (16.5%)	1,614 (23.9%)	838 (12.4%)
Second-born	2,411 (41.0%)	888 (15.1%)	1,397 (23.8%)	670 (11.4%)
Third-born	1,992 (40.8%)	815 (16.7%)	1,145 (23.5%)	510 (10.5%)
Fourth-born	1,664 (43.0%)	679 (17.5%)	892 (23.1%)	311 (8.0%)
Fifth-born	1,324 (46.3%)	474 (16.6%)	694 (24.3%)	180 (6.3%)
Sixth-born	879 (44.9%)	343 (17.5%)	476 (24.3%)	104 (5.3%)
Seventh-born	814 (49.9%)	256 (15.7%)	334 (20.5%)	92 (5.6%)
Eighth-born	453 (48.3%)	149 (15.9%)	251 (26.8%)	35 (3.7%)
Ninth-born	384 (49.0%)	133 (17.0%)	154 (19.7%)	42 (5.4%)
Tenth-born	240 (48.4%)	69 (13.9%)	129 (26.0%)	18 (3.6%)
Eleventh-born	127 (45.4%)	48 (17.1%)	72 (25.7%)	6 (2.1%)
Twelfth and later born	127 (43.2%)	51 (17.4%)	57 (19.4%)	29 (9.9%)

Order of birth.	American.	German.	French.	Miscellaneous.	Total.
First-born	234 (3.5%)	140 (2.0%)	30 (0.4%)	157 (2.3%)	6,753
Second-born	194 (3.3%)	143 (2.4%)	32 (0.6%)	143 (2.4%)	5,878
Third-born	144 (3.0%)	136 (2.8%)	18 (0.9%)	123 (2.5%)	4,883
Fourth-born	123 (3.2%)	82 (2.1%)	18 (0.5%)	100 (2.6%)	3,868
Fifth-born	62 (2.2%)	51 (1.8%)	12 (0.4%)	63 (2.2%)	2,860
Sixth-born	57 (2.9%)	45 (2.3%)	5 (0.3%)	55 (2.8%)	1,964
Seventh-born	54 (3.3%)	46 (2.8%)	6 (0.4%)	31 (2.0%)	1,633
Eighth-born	24 (2.6%)	5 (0.5%)	-----	21 (2.2%)	938
Ninth-born	27 (3.4%)	17 (2.2%)	2 (0.3%)	24 (3.1%)	783
Tenth-born	15 (3.0%)	8 (1.6%)	2 (0.4%)	15 (3.0%)	495
Eleventh-born	9 (3.2%)	4 (1.4%)	2 (0.7%)	12 (4.3%)	280
Twelfth and later born	5 (1.7%)	8 (2.7%)	4 (1.4%)	13 (4.4%)	294

When we group these results so as to equalize the number of cases approximately, treating the three first-born children separately, forming the fourth group by combining the fourth and fifth born children, and including all the later-born children in one group, we find the following results:

Nationality (in per cent) of grandparents of Toronto girls.

Order of birth.	Eng-lish.	Scotch.	Irish.	Canad-ian.	Ameri-can.	Ger-man.	French.	Miscella-neous.	Cases.
First born	39.0	16.5	23.9	12.4	3.5	2.0	0.4	2.3	6,753
Second born	41.0	15.1	23.8	11.4	3.3	2.4	0.6	2.4	5,878
Third born	40.8	16.7	23.5	10.5	3.0	2.8	0.9	2.5	4,883
Fourth and fifth born..	44.4	17.1	23.6	7.3	2.7	2.0	0.4	2.4	6,728
Sixth and later born..	47.3	16.4	23.0	5.1	3.0	2.1	0.3	2.7	6,388
Total	42.5	16.4	23.6	9.3	3.1	2.3	0.5	2.5	30,630

That is to say, the percentage of Scotch, Irish, American, German, French, and miscellaneous grandparents remains the same for all the children, no matter what the order of their birth may be. There is, however, a fundamental difference in the distribution of English and Canadian children. Among the first-born children, 39 per cent of the grandparents are of English birth. Among the later-born children, 47 per cent are of English birth. This indicates that in families whose grandparents are of English birth we find a greater number of children than among the other nationalities. The reverse is the case among the Canadians. There is among the later-born children a decided decrease in the number of grandparents of Canadian birth. This indicates that the families of Canadian descent are small. It is very peculiar that these differences are found only among the English and Canadians, and that there are no differences in distribution among all the other nationalities.

This table is of importance also as showing that the difference in stature between first-born children and later-born children can not be ascribed to the influence of differences in nationality. The change of proportion of English and Canadian blood in the grand total is so slight that we can not possibly assume that it will materially modify the average stature of the people. We may therefore safely say that the difference in stature between first-born and later-born children is not influenced by complications resulting from the influence of nationality.



CHAPTER XXXV.

REPORT ON EDUCATION IN ALASKA.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., June 30, 1897.

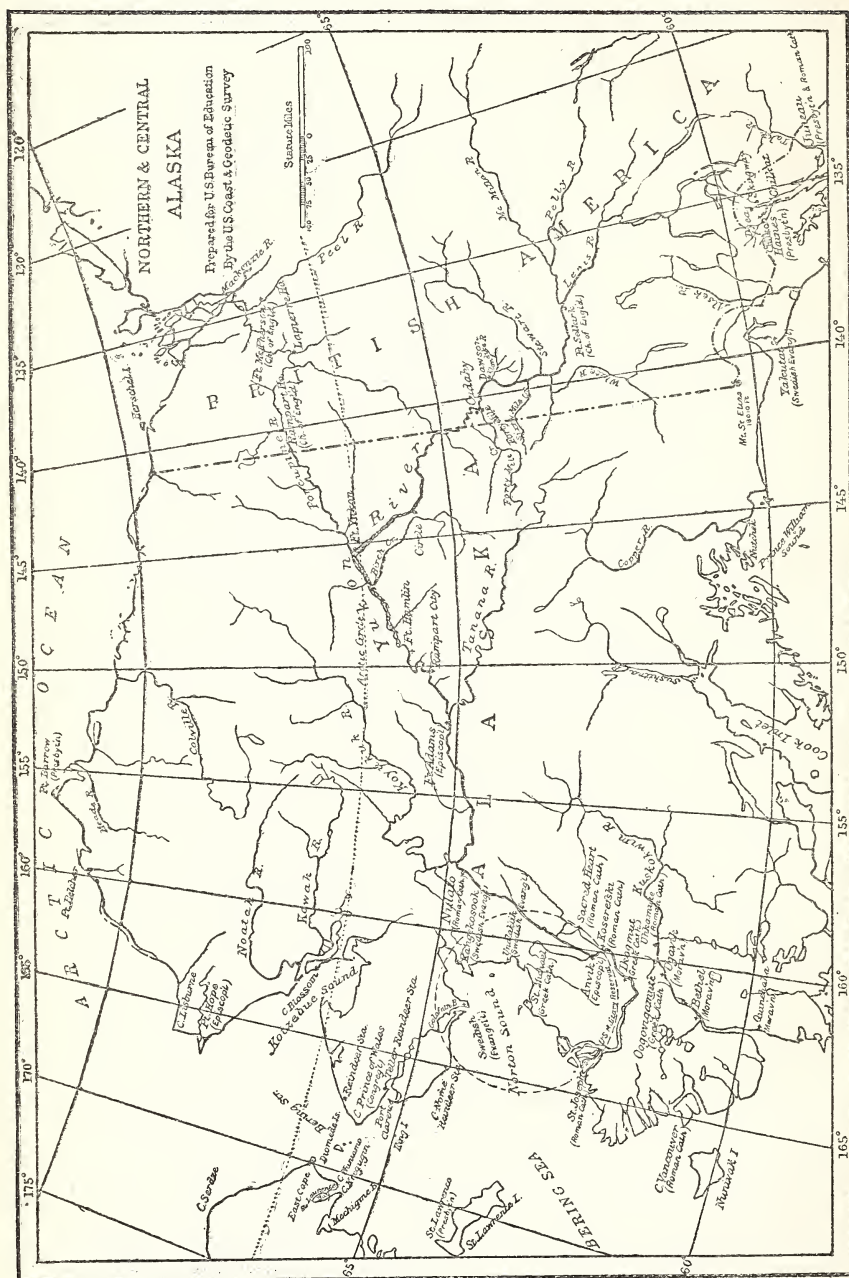
SIR: I have the honor to submit the twelfth annual report of the United States general agent of education in Alaska for the fiscal year ending June 30, 1897.

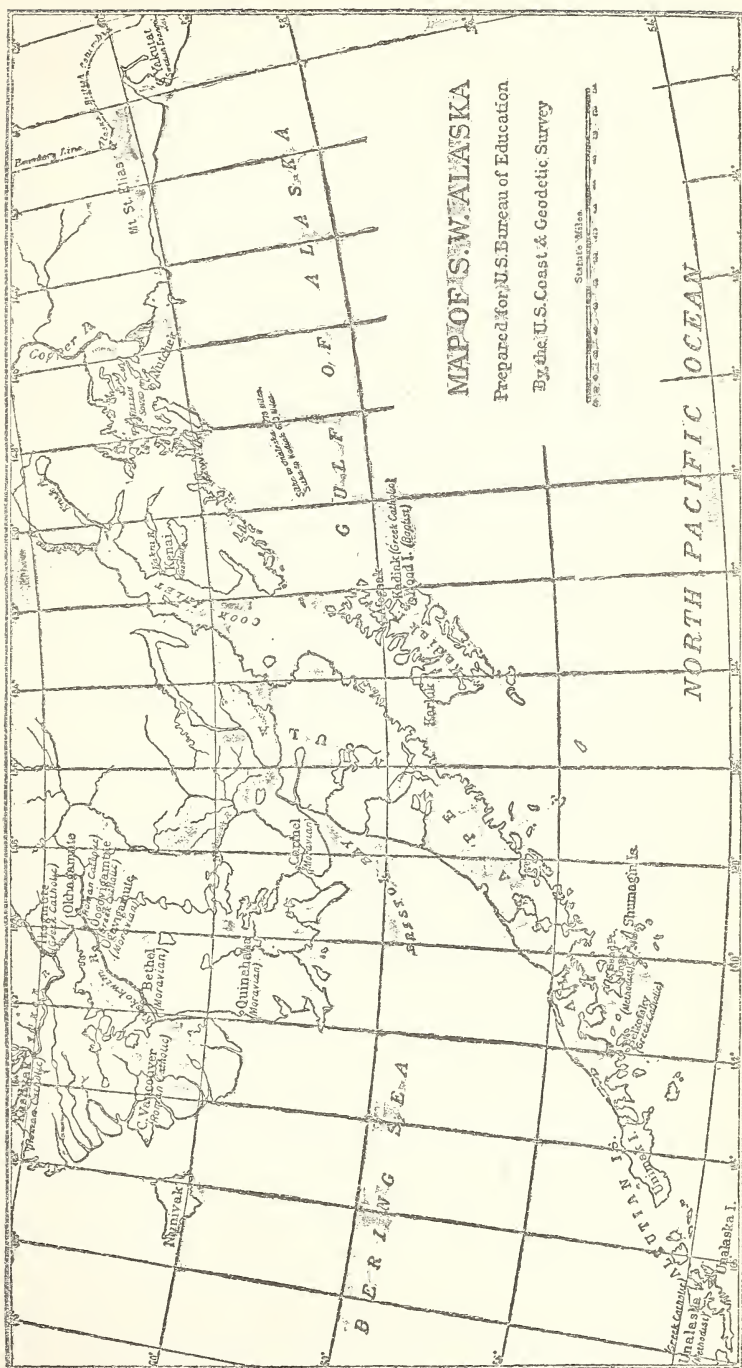
There is in Alaska a school population of from 8,000 to 10,000; of these, 1,395 were enrolled in the twenty Government schools in operation during the fiscal year.

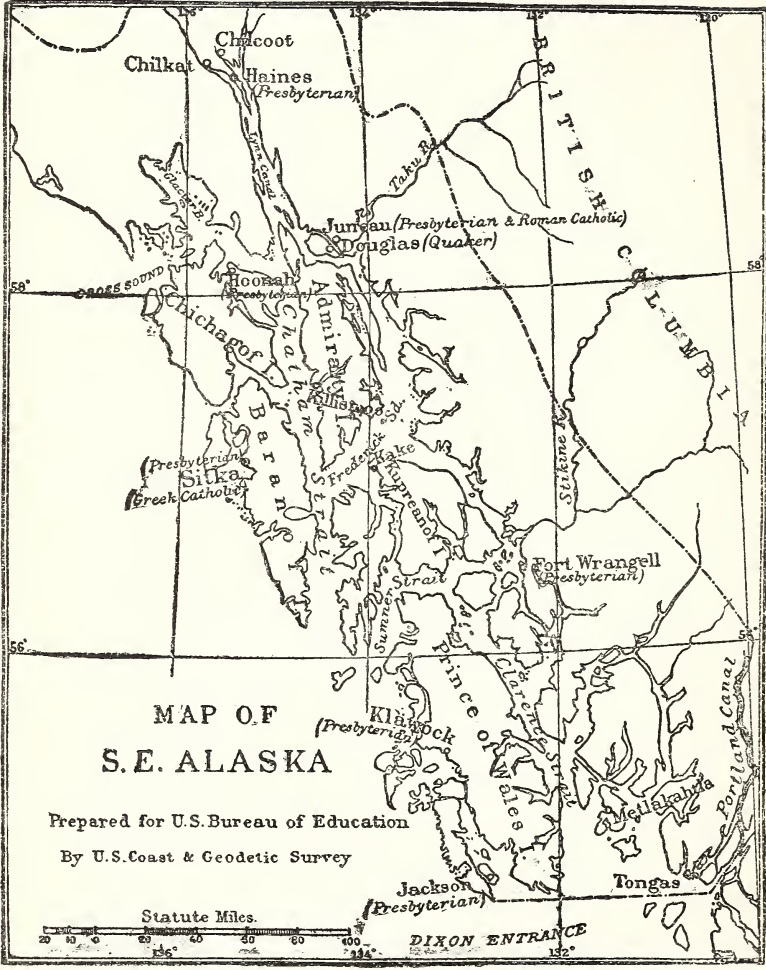
Circle City.—Miss Anna Fulcomer, teacher; enrollment, 43; population, whites, half-breeds, and natives. The development of the gold mines along the tributaries of the Upper Yukon has within the past two or three years attracted hundreds of miners, some of them with their families, into that region. Feeling the need for school facilities, on January 5, 1896, a mass meeting was held at Circle City, under the Arctic Circle, in the heart of the Birch Creek mining district, and the center of a population of several thousand, at which a petition for a trained public-school teacher was drawn up and subsequently forwarded to the Bureau of Education, and a volunteer lady teacher temporarily engaged. In their letter to the Bureau, the citizens guaranteed that they would erect a schoolhouse before the arrival of a professional teacher in September. To show that they were in earnest, over \$1,100 was raised for school purposes and all the ladies in town were by the citizens constituted a school board. It was felt that such zeal should not be checked, and Miss Anna Fulcomer, who had previously done good service in the school at Unalaska, on the Aleutian Islands, was selected as teacher for Circle City.

Miss Fulcomer thus describes her experiences: "I arrived here on August 17, 1896, finding no school building ready for me, and not a vacant house in town in which I could open the school. Consequently, I was obliged to wait, impatiently, until October 1, when the building was under roof; then I opened my school, in spite of the fact that the windows were not in and the doors were not hung. The men worked off and on while I was teaching, but it was not until December 12 that the work stopped. Since that time the schoolhouse has been as snug and comfortable as any place in town. During the winter nearly all the men in town left for the new gold diggings at Klondike, where they were more successful than they had been here. When the ice ran out of the Yukon the third week in May, these men came down the river, packed up their belongings, and moved to Klondike with their families. This is one reason for the sudden decrease in the school attendance during May. The other reason is that at last spring sunshine had come.

"For seven months it had been so cold and stormy that the children could have no out-of-doors play life. In May the weather moderated, the sun shone warm and bright, the snow began to melt, ducks, geese, and song birds slowly came, and the children were fairly wild to be out of doors. It seemed almost as much of a sin to keep them in the house as it does to keep our faithful farm animals shut in the dim, musty barn and feed them on dry hay, when they deserve to be out frisking and enjoying the bright sunshine and eating the tender, fresh grass. Many native children dropped out, and I did not blame them. However, I kept on with an attendance of eleven and twelve pupils. But it suddenly grew intensely hot; all kinds of bugs and worms began to wake from their winter's sleep and came crawling out of the moss filling the chinks between the logs—bees, hornets, and our terrible pest, mosquitoes. Sometimes it was enough to make one's flesh creep. With such visitors as these the children could not study, so before long we had to stop school.







"Teaching school in this far north land is altogether different from teaching in the States, and the teacher is at times compelled to change the usual order of things and use her own judgment, depending on the Department's having faith enough in her to sanction such changes. For nearly three months during the winter the people want to hibernate. They can not help it, for there seems to be something in the air tending to that result. The days are so short that the people sink into a kind of stupor, not wanting to rouse up when daylight comes, even though that be delayed until 11 in the morning. During these dark months I was always at the schoolhouse before half past 9, but was usually alone there until half past 10, when the children would straggle sleepily in, some without breakfast. By noon all would be there.

"When the citizens wrote to the Bureau of Education a year ago for a teacher there was the greatest enthusiasm on the subject: but months before I arrived all the enthusiasm had died out, the women trustees were at sword's points, nearly all the money raised had been paid out for the temporary teacher and firewood, and hardly anyone, even those who had children, were in favor of a school at all, but wanted the money that remained put into a hall for town and dance purposes. However, the school has been a success. I like the children; the majority are bright, intelligent, and lovable."

Teller Reindeer Station.—T. L. Brevig, teacher; enrollment of pupils, 53; population, Eskimo. During the fiscal year school has been in session one hundred and sixty days. The attendance has been somewhat less than during the previous year, owing to the fact that the headquarters of the herd has been at Ageepak, which was too far from the station to permit the regular attendance of the herders. The progress made among those who attended regularly has been satisfactory. It has been noticed that the Eskimos who have been to the States one or more times are far ahead of the rest of the natives with regard to cleanliness, clothing, language, and good behavior. This is the natural result of contact with civilization.

Cape Prince of Wales.—Thomas Hanna, teacher; enrollment of pupils, 132; population, Eskimo. The school was not so well attended as in previous years. A feud between two of the principal families, brought about by drunkenness and the killing of two men and the scarcity of food were the chief causes of the decreased attendance. School work was so divided that both day and night sessions were held. The printing press donated by Mrs. W. T. Hatch, of Brooklyn, N. Y., has been very useful in enabling the teacher to prepare supplementary lessons for the school. Some of the boys have assisted in setting type and in distributing it. A kindergarten was established in May, conducted by Mrs. Lopp.

St. Lawrence Island.—V. C. Gambell, teacher; enrollment of pupils, 66; population, Eskimo. The people, young and old, have shown untiring interest in the school. On stormy days the parents carry the smaller children to school. We let all the children come, no difference how young they are, but they are not enrolled if under 5; these learn English and songs from hearing the older ones. The girls attend regularly now, though they are yet very bashful. The winds were unusually favorable the past winter, allowing them to catch an abundance of seals; so that at no time was there suffering from lack of food.

They have at last learned to manufacture whisky. A whaler brought a woman from Point Hope who taught them. They use about 5 quarts of molasses and 3 of flour to a 5-gallon coal oil can of water. This is allowed to ferment for from four to seven days, when it is heated, the vapor passing through an old gun barrel which is kept cool, thus condensing it. This yields about a quart of whisky. Several houses were making it all winter, and drunken men were not uncommon.

The children are cleaner, and show a decided improvement in every way. We try to have all the people clean themselves up when the *Bear* comes, and a great many of them do in their way. We think we have gained their confidence, and look forward for greater improvements in the not distant future.

Unalaska.—Miss M. E. Mellor, teacher, and Miss M. Salamattoff, assistant; enrollment, 48; population, Aleut. Miss Mellor reports as follows: "The school opened September 1, 1896, with an enrollment of 39 children; 48 were on the roll at the close of school. This represents the number of regular attendants only. At intervals during the year we had an attendance of 56 for a week at a time—almost all the children in the village. When the Russian school closed for the holidays many of the boys came to our school regularly during that time. They seemed to prefer the 'American' school, as they called it, and when they came to ask permission to attend, if only for a short season, we had not the heart to refuse them, although we were overcrowded without them. For over a month we had two children from the distant island of Sannakh. Their mother brought them to me, and, through an interpreter, asked if I would take them into our school. The

children, as a whole, have worked well at their studies, and their progress has been encouraging. In arithmetic the highest class has commenced work in fractions, and almost half of the pupils can do examples in multiplication and long division with a very fair degree of accuracy and rapidity. Much attention has been given to phonic drill and to the construction of English sentences. We have exercises in composition three times a week, some familiar object being taken; and after reading or talking about it the children would write on their slates what they could remember about it. These written exercises were read aloud in class and criticised, both as to subject-matter and the use of English. We have no text-books on United States history, but I read to the older pupils from a 'Young Folks' history and then talked about it. Marked progress has been made in reading; each class has had two lessons a day. It is gratifying to note an increasing love for the study. Elementary drawing, physiology, and geography have also had their proper place in school work, with gratifying results. The work of the year has been very pleasant and the outlook is most encouraging."

Unqa.—O. R. McKinney, teacher; enrollment, 40; population, white and Aleut. Mr. McKinney submits the following report: "During the summer, authority was granted by the Commissioner of Education for the building of an extension to the schoolhouse, to be used as a library room. Owing to the fact that we could not secure the services of a carpenter, I commenced school on August 24, in order to get in as much time as possible before the carpenter was ready. I continued school until the last of September. I then closed school and set to work with the carpenter at the building, so that it might be finished as soon as possible. About the last of October we had the work far enough along to enable us to have school again. During the holidays the carpenter completed the work, and from January 10 our school continued until May 30 without interruption. My pupils are making rapid progress in their studies, and we seem to have the full sympathy and support of all the patrons. On March 12 we had an exhibition, which was considered a grand success. The school is in better condition than ever before, the moral tone of our village has been much better during the year than ever, and there is nothing to discourage me in my work. Our library is still increasing, and is doing a great deal of good among the readers. Books will be thankfully received. We are much in need of an organ or some musical instrument in our school."

Kadiak.—C. C. Solter, teacher; enrollment, 52; population, Russian Creoles. Mr. Solter writes: "My larger pupils did excellent work in language and drawing. I am sometimes surprised to get such well-written sentences, when I consider that outside of the schoolroom scarcely a word of English is spoken. In drawing they excel, and make better progress than the average American children. In arithmetic they are not so apt, yet I have third-reader pupils who handle fractions very readily. They take much interest also in geography and history. If anyone doubts whether it pays for these children to attend school, the parents of the children certainly do not. They want their children to learn, and are proud to receive a letter from an absent son or daughter."

"Many children who live in settlements where there is no school would be sent here if we could board them. I have been asked several times by white men to take in their boy or girl, that he or she could have the benefit of an education. So far it has been impossible for us to accommodate anyone, though the parents were willing to pay board for their children. There is no place here where a child could be properly cared for; all the people have enough to do to take care of their own children. Our house is too small. If we did take them we would soon be overcrowded in our schoolroom, which is barely large enough to accommodate the Kadiak children. There is no doubt that if a boarding school were started the children would flock in from all parts of this district. This would be the most satisfactory kind of a school. There would be regularity in attendance. Being in school constantly, they would soon learn to use the English language fluently, to the exclusion of the Russian and Aleut. They would thus exercise an influence for good over the other children and become thoroughly Americanized. Several families now live in Kadiak in order that their children may have the advantage of the school. The fathers are at work at distant stations. Many more would do the same thing if they could afford it. Every year I furnish a number of books to parents living at a distance, who begin the education of their children at home. I hope that Congress will increase our appropriations until in the near future every child in Alaska may have a chance for a common-school education. I can not close my report without urging again the necessity of compulsory attendance. The Russian schools are able to compel attendance by the authority of the church, but American teachers can only urge the advantages to be secured with indifferent success. Some resident of the village should be appointed with full authority to enforce the attendance of all recalcitrant young-

sters. The children were very much pleased with the garden seeds that were kindly sent me by the Bureau for distribution among their parents. At first I gave a package of seeds to one child in each family, thinking that would be sufficient, but the rest thought themselves slighted and wept so piteously that I had to give each child a package. They evidently made good use of them, as small gardens can be seen scattered all over town. Many of them had never planted seeds before."

Karluk.—R. B. Dunmire, teacher; enrollment, 28; population, whites and Aleuts. The school year has shown decided progress in the various branches of school work. The people are learning to discriminate between Americans and the fishermen and sailors who come to this great canning station during the summer months. Of course, the opposition of the Russian Church is as decided as ever. The children have been better clad than they were last winter, still some of them come to school in their bare feet even on cold days. The population is decreasing rapidly, owing largely to the poverty of the natives, coupled with their drunkenness and immorality. The fishermen are the chief cause of these two vices. Of the children born during the last two years, but one remains alive. The United States commissioner at Unalaska, 700 miles away, is the nearest representative of the authority of the United States. Here there is no means whatever of punishing the perpetrators of crime. Still there is hope for the children in that they are rapidly learning the English language and are beginning to learn how to take care of themselves. It is yet possible to repair some of the wrong that has been done them.

Haines.—W. W. Warne, teacher; enrollment, 68; population, Thlinget. Mr. Warne writes: "This report closes the sixth year of my services as teacher of this school. The year has been our best. More real advancement has been made than in any previous year; the attendance has not been much larger, but it has been more regular and we have not had so many raw recruits. Most of the children around here have been to school more or less, so that instead of it being the exception to find a child that has attended school it is now the exception to find one who has not attended, at least for a short time. If we continue work a few years longer, we shall have reached almost all the children, and our work will be firmly established. In my experience with the parents I can not help but notice that they begin to regard it as a disgrace for a child to remain illiterate, and all show more or less eagerness to have their children attend school. The change in this respect during the past six years is very noticeable. I see a bright future for our work, although I can not deny that there is a dark side, but the progress certainly has been encouraging, and I hope that the good work may be pushed even more rapidly in the future than it has been in the past."

Sitka, No 1.—Mrs. G. Knapp, teacher; enrollment, 39; population, white, American, and Russian. The regularity of attendance at this school has been very satisfactory, largely owing to the fact that the teacher offered prizes for punctuality. Because of the many changes among the naval and civil officials stationed at Sitka there are changes in the school. Children from the States come and go with their parents, and it is possible to compare the work of the school with the work done in cities in the East. Mrs. Knapp states that children from the States enter classes with Sitka children of their own age. A circulating library is maintained in connection with the school, and has proved a source of much enjoyment to the children.

Sitka, No. 2.—Miss Cassia Patton, teacher, and Miss Flora Campbell, assistant; enrollment, 154; population, Thlinget. The following is Miss Patton's report: "There being two teachers, we were able to give more individual instruction, which is especially helpful to these non-English speaking children. Our girls and small boys enjoyed knitting very much. In sewing, we found some of the girls quite apt in the use of the needle, and the boys were pleased to learn how to sew on buttons, especially when they were allowed to replace any lost from their garments. Much of our work is developing their knowledge of English, which is not spoken in their homes. I have a small collection of objects by which they are surrounded at home, of which they soon learn the English names. About the 1st of November the Russian parochial school opened and took from us some of the children who were faithful followers of the Russo-Greek Church, but many continued to go to both schools irregularly in order to be sure of two Christmas trees. One day the janitor of the Russian school came into our school and asked for all the 'Russian Indians,' as followers of the Greek Church are called. I replied (Miss Campbell interpreting) that I did not distinguish between Russian Indians or any other kind, and that this was a Government public school, where all were on the same footing. He began picking them out; then I told him that they were all Americans and could come here if they pleased. Taking the flag, which we are in

the habit of saluting, I spoke to the children and told them that if their parents wished them to come to this school no one else had anything to say about it. I was only sorry that I could not say to the parents that according to the laws of the United States they must send their children to learn English, or American, as they term it. In January there was great feasting and dancing in the native village in honor of the visit of a hundred visitors from Hoonah, which interfered considerably with our attendance. Then came an epidemic of whooping cough and the usual spring exodus for fish eggs. Immediately after Christmas I offered prizes to be given on Washington's Birthday to those whose attendance was good until that time; seven were worthy of dolls or mouth organs, and one, whose record was excellent, I deemed worthy of a suit of clothes, and a very happy boy he was, for I believe it was his first whole new suit. My next effort to increase the attendance and punctuality was to buy a number of toys which I allowed the children to play with before each session.

"For the last three years I have distributed garden seeds during the last months of school, thus keeping the children in attendance and interesting the parents. Through the kindness of Dr. Jackson and the Agricultural Department, I was able to distribute a greater quantity this year. In this work I have been very much assisted by my father, who is a practical farmer, and has allowed me to bring my classes to his garden, where he showed them how to plant and weed. The great drawback to their gardening is that they have had the habit of planting on distant islands, only visiting them from time to time. A beginning has now been made in making gardens in the Sitka village. If they continue to do this, I believe it will tend to make them build their houses farther apart, which will be an improvement from a sanitary point of view and perhaps tend to break up the custom of several families living in the same house. I have yet a further interest in this gardening. My father is experimenting in the raising of flax, which, I believe, is just the thing for this country. I have had a wooden loom built, which the natives, who are apt with tools, can copy, and I propose to teach the women to weave rag carpet. These carpets will make their homes more attractive; and if the flax is a success, the industries of gardening and weaving will be open to them. Of course this will be slow work, but as the fishing and hunting diminish we need to have industries in which they are interested ready for them."

Juneau, No. 1.—S. A. Keller, teacher; enrollment, 86; population, white. Juneau is the largest town in southeast Alaska, and the school is working on a course that will soon reach the high-school grade. However, with only one teacher it is difficult to plan the work so as to give each pupil the training necessary for individual intellectual growth. About 20 per cent of the children of school age are on the streets. A law for compulsory regular attendance at school would be a great benefit.

Juneau, No. 2.—Miss Elizabeth Saxman, teacher; enrollment, 26; population, Thlinget. Miss Saxman writes: "The spirit of emulation that prevailed among the children during the entire term was indeed encouraging. The boys and girls seemed more wide-awake and enthusiastic than ever before. More than a little rivalry was manifested. The lack of this used to annoy me considerably, as some of the largest pupils did not seem to care whether they made any progress or not. In many cases it is difficult to get the native parents to send their children to school. They give you faithful promises when you go to see them, and say that they will send their children 'to-morrow' or 'next week'—in fact, say anything to settle the question for the present. However, I feel that we shall surely reach them satisfactorily this winter, since Mr. Fred Moore (a native graduate of the Sitka school) has been appointed chief of the native police. He is doing a grand work among his people."

Jackson.—Miss C. Baker, teacher; enrollment, 84; population, Thlinget. Miss Baker reports as follows: "At the commencement of the term but few of the natives had returned from their summer hunting. After the village had filled up I went around and talked with each family of the importance of sending the children to school regularly. As a result, every child in town that was large enough came to school. I used every effort to increase their interest and keep them in school, and succeeded beyond my expectations, the irregularity in the cases in which it occurred being the fault of the parents and not of the children. We have kept the schoolroom well filled, well cleaned, and well ventilated throughout the term. The interest and progress have been commendable, arithmetic and writing being the favorite studies. The discouraging feature of the work is the continual coming and going of the natives from village to village, which greatly interferes with regularity of attendance. However, I think we have had an excellent school."

Fort Wrangel.—Miss Anna R. Kelsey, teacher; enrollment, 64; population,

Thlinget. This is the oldest of the schools in Alaska, having been established in 1877. From that time until the present it has continued to be a means for the uplifting of the natives in this region. Here the native chief, Shakes, has been of considerable assistance in securing the attendance of the children.

Saxman.—J. W. Young, teacher; Miss M. J. Young, assistant teacher; enrollment, 75; population, Thlinget. Mr. Young gives the following account of the year: "The year has made a great change in the size of the community, and if that is to be a test, we have succeeded very well. When I arrived here in the fall of 1895 to build up a temperance, self-governing community there was no building here except the schoolhouse. Now we have a village of 24 houses, with a population of 120. As you know, the Thlingets do not remain in one place during the entire year, but go to their hunting and fishing grounds at the proper season. During the months of December, January, and February we had quite a good school, and the pupils made good progress in their studies, especially the younger ones. Some of them did not know a single letter when they came in the fall and now they are in the Second Reader. We find it difficult to get the older ones to attend with any degree of regularity, consequently their progress is slow.

"We have had some encouragements in our work. The natives have been very kind and even generous to us, doing what they could to make it pleasant for us. But we have had some discouragements as well. Although we have succeeded in keeping intoxicating liquor out of the village, yet the effects of its use elsewhere have reached us. In February the natives became intoxicated at Ketchikan, and in a drunken fight a Cape Fox native struck a Tongas native on the head with a rifle, from the effects of which he died. The Tongas tribe demanded pay for the life of their tribesman and the Cape Fox people gave them 200 blankets. Then the Tongas men demanded the life of a Cape Fox chief, as the murdered man had been a chief. The Cape Fox tribe refused, and their warriors armed themselves to resist the threatened attack of the Tongas men. Some of the latter came down from Ketchikan in their war paint, with rifles and knives, bent on killing. The women and children crowded into the schoolhouse, in terror. However, when the attacking party found that our people were ready for them and determined to make a stout resistance, they returned without firing a shot. This trouble is very unfortunate for Saxman, as it has made hard feeling between the two tribes that we were gathering together, and I fear will keep a number of the Tongas people from coming to Saxman.

"I found that there was great need for a store in our new settlement, so I put up a suitable building and sent for my son, who laid in a stock of goods and is conducting a successful business. It is a great help to the community."

TABLE I.—General statement of the expenditure of all appropriations

	1884.	1884-85.	1885-86.	1886-87.	1887-88.	1888-89.
Original fund to establish schools in Alaska	\$25,000.00					
Balance original fund, forward	\$25,000.00	\$24,562.23	\$11,063.23	\$3,443.83		
Annual appropriation			15,000.00	25,000.00	\$49,000.00	
From fund for education of Indians						
Special appropriation for Circle City school						
Total amount available each year		25,000.00	24,562.23	26,083.23	23,443.83	40,000.00
Salaries of teachers			4,868.43	11,935.97	11,940.09	10,482.72
Salaries of officials		267.05	1,200.00	1,200.00	1,450.00	1,920.74
School supplies and equipment		155.87	4,262.53	2,313.80	2,636.66	1,596.59
Freight charges		14.85	492.29	4,710.45	214.60	18.00
Repairs, care of buildings, etc.			125.75	377.14	160.50	
Rents			280.00	310.60		220.00
Incidentals				71.72	110.71	130.35
Traveling expenses				189.32	574.90	220.00
Construction of buildings				231.00	5,873.45	7,410.00
Contract schools			2,250.60	300.00	1,300.00	18,000.00
Total expenditure		437.77	13,479.60	22,639.40	24,260.82	39,998.40
Balance original fund carried over	25,000.00	24,562.23	11,063.23	3,443.83		
Balance all other appropriations unexpended					4,183.01	1.60
Cost of public schools, not including cost of buildings and contract schools		437.77	11,229.00	22,168.40	17,087.37	14,588.40
Cost per capita of enrollment			23.06	19.33	19.69	15.91

made by the Government for education in Alaska from 1884 to 1897.

1889-90.	1890-91.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	Total.
								\$25,000.00
\$50,000.00	\$50,000.00	\$50,000.00	\$40,000.00	\$50,000.00	\$30,000.00	\$30,000.00	\$30,000.00	390,000.00
					5,000.00	5,000.00	5,000.00	15,000.00
							1,500.00	1,500.00
50,000.00	50,000.00	50,000.00	40,000.00	50,000.00	35,000.00	35,000.00	36,500.00	431,500.00
9,797.43	12,891.07	12,215.07	13,758.00	14,395.60	17,909.39	22,062.42	21,293.72	163,749.82
2,129.09	2,954.19	3,280.00	3,280.00	2,880.09	3,023.20	3,180.00	3,580.00	30,159.37
2,670.81	2,944.13	3,093.22	2,244.56	2,136.02	2,939.03	3,359.13	5,544.24	26,901.59
72.00	319.54		333.28		1,371.34	32.55	64.04	7,617.94
90.00	30.00	427.30	768.00	1,411.37	1,585.55	223.14	574.61	5,683.36
448.50	200.00		11.00	200.00	200.00	200.00	225.00	1,925.00
444.60	573.55	1,003.76	1,511.55	783.56	32.07	325.26	183.18	1,323.79
1,500.00	1,723.86		1,000.00		1,527.47	1,097.20	683.88	8,609.79
31,174.12	28,360.61	28,980.00	17,040.00	8,000.00	3,435.25	3,510.00	1,850.00	23,536.56
								135,404.73
48,336.55	49,989.95	49,004.35	39,951.39	29,820.55	32,023.40	33,989.70	33,998.67	417,044.95
1,663.45	.05	995.65	48.61	179.45	2,971.60	1,010.30	2,501.33	13,555.05
15,632.43	19,912.48	20,024.35	21,912.39	21,820.55	28,593.15	30,479.70	32,148.67	236,003.66
20.50	26.73	25.09	27.60	27.04	27.76	25.43	25.00	23.62

a These balances are reserved awaiting the acceptance of the school building at Unalaska.

TABLE II.—*Statistics of public*

Public schools.	Length of school term and enrollment of pupils each year.									
	1885-86.		1886-87.		1887-88.		1888-89.		1889-90.	
	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.
Afognak			9	35	9	24	9	55	8	38
Douglas City No. 1		(a)		(a)	9	67	9	94		50
Douglas City No. 2		(a)		(a)		(a)		(a)		92
Fort Wrangel	9	50	9	106	9	106	9	90	9	83
Haines	9	84	6	43	8	144	8	128		(a)
Jackson	9	87	9	133	9	110	9	105	9	87
Juneau No. 1	9	96	9	236	9	25	9	36	9	31
Juneau No. 2		(a)		(a)	9	67	9	58	9	51
Kadiak			9	59	9	81	9	68	9	67
Karluk		(a)		(a)		(a)		(a)		(a)
Killisnoo	5	50	9	125	9	44	9	90	9	32
Klawock			6	184	9	81	9	75	3	68
Kake										
Sitka No. 1	9	43	9	60	9	60	9	67	9	58
Sitka No. 2	6	77	9	138	9	60	9	51	9	83
Unga		(a)	9	35	9	28		(a)	9	24
Unalaska										
Port Clarence		(a)		(a)		(a)		(a)		(a)
Metlakahla										
St. Lawrence Island										
Saxman										
Hoonah										
Cape Prince of Wales										
Circle City										
Point Barrow										
Total		487		1,144		895		917		764

a No school.

NOTE.—In addition to supporting the above public schools, the Bureau of Education pays the salaries of three industrial teachers in the Sitka Industrial School, which has an enrollment of 150.

schools in Alaska from 1885 to 1897.

Length of school term and enrollment of pupils each year.													
1890-91.		1891-92.		1892-93.		1893-94.		1894-95.		1895-96.		1896-97.	
M o n t h s taught.	Enrollment.	M o n t h s taught.	Enrollment.	M o n t h s taught.	Enrollment.	M o n t h s taught.	Enrollment.	M o n t h s taught.	Enrollment.	M o n t h s taught.	Enrollment.	M o n t h s taught.	Enrollment.
9	37	7	35	8	40	9	38	9	38	9	39	-----	(a)
9	23	9	25	8	13	9	30	9	42	9	57	7	75
9	68	9	24	9	108	9	37	7	26	(a)	82	8	32
9	93	9	49	9	49	9	54	8	61	9	64	9	64
(a)	100	9	89	9	54	9	41	9	64	8	60	9	68
9	33	9	100	9	82	8	90	7	80	8	64	9	84
9	51	9	26	9	23	9	25	9	54	9	70	9	86
9	80	9	75	9	61	9	65	9	50	9	67	9	70
9	33	9	69	9	74	9	59	9	56	8	49	9	52
9	68	9	29	(a)	-----	(a)	-----	(a)	9	9	27	9	28
7	50	9	33	9	137	5	75	(a)	50	(a)	-----	(a)	(a)
		9	38	(a)	-----	(a)	-----	8	-----	(a)	-----	(a)	-----
		9	60										
9	54	9	59	9	50	7	43	9	57	9	40	9	39
8	55	9	54	9	48	9	110	9	180	9	156	9	154
(a)		8	33	8	35	9	36	9	40	9	44	9	40
						9	24	9	39	9	39	9	48
(a)		(a)		5	20	7	30	8	56	9	56	9	53
								6	105	(a)		(a)	(a)
								7	52	9	68	9	66
										7	31	8	75
										8	144	5	120
										9	104	7	132
										(a)		8	43
												6	66
-----	745	-----	798	-----	794	-----	807	-----	1,030	-----	1,197	-----	1,395

TABLE III.—*Erection of school buildings in Alaska.*

Public schools.	Cost.	Character.	Dimen- sions.	Date of payment.	Fund from which paid.
Sitka, No. 1 (whites).	\$2,000.00	Frame, 1 story.	<i>Feet.</i> 33½ x 40	May 5, 1888	1884. Original fund to establish schools in Alaska.
Killisnoo (natives) ...	231.00	.....do. <i>a</i> .....	.....do.....	June 29, 1887	Do.
Sitka, No. 2 (natives) ..	1,537.20	.....do.....	29½ x 25½	Dec. 14, 1888	1887-88. Fund, education of children in Alaska.
Juneau, No. 1 (whites)	2,336.25	.....do.....	33½ x 40	Oct. 23, 1888	Do.
Juneau, No. 2 (natives).	1,300.00	.....do.....	30 x 60	Oct. 13, 1894	1894-95. Fund, education of children in Alaska.
Douglas, No. 1 (whites)	1,200.00	.....do.....	30 x 20	May 7, 1890	1888-89. Fund, education of children in Alaska.
Douglas (Treadwell mine) (whites).	1,730.00	.....do.....	30 x 60	Oct. 24, 1896	1895-96. Fund, education of Indians.
Kake (natives)	376.86	Log, 1 story....	20 x 30	July 18, 1891	1890-91. Fund, education of children in Alaska.
Saxman (natives)	1,780.00	Frame, 1 story.	30 x 60	Nov. 27, 1895	1895-96. Fund, education of Indians.
Chilkat (natives)	350.00	Log, 1 story....	20 x 30	July 22, 1891	1890-91. Fund, education of children in Alaska.
Hoonah (natives)	1,850.00	Frame, 1 story.	30 x 60	Sept. 8, 1897	1896-97. Fund, education of Indians.
Kadiak (whites and natives).	2,700.00	.....do.....	20 x 30	Dec. 6, 1890	1888-89 and 1889-90. Funds, education of children in Alaska.
Afognak (whites and natives).	2,595.00	.....do.....	20 x 46	.....do.....	1888-89. Fund, education of children in Alaska.
Karluk (whites and natives).	2,505.00	.....do.....	20 x 46	.....do.....	Do.
Unalaska (natives) ...	2,135.25	Frame, 1½ stories.	55 x 31	Oct. 23, 1895	1894-95. Fund, education of Indians.
St. Lawrence Island (natives).	1,000.00	Frame, 1 story.	20 x 40	Oct. 31, 1891	1890-91. Fund, education of children in Alaska.
Port Clarence (natives).	1,000.00	Log, 1 story....	22 x 32	Jan. 31, 1893	1892-93. Fund, education of children in Alaska.
Total cost.....	23,536.56				

a Burned February 18, 1894.*Appropriations for education in Alaska.*

First grant to establish schools, 1884	\$25,000
Annual grants, school year—	
1886-87	15,000
1887-88	25,000
1888-89	40,000
1889-90	50,000
1890-91	50,000
1891-92	50,000
1892-93	40,000
1893-94	30,000
1894-95	30,000
1895-96	30,000
1896-97	30,000

PERSONNEL.

Dr. Sheldon Jackson, Alaska, general agent of education in Alaska; William Hamilton, Pennsylvania, assistant agent of education in Alaska; William A. Kelly, Pennsylvania, superintendent of schools for the southeastern district of Alaska.

LOCAL SCHOOL COMMITTEES.

Sitka, Edward de Groff, Charles D. Rogers, John G. Brady; Juneau, John G. Heid, Karl Koehler; Douglas, P. H. Fox, Albert Anderson; Treadwell, Robert Duncan, jr., Rev. A. J. Campbell; Fort Wrangel, Thomas Wilson, Finis Cagle; Kadiak, Nicolai Kashevaroff, F. Sargent, H. P. Cope; Unga, C. M. Dederick, Michael Dowd, George Levitt.

Teachers in public schools.

School.	Teacher.	State.
Sitka, No. 1	Mrs. Gertrude Knapp	Pennsylvania.
Sitka, No. 2	(Miss Cassia Patton	Do.
Juneau, No. 1	(Miss Flora Campbell	Alaska.
Juneau, No. 2	S. A. Keller	Indiana.
Hoonah	Miss Elizabeth Saxman	Pennsylvania.
Douglas, No. 1	Mrs. A. R. McFarland	Alaska.
Douglas, No. 2	Miss Anna Hunnicutt	California.
Fort Wrangel	Miss K. T. Williams	Do.
Jackson	Miss Anna R. Kelsey	Pennsylvania.
Saxman	Miss C. Baker	Alaska.
Haines	(J. W. Young	Washington.
Kadiak	(Miss M. J. Young	Do.
Karluk	Rev. W. W. Warne	New Jersey.
Unga	C. C. Solter	Kansas.
Unalaska	R. B. Dunmire	New Jersey.
Port Clarence	O. R. McKinney	Pennsylvania.
St. Lawrence Island	(Miss M. E. Mellor	New York.
Cape Prince of Wales	(Miss M. Salamatoff	Alaska.
Circle City	T. L. Brevig	Minnesota.
Point Barrow	V. C. Gambell	Iowa.
Sitka Industrial School	Thomas Hanna	California.
	Miss Anna Fulcomer	Nebraska.
	L. M. Stevenson	Ohio.
	F. E. Frohese	Germany.
	Geo. J. Beck	New York.
	(Miss Olga Hilton	Alaska.

TEACHERS AND EMPLOYEES IN CHURCH MISSION SCHOOLS.

Episcopalians.

Point Hope.—J. B. Driggs, M. D., Rev. H. E. Edson.

Anvik.—Rev. and Mrs. J. W. Chapman, Miss Bertha W. Sabine.

Fort Adams.—Rev. and Mrs. Jules L. Prevost, Mary V. Glenton, M. D.

Juneau.—Rev. Henry Beer.

Douglas Island.—Rev. A. J. Campbell.

Sitka.—Bishop Peter Trimble Rowe.

Circle City.—Rev. R. Bowen.

Congregational.

Cape Prince of Wales.—Mr. and Mrs. W. T. Lopp, Rev. and Mrs. Thomas Hanna.

Roman Catholic.

Koszyrsky.—Rev. R. Crimont, S. J., and Brothers Rosati, S. J.; Marchesio, S. J.; Cunningham, S. J.; Sisters M. Stephen, M. Joseph, M. Winfred, M. Anguilbert, M. Heloise, and M. Damascene.

Nulato.—Rev. A. Ragaru, S. J.; Rev. F. Monroe, S. J., and Brother Giordano, S. J.

Shageluk.—Rev. William Judge, S. J.

Urhamute, Kuskokwim River.—Rev. A. Robant, S. J.

St. Josephs, Yukon Delta.—Rev. J. Treca, S. J.; Rev. A. Parodi, S. J.; Rev. F. Barnum, S. J.; Brothers Twohigg, S. J., and Negro, S. J., and Sisters M. Zyphe-rine, M. Benedict, M. Prudence, and M. Pauline.

Juneau.—Rev. J. B. Rene and Sisters Mary Zeno, M. Peter, and M. Bousecour.

Moravians.

Bethel.—Rev. and Mrs. John H. Kilbuck, Mr. and Mrs. Benjamin Helmick, Miss Mary Mack, Mr. and Mrs. J. H. Romig, M. D.

Quiegaluk.—Mr. Ivan Harrison (Eskimo).

Tulaksagamute.—Mr. and Mrs. David Skuviuk (Eskimos).

Kalchkachagamute.—Mr. and Mrs. George Nukachluk (Eskimos).

Akaigamiut.—Mr. Neck (Eskimo).
Ugavig.—Rev. and Mrs. Ernst L. Webber.
Quinehaha.—Mr. L. Kawagleg and Mr. and Mrs. Harvey Suruka (Eskimos).
Carmel.—Rev. and Mrs. John Schoechert, Rev. S. H. Rock, Misses Mary and Emma Huber, Miss P. C. King.

Methodist Episcopal.

Unalaska.—Miss Agnes S. Sowle, Miss Sarah J. Rinch, Miss Ada Mellor.

Friends.

Douglas City.—Mr. and Mrs. C. N. Reploge. (No report.)
Kake.—Mr. and Mrs. S. R. Moon. (No report.)

Baptists.

Wood Island.—Rev. and Mrs. Curtis P. Coe, Miss Alice Thompson.

Presbyterian.

Point Barrow.—L. M. Stevenson.
St. Lawrence Island.—Mr. and Mrs. V. C. Gambell.
Haines.—Rev. and Mrs. W. W. Warne, Miss Anna M. Sheets, Miss Fannie H. Willard (native).
Hoonah.—Rev. and Mrs. Alvin C. Austin, Mrs. John W. McFarland, and Mrs. Mary E. Howell.
Juneau.—Rev. and Mrs. James H. Condit, Rev. and Mrs. L. F. Jones, Miss Sue Davis, Miss M. E. Gould, Mr. and Mrs. Frederick Moore (natives).
Sitka.—Rev. and Mrs. Alonzo E. Austin, Mr. and Mrs. U. P. Shull, Dr. B. K. Wilbur, Mrs. E. C. Heizer, Mrs. M. A. Saxman, Mrs. A. Carter, Mrs. L. S. Wallace, Miss A. J. Manning, Mrs. T. K. Paul (native), Mr. P. Solberg.
Fort Wrangell.—Rev. and Mrs. Clarence Thwing.
Jackson.—Rev. and Mrs. J. Loomis Gould, Mrs. A. R. McFarland.

Church of England.

Buxton.—Bishop and Mrs. Bompas, Rev. Frederick F. Flewelling, Miss Macdonald, Mr. R. J. Bowen.
Fort Selkirk.—Rev. and Mrs. B. Totty.
Rampart House.—Rev. and Mrs. H. A. Naylor, Rev. and Mrs. T. H. Canham.

Swedish Evangelical Mission Covenant of America.

Golovin Bay.—N. O. Hultberg, superintendent; Mrs. N. O. Hultberg, P. H. Anderson, school-teacher; Gabriel Adamson (native worker).
Unalaklik.—A. E. Karlson, superintendent; Mrs. A. E. Karlson, August Anderson, Miss Malvina Johnson, David Johnson, school-teachers; Miss Alice Omekejook (an Eskimo).
Yakutat.—K. J. Hendrikson, superintendent; Albin Johnson, Mrs. Albin Johnson, Miss Selma Peterson (at present in this country).
Kangakosook (outstation).—Stephan Ivanoff, assistant worker.
Kotzebue Sound (outstation).—Rock, a native evangelist.

Alaskan children in schools and families in the States.

Name.	Alaskan home.	Present location.
Robert Casey	Juneau	Haskell Institute, Lawrence, Kans.
Helen Kessler	Chilkat	Carrier Mills, Ill.
Edward Warren	do	Indian School, Chemawa, Oreg.
David Parker	Metlakahtla	Do.
Richard Smith	Jackson	Do.
Charles Hicks	Juneau	Do.
Amanda Brown	Sitka	New York City.
Katie Douglas	Metlakahtla	Newberg, Oreg.
Lydia Hanshaw	Hoonah	Do.
Louisa Ross	Juneau	Not known.
Archie Cameron	do	Sumner, Wash.
Minnie Baker	do	Parkville, Mo.
David and Fred Lewis	do	Washington.
Thomas Hanbury	Metlakahtla	Carlisle Indian School, Pennsylvania.
Joseph Flannery	do	Do.
Healy Wolf	Point Barrow	Do.
George Northrop	Sitka	Do.
Sidney Burr	do	Do.
John Reinkin	Unalaska	Do.
Samuel Kendall Paul	Sitka	Do.
Lablok	do	Do.
Oonaleana	do	Do.
Mary Moon	Chilkat	Do.
Susie Moon	do	Do.
Annie Reinkin	Unalaska	Do.
Dora Reinkin	do	Do.
Sospatra Suvoroff	do	Do.
Pelagia Tutikoff	do	Do.
Eudocia Sedeck	do	Do.
Mary Kedashan	do	Do.
Lottie Hilton	Juneau	Do.
Elizabeth Walker	Fort Wrangell	Do.
Jessie Annebuck	do	Do.
Annie Coogidlore	do	Do.
Ruth Eswetuck	do	Do.
Adelaia Kolilook	do	Do.
Nettie Toniecock	do	Do.

PRESBYTERIAN MISSIONS.

The Sitka Industrial School.—This largest of all the industrial schools in Alaska was established in 1880 by the Board of Home Missions of the Presbyterian Church. The buildings are admirably located on an elevation about 200 feet from high-water mark about midway between the town of Sitka and Indian River. An abundant supply of pure water is brought in pipes a distance of three-fourths of a mile. The water is forced to a height of 80 feet into a large tank by means of a force pump, and from this source all the buildings, including the hospital, are supplied. In connection with the school are eight "model cottages" where the married couples from the school begin housekeeping in "Boston style," as the natives express it. Funds for the erection of some of the cottages were loaned (without interest) by the Indian Rights Association; others were erected with money furnished by benevolent individuals in sympathy with this rational method of dealing with the Indian problem. The young people who occupy these cottages have a life lease of the ground, and are expected to pay for the cottages in installments. The average cost of a cottage is \$350. We expect these model homes to be centers of purity, from which will radiate influences that will be far-reaching and lasting in their results. Here family life is established and family ties are held sacred; here industry, frugality, perseverance, and thrift are developed; here old heathen customs have no place—no Indian doctors, no witchcraft, no plural wives, no drinking, no gambling, no reckless living. In these homes the young husbands have a chance to develop into manly, self-respecting men and the young wives into tidy, industrious women.

Hospital.—In 1889 it became evident that a place was needed for the care of the sick, and Mrs. Elliott F. Shepard, of New York, very liberally donated the money for the erection of a hospital for the girls. Later a boys' hospital was erected near by. In 1892 it became evident that it was unwise to attempt to carry on two separate establishments, and the boys' hospital was somewhat enlarged and the upper floor devoted to a ward for girls. This combined hospital was opened for patients November 22, 1894. Previous to 1894 the building had been opened only to patients from the school, but now the wards were opened to natives from any part of

Alaska. The following is a summary of the work during 1897: Number of patients treated, 206; aggregate number of days in hospital, 2,594; average number of days, each patient, 12.5; number of prescriptions to in-patients, 2,534; percentage of deaths, 3; unimproved, 2; improved, 12; cured, 88. Causes of death: Tuberculosis, 3; capillary bronchitis, 3. Number of out-patients treated in doctor's office, 1,119; number of operations performed, in-patient, 38; total number of prescriptions made since June, 1894, 10,581.

Language.—The children speedily acquire an English-speaking vocabulary when strictly prohibited from using their native dialects. For five years English has been the exclusive language of the school. Experience has removed all doubt as to its expediency. The use of their vernaculars (Thlinget, Tsimpshean, Hydia) seriously retards their progress and does them no essential benefit. No schoolbooks have ever been printed in any of their native dialects. Each distinct people has a dialect of its own, local in character, and in course of time the vernacular dialects of the tribes of southeastern Alaska will become obsolete and English will everywhere prevail. As a matter of preservation the Society of Alaskan Natural History and Ethnology has lately commenced to reduce the Thlinget language to writing, which we hope to accomplish through the instrumentality of Mrs. Paul and Miss Willard.

Culinary department.—This department is a place of great interest to the pupils, both boys and girls, small and large. All want to come into the kitchen to work and to learn to cook. The boys wish to know how to cook good meals and bake good bread, pies, and cakes. They often ask if they can come into the kitchen to work, and this stirs up a spirit of emulation among the girls so that they beg to work in the kitchen; consequently, there is no lack of those who desire to work in these departments.

In the bakery the work is too heavy for the girls, and is done entirely by the boys. During the past year they have averaged 140 pounds of flour baked daily, turning out from 90 to 100 loaves of delicious bread a day. When the girls serve in the kitchen, they bake the pies and cakes and the boys in their turn do the same, which is during the winter season, that being the hard period of work. Much attention has been given to the quality of food, and in the past few years it has been greatly improved. One great victory won in the battle of work in these departments is cleanliness. In this direction there has been a vast improvement made. It is a pleasure now to be with them and hear them say: "Oh, this must be very clean; I want it to be clean and nice." Viewing these departments, they have made rapid progress in the last year.

The kitchen is supplied with both hot and cold water. The greatest obstacle in the work of these departments is the annoyance of having green wood much of the time.

The sewing room has been enlarged and nicely papered. The light is admitted from the east, so that they get the benefit of the morning sun. This department is well equipped, and the amount of work done each week is surprising. The girls over 7 years of age knit their own stockings. In the sewing department they learn quickly and accomplish much. Sewing machines are in daily use, and the girls soon learn to use them. Almost every graduate has a machine of her own.

All the shoes are made by the boys, apprenticed under the direction of a master workman. Considerable custom work is also done.

Gardening.—Mr. John Gamble, gardener and general worker, has three medium-sized plots of arable land. One garden, which has been cultivated for several years, produces lettuce, beets, peas, and onions in abundance. Of the other gardens, which are new, one is planted in potatoes and the other sown in turnips. Cereals, for lack of warmth and sunshine, do not ripen. Currants, rhubarb, raspberries, cauliflower, and celery are easily grown. Fruits, such as apples, plums, and pears, have not been fully tested, but it is believed that they could be grown with success.

Blacksmithing can hardly be classed among the trades by which a man can earn a living in Alaska, yet there is much work in this line, doing repairs about the mission, mending machinery, repairing stoves, making stovepipes and camp hooks, sharpening tools, and doing miscellaneous jobs for the citizens of the quaint little capital. Soldering and a little tin work are also done. The constant wear and tear in most of the work departments require much repairing, nearly all of which is done by the boys.

Painting.—Two or three of the boys have received instruction in this useful branch of industry, and are kept busy painting, papering, glazing, and calceining.

Recreations and amusements.—The home life of the school is particularly pleasant. Their games and plays are such as white children enjoy, consisting of games

of marbles, baseball, townball, playing soldier, flying kites, sailing ships, target practice with bow and arrow, authors, checkers, dominoes, rope jumping, hide-and-seek. Coasting and skating are indulged in by both sexes. Then there is an organ for the girls and another for the boys, and violins, guitars, fifes, bugles, and the irrepressible mouth organs are among the amusements and recreations of each day.

A rational system of discipline is easily and well maintained.

Those in charge aim to make the industrial training school just what its name implies. Manual occupations are in reach of the pupils as fast as they acquire sufficient knowledge of the English language to enable them to prosecute the learning of a trade with success. To accomplish anything permanent and of material benefit in the way of mastering trades they must first acquire a fair, common-school education, before which they are not prepared to serve an intelligent apprenticeship. After certain initiatory advancement has been made, industrial training is then made coequal with schoolroom work. While the boys are taught trades, the girls are taught all branches of household industry. Indeed, the appointments and work of the school are such as to familiarize them with American ways of living and to ingraft into their lives industrious habits.

The steam laundry, with its labor-saving machinery, relieves the teachers and pupils of much hard drudging work incident to a school of this character, where water and soap must be used in such copious quantities.

Carpentry department.—All of the buildings on the mission premises, twenty or more, have been built by boys apprenticed to this trade, under the supervision of a competent foreman. Shopwork consists in the making of furniture, bookcases, clothespresses, screens, chests, curtain poles, picture frames, hand sleds, bric-a-brac work, and undertaking. The outdoor work consists of joining, framing, contracting, and building. Sailmaking and boat building are among the useful industries of this department. Among our carpenter apprentices a number have shown special aptitude as artists and designers. The spirit of earnest industry is most praiseworthy, and the boys appreciate their opportunities.

In the winter of 1887-88 the Society of Alaskan Natural History and Ethnology was organized and incorporated. The purpose is to collect and preserve in connection with the Sitka Industrial and Training School specimens of the natural history and ethnology of Alaska.

In addition to the Sitka Industrial School, the Presbyterian Board of Home Missions maintains stations at Point Barrow, St. Lawrence Island, Haines, Hoonah, Juneau, Fort Wrangell, and Jackson.

MORAVIAN MISSIONS.

We are indebted to the Rev. J. Taylor Hamilton, secretary of the Moravian Society for the Propagation of the Gospel, for the following sketch of the progress of Moravian mission work in Alaska:

Moravian missionary and educational work in Alaska began in 1884, at the suggestion of Dr. Sheldon Jackson. After a preliminary tour of exploration, the then practically unknown region of the Kuskokwim and Nushagak rivers was selected. To establish the work two ordained missionaries, the Revs. William Weinland and John Kilbuck, were sent out with their wives, together with a lay assistant, Mr. Hans Torgersen, who was to superintend the erection of the needful houses. Mr. Kilbuck is a full-blooded Indian, the descendant of a long line of distinguished Delaware Christians, and, like his colleague, was a graduate of the Moravian College and Theological Seminary at Bethlehem. Before one house had been erected Mr. Torgersen was accidentally drowned in the Kuskokwim River. Before any converts had been won Mr. Weinland and his family had to withdraw, owing to seriously impaired health, later to labor in California. For a while Kilbuck and his wife held out alone, contending with the severities of a climate which in winter sometimes reached 60° of cold below zero, and with the difficulties of the Eskimo language. But God blessed their zeal and fidelity. The first sign of any reward for their labor was given on Good Friday, 1887. In the best Eskimo at their command the missionaries had been striving to acquaint the people with the love of God, and now he was telling that the blood of Jesus Christ cleanseth from all sin, when an old Eskimo interrupted him: "Thanks. We, too, want our badness washed away."

From the inception of the mission attention has been paid to education, and at the three main stations—Bethel and Ougavik, on the Kuskokwim, and Carmel, on the Nushagak—industrial schools have been steadily maintained, except when for brief intervals lack of provisions, after a season of failure in the catch of salmon, has compelled a temporary intermission. The schools at Bethel and at Carmel are

boarding schools; that at Ougavig a day school. The two former during certain years in the past have been Government contract schools. Two boys were for a period entered at the Government school at Carlisle, Pa., and are now serving as assistant missionaries. The pupils at Bethel average about 30, at Carmel 35, and at Ougavig 15.

At present 15 missionaries are in this field. On the staff are a graduate of the Hahnemann Medical College, Philadelphia—Dr. Hernan Romig—and two professional nurses. Four hundred and seventy patients were cared for at Bethel during the last year, for which a report has been received. Three principal stations are occupied and seven outposts. Twenty-seven native assistants cooperate in the care of 625 converts, young and old. On January 30, 1897, the first fruits of home mission work among the Eskimos themselves were gathered in the baptism of a convert at a village 80 miles from Bethel, up to that time served by two native assistant missionaries. For several years the mission at Bethel has had a steam sawmill in operation, the natives bringing logs and receiving planks in exchange. It is hoped that thus decent houses will gradually supplant the underground hovels of a former time.

When the missionaries came they found the Eskimos filthy, degraded, cruel, the prey of the medicine men or shamans, given over to superstition, seeing evil spirits in everything, without knowledge of God and without hope for the future. In the reeking atmosphere of their underground kashimnas, 16 to 24 feet square, three or four families, two to three dozen persons, might cower over the fat lamps. Privacy and decency were unknown. The standard of morality was utterly low. The aged and the sick were taken out and exposed to death by cold or starvation, lest a kashimna should become haunted by death occurring within. The persons of the people swarmed with vermin. Now the decencies of family life and the proprieties of civilization are beginning to be prized. Heathen rites have practically ceased through a considerable stretch of country.

That the Eskimo will ever become civilized in a mode patterned after that of the European or American is scarcely to be expected. Climatic conditions and environment are against this. But it is hoped he will imitate the culture and civilization of the Laplanders. The Moravian mission is, therefore, deeply interested in the success of the effort to distribute the domesticated reindeer throughout Alaska, the benevolent project with which Dr. Sheldon Jackson is so closely identified. This is desired, both as a civilizing medium and as likely to afford a more assured means of subsistence than the precarious products of the chase and the uncertain returns of toil on the waters. But it is also earnestly desired as likely to afford a more regular and frequent means of communication and transportation. At present an exchange of letters between the mission and its schools on the one hand and the church at home on the other can be counted upon with certainty only once a year.

CONGREGATIONAL MISSIONS.

The Rev. C. J. Ryder, corresponding secretary of the American Missionary Association of the Congregational Church, has prepared the following statement with regard to the work of the society at Cape Prince of Wales:

This station is under the care of the American Missionary Association, the society of the Congregational churches. Work at this station was begun in 1890.

Geographically.—Cape Prince of Wales is situated on the most western point of mainland in the United States, only a few miles from the Arctic Circle. The country is broken and mountainous running back from the shore of Bering Strait. Much driftwood is available here and is utilized by the missionaries in the erection of their cottages. The station holds a good position strategically for reaching the Eskimo in the interior of Alaska. The Eskimo residents at Cape Prince of Wales are especially active and energetic for people of this race. They are counted among the great smugglers of the North. In former reports in this Bureau reference has been made to this fact. From Cape Prince of Wales the natives cross the straits and carry on trade in "deer skins and sinew and wooden ware of Alaska," which they exchange for walrus, ivory, skins of tame reindeer, and whale blubber of Siberia." They also secure in this way "firearms and whisky," neither of which prove very important factors in their Christian civilization.

Missionary force.—Messrs. W. T. Lopp and H. R. Thornton were the first missionaries in this field. They opened the work at Cape Prince of Wales in 1890. Two frame buildings were erected. One of these was occupied as their home and the other was used for school and chapel purposes. These buildings are still standing. Mr. Thornton was murdered August 19, 1893. His murder was committed by some native desperadoes who were soon after punished by the Eskimos them-

selves. His death did not indicate any opposition on the part of the natives generally to the work. Mr. Lopp and his wife have continued work in the field until the present, and are still there. Mr. Lopp has proved very efficient in his administration. He has been commissioned by the United States Government to conduct important investigation along the coast to the north of Bering Strait. He has also had charge of the reindeer herd assigned by the Government to this station, and has been commissioned to go to the north upon an expedition to relieve the whalers that are locked in the ice.

Present condition of the station.—From the last reports received by the American Missionary Association we gather the following facts concerning the present condition of the work at Cape Prince of Wales. Mr. Lopp had been absent in the States for some months and was most cordially received by the natives upon his return. He entered immediately upon preparation for the winter. Driftwood for fuel and building purposes was rafted down the coast, which was a considerable undertaking. Mr. Lopp reports to the American Missionary Association as follows:

A log house 22 by 24 was finished and divided into kitchen, two bedrooms, a storeroom, and hall. During the winter the house is buried in snowdrifts to the roof, making our side windows almost useless. Two sides and roof were sodded, a sod lean-to 20 by 12 was built onto the front in October, which is used as a vestibule, woodhouse, and carpenter shop. This temporary inclosure, or entrance as we call it, was lighted by sky-windows, made of clear blocks of ice. This house has proved decidedly the most comfortable and convenient house we have ever used in the Arctic. A house for herders was built near ours. It is the same style as ours and has been used as a home for them when in from the camp. It is hoped that these two buildings will prove object lessons which will not be lost to this settlement. A house which they can use both winter and summer, a compromise between their underground and the civilized house, is undoubtedly what they need.

"Mr. Thornton's monument, which was purchased in San Francisco with funds contributed by Southport, Conn., friends, gave these natives a much needed object lesson in respecting the dead. Before taking the monument up to the grave, we exhibited it at a Sunday service in the Storrs Chapel, explaining to the people its object. We also told them about visiting Mrs. Thornton and her little son and the kind words of greeting which she sent to them and the prayerful interest which she had in them all.

"To think of Mr. Thornton lying in an Arctic grave recalled to us that he often expressed a sentiment so similar to that of the African missionary who is said to have compared pioneer mission work to building the foundation for a great bridge, and, God willing, was content to lie in an African grave as one of the unseen foundation stones.

"A big Christmas box sent by Dr. Storrs's missionary boys (may their tribe increase), containing knit caps, nuts, pocketknives, beads, dolls, etc., a box of ship biscuit contributed by Mrs. Thornton, and dates and raisins from our own supplies on Christmas made it a memorable day—Christmas, 1896.

"Since 1894 no prizes have been given for attendance at school. One serious objection to the prize (biscuit) system was that it educated them to think we were under obligation to them for attending school.

"*The religious work.*—Two sermons have been preached almost every Sunday. The Sunday school had an average attendance of more than 100 during the winter months. Having but four teachers, the classes were often large. We hope some of the advanced pupils will soon be able to take classes. It was very gratifying and sometimes amusing to see the interest taken in the collection boxes every Sunday. Lead, powder, caps, cartridges, spoons, matches, muskrat, ermine, and squirrel skins were contributed. We expect to use this collection to build a small mission house in the neighboring settlement where driftwood is plentiful.

"*Reindeer herd.*—The mission herd of reindeer has passed successfully through the three winters and now numbers about 360. It has been free from diseases which have afflicted seriously the Government herd at Port Clarence. To milk a cow they lasso her and throw her to the ground. The milk has no unfavorable or distasteful flavor and is highly prized by us who have had to depend upon the 'tin cow' so many years. The herders live in deerskin tents. Our herders consist of six Eskimos. With but \$54 worth of goods and supplies, it required close managing to feed and clothe nine people one year. These six herders should have been permitted to devote their entire time to herding, driving, and breaking, but the limited amount of supplies compelled us to use one or two in turns at the Cape to hunt and work. With our nets and rifles we got some white whale, seals, and fish, and in June walrus, which kept them fairly supplied. Each of them now

owns between 35 and 45 deer and we hope in a year or two, when they can live independent of mission support, that the influence which they will exert as Christian deer-men will do much toward leading the natives along this coast 'out of darkness into light.' What a pleasure when visiting in camp to see them bow their heads and offer thanks to God before eating; to lead them in a little prayer meeting where every one joins and to sing with them 'A tent or a cottage, why should I care?' Go-ten-um, who is about 21, is considered the best deer-man. He is of a mechanical turn of mind and made the wood cuts for the Eskimo Bulletin. A trip on reindeer sleds with Kiv-yearz-ruk through the mountains to Port Clarence was made in January. While there we had an opportunity to visit the Government herd, talk with the Laplanders, and assist in two services on Sunday, which were well attended. Our people have not prospered as in previous winters. A threatened epidemic in the fall together with the 'hoodoos' which followed, partly accounted for this. Distilling and drunkenness throughout the year often prevented many from making the most of a favorable wind. The walrus season has not been favorable, but at this writing they have all well filled meat houses. We rejoice that the reindeer herd will give a livelihood to the people for the next few years, and this influence may be far-reaching. In conclusion, we wish to thank our many friends for their kind letters and their prayerful interest in this work. We feel especially grateful to the few churches and persons who have shown by their gifts that they believed that these poor Eskimos were included in Matthew xxviii, 19. Surely none can be more in need of the gospel than these. With this burden upon our hearts, we pray God that in the future this mission may receive the support which we think its importance deserves."

BAPTIST MISSIONS.

Mrs. James McWhinnie, superintendent of the Alaska Work of the Woman's American Baptist Home Mission Society, sends the following account of the society's work on Wood Island:

In 1884 it was decided that the Baptists should establish a mission in Alaska. From Mount St. Elias to the Shumagin Islands, with Kadiak as headquarters, was set aside as Baptist ground.

September 22, 1886, marks the beginning of Baptist missions in Alaska. From that time until 1890 the work was done by teachers appointed and supported by the Government and commissioned by the American Baptist Home Mission Society. Mr. and Mrs. W. E. Roscoe, Mr. and Mrs. J. A. Wirth (supported in part by Dr. Jackson and friends in Seattle), and Mr. and Mrs. Fadorf were at different times Government teachers. These all advocated the establishment of an orphanage as the true way of doing missionary work in Alaska.

This work was undertaken by the Woman's American Baptist Home Mission Society of New England. The frame of a building was purchased and forwarded to Alaska in the summer of 1892. In March, 1893, Mr. W. E. Roscoe was sent by the society to the territory to select location and conduct the work.

July 4, 1893, the first child was received into the orphanage. For two years Mr. Roscoe labored earnestly in the development of the work, during which time 24 children received their care in the home.

In the summer of 1893 Miss Carrie Currant was sent as teacher, but was compelled to return in November on account of ill health. In September, 1894, Miss Lulu C. Goodchild arrived as reinforcement, and continued with the work until her marriage, July, 1897. Mr. Roscoe having resigned to return to the States, Mr. and Mrs. C. P. Coe were appointed to take charge, and arrived on the field June 5, 1895. In the following September Miss Hattie B. Snow was added to the force of workers, but was compelled by broken health to return to her home in August, 1897.

Mr. and Mrs. Coe found 18 children in the home. Since that time 14 have been added.

These children have been received upon different conditions. Some have been apprenticed by their parents to the mission until they become of age; others—waifs—have been apprenticed by the United States commissioner; others still are received from parents who pay a nominal charge for their care.

The boys are taught gardening, use of tools, care of stock, etc. They cut the trees for wood, saw and chop them up for use, carry water, fish and hunt. The girls are taught to wash, iron, scrub, sew, bake, cook, mend, and care for the house.

Religious services are held every day, and in these the children take great interest and enjoyment. They sing and recite Scripture, and make the services largely their own.

In the past year and a half several improvements that add much to the value and appearance of the premises have been added. First was built a woodshed 20 by 30 feet, for storing and cutting wood, with rooms above for play rooms, shop, and storage—a very essential improvement when we consider the number of rainy days for which Alaska is noted. Next followed a cottage, situated at a distance of about two minutes' walk from the orphanage. Last, but more important than the others, came the chapel. It contains one room 23 feet square, one 12 by 20 feet, and a tower 8 feet square. The whole was completed at a cost of \$600. The Woman's American Baptist Home Mission Society paid one half, the other half being raised on Wood Island, or sent by friends for that purpose. The North American Commercial Company, which does business on this island, furnished the labor gratis.

July 26, 1896, the Wood Island Baptist Church was organized with six members. Since that time one, the oldest girl of the orphanage, has been added by baptism.

The day school is open to the children of the native villagers. Last year, notwithstanding the opposition of the priest, 21 of them were enrolled. For the past two winters night school also has been held for the benefit of young men and youths. The attendance was gratifying.

Last year it was Mr. Coe's privilege, during the summer, to preach to the people at Kadiak every other Sunday. The services were appreciated and would have been renewed this summer, but, being the only man on the place, demands on him for manual labor made it impossible to do so. The society has already voted to employ an industrial teacher, and after he is secured, there will be more time for outside missionary work. The cost of our present work is estimated at \$1,500 annually.

METHODIST MISSIONS.

The Jesse Lee Home, Unalaska.—In September the home was able to be removed from the rented building, which it had occupied for several years, into new and commodious quarters of its own. The building is the admiration of all residents. It is a large, two-and-a-half-story building, and with the exception of the Government schoolhouse is the most pretentious building in the place. It is in charge of two Methodist ladies, Miss Agnes L. Sowle, of Haganan, N. Y., being principal, and Miss Sarah J. Rinch, of Canada, being her assistant. Residing under the same roof and giving some assistance outside of school hours are the sisters Misses Elizabeth and Ada Mellor, who teach the Government school.

There are at the present time 30 children in the home belonging to the Aleut race. During the last summer one of the girls in the home was taken at the expense of a wealthy citizen of Chicago to that city to be educated, and three or four others were sent to Captain Pratt's celebrated school at Carlisle, Pa.

The school is doing a large preparatory work for that people. If in the near future there shall be any native teachers in the Aleutian Islands, if there shall be any native Christian homes and native Christian parents, they are now in process of being created by that school—the Jesse Lee Memorial Home at Unalaska being the only evangelizing influence at work among the Aleuts of Alaska.

When in November the revenue cutter *Bear* was ordered to the Arctic Ocean to try and land a relief party to go overland to the 400 whalers imprisoned in the ice and in danger of starvation, north of Point Barrow, Captain Tuttle announced through the newspapers of Seattle that he would be very glad to carry free of freight any Christmas presents that the citizens might wish to send to Unalaska for the destitute Aleut children and the children in the Methodist Home. The project was taken up with enthusiasm by the teachers in the public schools of that city, and the children in those schools made Christmas presents to the children in Unalaska. To the surprise of every one, about two tons of dolls, drums, whistles, jumping jacks, games, picture books, candy, etc., were sent in, so that the friends of the mission had the satisfaction of knowing that Christmas was to be a very happy day at that distant mission.

Unalaska Harbor being the natural stopping place for vessels passing from Seattle or San Francisco to the Yukon River, has grown into new importance through the gold discoveries, so much so that this present winter six iron steamers are being built in its harbor, employing some two or three hundred white workman, and there ought to be a Methodist minister stationed there that these men as well as the natives might have gospel privileges.

The coming and going of so many sailors make it very important that a hospital should be established at that place, which could be very appropriately done in connection with the Methodist mission work.

THE SWEDISH MISSION COVENANT'S MISSIONS IN ALASKA.

The Rev. D. Nyvall contributes the following account of the operations of the society at Yakutat, Unalaklik, and Golovin Bay:

The mission work, now carried on in Alaska by the Swedish Mission Covenant of America, was begun by the Mission Covenant of Sweden. It was at the annual conference in Stockholm in 1886 that the Swedish Covenant decided to begin its mission among the heathen people in Alaska. They then sent out Mr. A. E. Karlson and Mr. Adolph Lydell to begin missions among the Alaskans.

On the 25th of June, 1887, Mr. Karlson arrived at St. Michaels, in northern Alaska, where, owing to the lack of necessary communications, he had to remain a whole year before he could return to the United States to procure the necessary supplies. In the summer of 1888 he returned to San Francisco to procure materials for a house and other necessities.

Mr. Lydell stopped at Yakutat, south of Mount St. Elias. As soon as he had determined on the location of his station he went to San Francisco to secure supplies and provisions, returning to Yakutat in 1888, accompanied by Karl John Henrikson, whom he by a special providence of God had accidentally met in Oregon. Lydell, however, was taken sick immediately after his return to Yakutat. Having suffered from a severe pulmonary affection, he was not able to continue his missionary work in those cold regions. On the advice of physicians he went back to California, and in his stead Mr. Albin Johnson was sent out in 1889. As soon as Mr. Lydell's health permitted he took up the work of a traveling missionary in the United States, in which work he has since engaged. His work consists in traveling among the mission friends to arouse an interest for the Alaska mission and to solicit means for the same. In this he has succeeded well. The interest manifested in this country for this mission is to a great extent due to the work of Mr. Lydell.

At first the missionaries met only with adversities and obstacles. It was not an easy task in this cold country to get a home to live in. They succeeded, however, in getting some boards, but not sufficient for a house; hence they were compelled to go into the woods, fell the trees, and split them with an ax into boards and shingles. This was hard work; but they succeeded. They arranged in the newly made home first a large room for public gatherings, and even before it was finished they assembled the natives in the kitchen and preached to them by means of an interpreter.

From the United States money was plentifully contributed, with which the missionaries built a children's home in Yakutat. The building was a two-story house, containing room for the missionaries, room for the children, and a large school-room, which also served as a church. In this house twenty-four children were educated. In short, the skies of the future appeared almost cloudless.

Suddenly there came an unexpected stroke as a thunderbolt from a clear sky. On the 8th of January, 1892, the home was suddenly burned down, and with it nearly all the property of the mission, together with that of the missionaries, was destroyed.

At about the same time that this calamity took place a good step was taken toward success. A steam saw had been received the fall before. Henrikson had bought this saw with money subscribed for the purpose through the efforts of Mr. Lydell. The saw was not yet in working order, but everything was ready for its erection when the home burned. When the home had burned and all the books and material for the school had been destroyed, the missionaries got time to devote themselves to the erection of the sawmill. This mill was built of logs cut in the woods and split with the ax into boards. As all of their blankets and clothing with which they paid the natives had burned, they resolved to do all the work without any assistance from them. This, however, they were not allowed to do. Said the natives, "Permit us to work; we will ask no pay. We will eat at home, and if you get anything in the future you can repay us." With their aid the work made rapid progress, so the sawmill was in running order by the time the first boat arrived in the spring.

The result of the work of the sawmill was that the entire village was rebuilt. It was converted from a number of poor shanties to neat and comfortable lumber houses, built along streets, as in our towns. This change took place within a couple of years.

At present there is a congregation at Yakutat of 38 persons who have received the Christian baptism. This congregation is organized in accordance with the same principles of our mission congregations in Sweden and America and hold their services in the same manner. There is even a Young People's Society, organized with the purpose of joining the young in their work for their Master. This society

has proved a great help to the young against the temptations to attend the dances and festivities of the heathen.

Knowing what a powerful factor a Christian school is, it is encouraging to learn that from 60 to 100 children are educated in the mission school. Although the home has not been rebuilt, yet five children are reared and educated at the station. The property at this station is valued at \$3,570.

In the spring of 1891 Miss Hannan Severson, from Worcester, was sent out to superintend the children's home at Unalaklik. Mr. David Johnson, of Harcourt, Iowa, who has been called as school teacher at Unalaklik, went out in her company.

To the credit of the people it must be said that it has been very quiet and peaceful in this community. Drinking parties and rows are seldom heard of. At Christmas time and during the week of prayer many were touched by the Holy Spirit. We had a full house every evening. The natives sang, prayed, and testified. Even a young Shuman arose and said that he should not like to be left when the Lord would come.

At the mission station six boys and three girls have been supported. They are all obedient, and live for God.

In the spring of 1892, Mr. August Anderson, in company with one of the boys at the school, made a missionary tour along the western coast. They then came to Golovin Bay, where Anderson found many Eskimos in poverty and darkness. He asked the natives if they wished to have a school in which their children could learn about God. They all answered "Yes."

Mr. Anderson returned home to Unalaklik and told his brethren what he had heard and seen. It was in the summer of this year that Mr. Karlson started on his tour through the United States and Sweden. Having reached the States, Mr. Karlson began to collect money for the mission at Golovin Bay, receiving at his first meeting, which was held in San Francisco, a collection of \$70 as a beginning. Arriving at Rockford, Ill., when the Covenant's annual meeting was in session, he put forth his cause orally as well as in a written report. This exerted such an influence on the whole meeting that immediately, at the same session, about \$1,500 was raised for the Alaska mission among the delegates. Subscriptions continued at the general meetings until the sum was increased to \$3,000. We all, who were present, remember what a missionary spirit prevailed at this blessed meeting.

The following summer, when Karlson returned to Alaska, he had in his company Mr. N. O. Hultberg and Miss Malvina Johnson. Golovin Bay was assigned to Brother Hultberg as his mission field, and he went there directly from St. Michaels on the boat which brought up Mr. Karlson. There he met his coworker, Mr. August Anderson. They now first had an earnest prayer meeting, after which they took up their work with zeal. They got along so well in building their house that they could assemble the people during the very same fall. They kept up their meetings during the winter.

The following spring they had the joy of baptizing several natives. The following fall Brother Hultberg left Golovin Bay to assist in the work at Unalaklik, and so Mr. Anderson was left alone at Golovin Bay. In the spring Mr. Hultberg made his way down to St. Michaels to meet his betrothed. Their wedding took place at Unalaklik. The fourth day after their marriage the newly wedded couple went to Golovin Bay, where they since have labored.

We have now in that place a mission house, dwelling house, and a schoolhouse, and, better than all, a congregation of Christians numbering 35 members. Forty children attend the school, and 4 are supported at the Children's Home. The mission property at this station is valued at \$2,525. This sum does not include the value of the 160 acres of land, which, according to the laws of the United States, belong to the station.

The members of the congregation at Unalaklik number 40. The school children number between 60 and 70. Four children are supported at the Children's Home. The property is valued at \$4,490.

MISSIONS OF THE PROTESTANT EPISCOPAL CHURCH.

In the Territory of Alaska this church has work among the whites at Juneau and Douglas and Sitka, and among the Indians of the Yukon region and the Eskimo of arctic Alaska, all under the supervision of Bishop P. T. Rowe. The following extract is taken from the annual report of the board of managers of the Domestic and Foreign Missionary Society of the Protestant Episcopal Church: "The Rev. Mr. Prevost, whose station at Fort Adams is among the Indians, the bishop temporarily removed to Circle City, as it was the more important for the moment and a convenient center. In June last the Rev. Mr. Chapman, who, with

his faithful wife and Miss Sabine, is stationed at Amvik, 600 miles from the mouth of the Yukon, wrote home that the mission school at that place, though unable to care for more than two or three boarding pupils, had a most prosperous year. In November, and again in December, Mr. Chapman visited the villages upon the Chageluk Slough, to the eastward from Amvik. He hopes to establish a school there with a native teacher. In April Mr. Chapman made a visit up the Kuskokwim River as far as Vinisahle."

From Point Hope Dr. Driggs, under date of June 7, reports that on his return to duty from a visit to the States he received a joyful and hearty welcome from the natives on his arrival at Point Hope. The Doctor has erected a new home for himself at this place, in the building of which natives and a few white men assisted. The interest in the Sunday services has been very marked, the average attendance being 120 and 125. A widespread epidemic of influenza made its appearance during the summer. The outlook here is very encouraging, and Dr. Driggs says: "I doubt if there is a single city or village in the United States where the ratio to the population of those who attend worship on Sundays has been as large the past winter as it has been here at Point Hope."

The statistics last reported are as follows: Stations, Amvik (10 communicants); Circle City, Indian Mission; Fort Adams (3 communicants); Nowikowkat, Fort Yukon (5 communicants); Point Hope. Mr. Prevost reports large numbers of baptized Indians within his district. Number of missionaries, 8.

STATEMENT WITH REGARD TO MR. DUNCAN'S WORK AMONG THE TSIMPSHEEAN INDIANS OF BRITISH AMERICA AND ALASKA.

On the 1st of October, 1857, Mr. William Duncan, of England, arrived at Fort Simpson, British Columbia, to open a mission among the Tsimpsheean. He found by actual count that they numbered 2,300. They were barbarians of the lowest type, and their history little less than a chapter of crime and misery.

On the 28th of June, 1858, he had so far acquired a knowledge of the language that he was able to open his first school in the house of a chief, with an attendance of 26 children and 15 adults.

In April, 1860, he made preaching tours to the various villages situated on the rivers which empty into the ocean near Fort Simpson.

Having secured a few followers among the natives, he proposed to them that they remove from the native village, where they were more or less under the influence of their heathen neighbors, and establish a new village that should be under strict regulations. The removal was accomplished on the 27th of May, 1860, the people arriving at their new location, 16 miles south of Fort Simpson, the next day at 2 o'clock. There were 50 men, women, and children, that composed this first colony. On the 6th of June 290 additional natives joined them. Every one desiring to settle in the new village was required to subscribe to the following agreement:

1. To give up sorcery.
2. To cease calling in sorcerers when sick.
3. To cease gambling.
4. To cease giving away their property for display.
5. To cease painting their faces.
6. To cease drinking intoxicating liquors.
7. To observe the Sabbath.
8. To attend religious instruction.
9. To send their children to school.
10. To be cleanly.
11. To be industrious.
12. To be peaceful.
13. To be liberal and honest in trade.
14. To build neat houses.
15. To pay the village tax.

The new village, notwithstanding the above stringent regulations, grew very rapidly until it had a population of 1,000 natives. They had erected for themselves good, comfortable frame houses; had a steam sawmill, a salmon-canning establishment, and a village store owned largely by native shareholders. A number of them had learned the carpentry trade, others furniture making, and still others boat building and boot and shoe making and the various industries in villages.

Their prosperity continued until about 1880, when the news of the remarkable success of the mission had circulated wherever the English language was known.

This had attracted a great deal of attention to the mission, so much so that the Church of England, whose missionary society had originally sent Mr. Duncan to the field, thought that the importance of the mission demanded a bishop and one was selected, ordained, and sent. The coming of the bishop to the station immediately started rivalries. If the bishop was to be at the head of the mission, Mr. Duncan, who had given his life to the work and had created the mission, would have to take a second place, which he could not very well afford to do. On the other hand, the bishop could not afford to allow Mr. Duncan to rule and he himself take a second place.

In the meantime the attention of the Canadian Pacific Railway authorities had been attracted to the increasing importance of Northern British Columbia and Alaska, and they had sent surveyors for a preliminary survey, with regard to running a mail road to the coast at that point. When the people found that the railroad surveyors were driving stakes over the lands that they and their fathers had occupied for generations, they protested. Finding that their protests were of no avail, they sent a committee to Ottawa to lay their grievances before the Canadian Parliament. Securing no redress there, the committee continued their journey to London, but were prevented from having a personal interview with the Queen, and returned home very much discouraged. Upon agitating the question of their personal rights, they found that they had no right whatever to the land that they had always supposed to be their own, and that there was no future for their children, under the regulations provided by the Parliament of British Columbia. This, in connection with the land difficulties and the difficulties of the church combined, made them very much dissatisfied; and finally, in the winter of 1886-87, they sent their leader, Mr. Duncan, to Washington, to confer with the President, Secretary of the Interior, and leading officials of our Government, the result of which was that in the spring of 1887 they concluded to leave British Columbia and move in a body to the contiguous Territory of Alaska, in the United States. They supposed, of course, that they would be allowed to take down the houses which they owned, and transport their windows, doors, lumber, etc., over to their new home, which was about 60 miles north of the old place. They were, however, disappointed in this, as an official of the British Columbia Government forbade their taking anything. And this people, that had slowly come up from barbarians to civilization, were compelled to go out empty-handed, leaving behind them all the property which they had accumulated during those nearly thirty years that they had been emerging from barbarism to civilization.

On the 7th of August, Mr. Duncan returned from Washington and landed at Port Chester, on Annette Island, the place that had been selected for their new home. It was a great gala day for the people. A United States flag, donated to them by the ladies of Philadelphia, in Independence Hall, was flung to the breeze with cheers and firing of guns. Addresses were made by Mr. Duncan and several tourists who were with him on the steamer. A prayer for God's blessing followed, and the public exercises were closed by the people singing with great ardor the doxology, "Praise God from whom all blessings flow."

The timber was cleared off a number of acres for a village, which was duly surveyed and plotted and allotted to the inhabitants. A steam sawmill and a large store building were erected. Friends in Brooklyn, New York, and other cities sent several thousand dollars for public improvements. Since then a large schoolhouse, church, and salmon cannery have been erected.

Congress, in section 15 of the act entitled "An act to repeal timber-culture laws, and for other purposes," approved March 3, 1891 (26 Stats., 1095), has reserved Annette Island for the colony. Section 15 of the above-mentioned act reads as follows:

"Until otherwise provided by law, the body of lands known as Annette Island, situated in the Alexander Archipelago, in southeastern Alaska, on the north side of Dixon's entrance, be, and the same is hereby, set apart as a reservation for the use of the Metlakahtla Indians and these people known as Metlakahtlans who have recently emigrated from British Columbia to Alaska and such other Alaskan natives as may join them, to be held and used by them in common, under such rules and regulations and subject to such restrictions as may [be] prescribed from time to time by the Secretary of the Interior."

In British Columbia they have formed a local government, which they transferred with themselves to their settlement on Annette Island. This local government is officially known by them as "The Town and Associated Community of Metlakahtla." An annual election is held by the members of the "community." This council makes the laws, and is the governing power of the people. Every person desiring to unite with the community is required to make application to the "council" for membership. If the request is granted, the new member sub-

scribes to the following rules, which have superseded those in force when the colony was organized:

We, the people of Metlakahtla, Alaska, in order to secure to ourselves and our posterity the blessings of a Christian home, do severally subscribe to the following rules for the regulation of our conduct and town affairs:

1. To reverence the Sabbath and to refrain from all unnecessary secular work on that day; to attend divine worship; to take the Bible for our rule of faith; to regard all true Christians as our brethren, and to be truthful, honest, and industrious.
2. To be faithful and loyal to the Government and laws of the United States.
3. To render our votes when called upon for the election of the town council, and to promptly obey the by-laws and orders imposed by the said council.
4. To attend to the education of our children and keep them at school as regularly as possible.
5. To totally abstain from all intoxicants and gambling, and never attend heathen festivities or countenance heathen customs in surrounding villages.
6. To strictly carry out all sanitary regulations necessary for the health of the town.
7. To identify ourselves with the progress of the settlement, and to utilize the land we hold.
8. Never to alienate, give away, or sell our land or building lots or any portion thereof to any person or persons who have not subscribed to these rules.

(Signed)

_____, witness.

Date, _____, 189—.

Already before migrating to Annette Island Mr. Duncan had introduced these elements of civilization. Many of his tribe were individual owners of the village lots occupied by their residences and vegetable gardens. Immediately after removing to Annette Island the same plan of individual ownership was resorted to in the form indicated by the following certificate of ownership:

Certificate No. —.

METLAKAHTLA.

Dated _____.

This certifies that _____ has this day, in pursuance of the rules and regulations of the Town and Associated Community of Metlakahtla, Alaska, entered upon and occupied that certain tract or parcel of land on Annette Island, in the district of Alaska, U. S. A., more particularly described as follows, viz: _____, and is now in the actual possession thereof.

That, so far as this city and associated community can confer such a privilege, he has, and _____ heirs shall have, the prior and exclusive right of proving up _____ claim thereto, and of obtaining title from the United States Government, and this shall be the evidence thereof, except it be before us canceled upon our register for abandonment or conduct unbecoming an American citizen.

Done by our order, under our seal, the day and year first above written, by the chairman and secretary of our native council.

[SEAL.]

By _____,
Chairman of the Native Council.
And _____,
Secretary of the Native Council.

The island is about 40 miles long by 3 wide. The colony on Annette Island have cleared off the timber from their village site, erected from 150 to 200 good frame residences, established a cooperative store, salmon cannery, and steam sawmill, and built a large church; but, so far as known to this office, nothing has been actually done in mining, although it is known that projects in this direction have been under consideration by them. All the industries are carried on by the native people themselves, under the leadership of Mr. William Duncan.

INTRODUCTION OF DOMESTIC REINDEER INTO ALASKA.

The progress has been satisfactory and an advance has been made during the year.

While no purchases have been made in Siberia, 466 deer have been added to the herds by birth, making a total on June 30, 1897, of 1,466. A new station has been established about 60 miles north of St. Michael, Norton Sound. This location is on the north shore of Unalaklik River, about 10 miles above its mouth, and combines a central position, with dry and abundant pasturage, good fishing, timber

for building and fuel, with easy access to the ocean. The new station is central for the distribution of the herds either northward to Kotzebue Sound, Point Hope, and Point Barrow; southward to the Roman Catholic and Moravian stations on the Lower Yukon, Kuskokwim, and Nushagak rivers, or eastward to the Episcopal stations and mining settlements on the Upper Yukon Valley, being about the same distance from Bering Straits on the west, Point Barrow upon the north, the Middle Yukon Valley on the east, and the Kuskokwim Valley on the south. Located in the neighborhood of the leading mission stations among the native populations, it will be able to draw and educate as herders and teamsters a larger number of the native young men.

At the Teller Reindeer Station no additional buildings have been erected or were needed during the year. Three sod houses 16 by 10 feet in size lined with lumber were erected at the winter quarters for 1896-97 on the Agheepak River for shelter of herders and their families. Several smaller sod huts were erected at various places between the Teller Station and Agheepak as a refuge for the herders while en route to and from the station. A few log dwellings and store houses will this winter be erected at the new station on the Unalaklik River. The buildings at the Teller Station, with furniture, boats, sleds, harness, nets, and other property of the Government, are in good repair.

PERSONNEL.

Mr. William A. Kjellmann, who resigned the position of superintendent in the fall of 1895, having expressed a willingness to again enter the service, was reappointed to his former position as superintendent.

A. N. Kittilsen, M. D., of Stoughton, Wis., was likewise appointed assistant superintendent and physician, and the Rev. T. L. Brevig continued as teacher.

Herders.—The Lapps continue to justify the wisdom of their importation from Lapland, embodying in their own training and skill the knowledge and methods learned by their people through centuries of experience and observation. Their services in Alaska are invaluable.

In the introduction of reindeer into Alaska and the training of native men in their management and care it is important that that training should be in accordance with the latest and most improved methods of handling reindeer; that the Lapps possess these above all other nationalities is universally recognized. Their assistance has proved so valuable and is so essential to the immediate future that Mr. Kjellmann has gone with your consent to Lapland this winter to secure and bring over a permanent colony of them. The Lapps now in Alaska were brought over with the understanding that they would be returned at the end of three years; this was the best arrangement that could be made at the time. The limit of service being reached, Messrs. Rist, Somby, Kemi, and Eira, with their families, have returned to Lapland. Messrs. Tornensis, Nakkila, and Larsen have been prevailed upon to remain, with the expectation that they will become herd owners and permanent citizens.

During the winter of 1896-97 Messrs. Rist and Nakkila were detailed to accompany the superintendent on his sledge journey to the Yukon and Kuskokwim valleys. Mr. Aslak L. Somby remained in charge of the herds at Golovin Bay until March, when he returned to the Teller Station and was sent to the Cape Nome herd to relieve Mr. M. A. Eira, whose wife needed the medical attendance of the station physician.

Mr. Frederick Larsen was detailed for a month's service with the herd at Cape Prince of Wales. Messrs. Tornensis and Kemi had charge of the Teller Station herd, except as one or the other made short trips with the physician.

Apprentices.—The school of apprentices consists of the same persons as last year—five married and two unmarried Eskimos. They have shown an alacrity in work, a faithful adherence to instructions, and an effort to understand all parts of the work that augurs well for their future success.

Rations.—During the year a change has been made in the rations, decreasing the amount of American food (such as flour and meats brought from the outside) and increasing the amount of native food (such as fish, seal, and o.i.).

School.—As the herders and apprentices have been with the herd 60 miles away from the station much of the time, the school has been mostly composed of Eskimo children, resident in the immediate vicinity of the station. Although debarred regular schooling, both the Lapps and apprentices are slowly acquiring the English tongue. The superintendent recommends that some of the young people be given a few years at school in the States to learn English.

Sickness.—Dr. Kittilsen, the physician, has attended to 60 cases of sickness among the employees or their families and 250 cases among the outside Eskimos,

who have in some cases come 200 miles on a dog sled to secure medical attendance. There was but one fatal case at the station, being Mrs. Eira, who remained too long at Cape Nome before applying for help. She passed to her rest May 4, 1897.

HERD.

On the 1st of July, 1897, there were in Alaska 1,466 head of domestic reindeer. These are divided into four herds, and located as follows:

Government herd at Teller Reindeer Station	525
Congregational herd at Cape Prince of Wales	367
An undivided herd at Golovin Bay controlled jointly by the Swede and Episcopalian Missions	296
Herd in charge of the Eskimos at Cape Nome	278
Total	1,466

The Government herd was wintered on the Agheepak River 20 miles from its mouth.

In the spring it was driven to the south side of Eaton River as a more favorable place for fawning, and this summer has been kept on the south side of Port Clarence in the neighborhood of Cape Riley.

Fawning.—There were born at the Teller Station 149 living fawns, at Cape Prince of Wales 124, at Golovin Bay 108, and at Cape Nome 85, making an increase for the year of 466.

Sickness.—In the fall of 1895, and again in the fall of 1896, a disease broke out in the herd similar to foot-rot in sheep. With a change of the herd to drier ground the sickness gradually abated.

Breaking.—Special attention has been given to the training of the reindeer both to harness and the pack saddle. During last winter 46 two and three year old deer were thus broken. This makes 73 well broken and trained sled deer in the Government herd. In the herd at Golovin Bay are 18 sled deer, and at Cape Prince of Wales 22.

At the Teller Station the sled deer were kept in constant practice, both on their own account and also for the training of the Eskimo apprentices. Including the trip to the Kuskokwim Valley the aggregate number of miles driven was over 10,000.

This practice will be kept up, preparatory to their introduction into the mining camps for freighting and traveling.

REINDEER FREIGHTING.

The first incentive to the introduction of domestic reindeer into Alaska came as an act of humanity to provide a new food supply for the Eskimos, who were subject to periodical seasons of starvation, their old food supply of whale, walrus, and wild animals having been partially destroyed by the greed of white men. But since the discovery of gold mines in subarctic Alaska and the consequent influx of thousands of miners, it has been found that the reindeer is as essential to the white man as to the Eskimo.

The first thought of the miner in central Alaska is to secure a good "claim;" his next thought is the question of "food supply"—whether he can secure provisions that will enable him to work his claim continuously, or whether for the want of such provisions he will be compelled to leave his claim unworked a portion of the year while he goes where he can secure food—not only losing the profit that would accrue from the claim if worked, but also involving him in heavy traveling expenses in going to and fro.

With the exception of fish, a little wild game, and a limited quantity of garden vegetables, there is no food in the country. All breadstuffs, vegetables, fruits, and the larger portion of the meat supply must be brought into the country from the outside. A small quantity of provisions is packed on sleds and on men's shoulders and brought over the passes in the Chilkat country of southeast Alaska to the head waters of the Yukon; there barges or flatboats are built, and with their freight are floated down the Yukon River to the neighborhood of the mines. The great bulk of the food supply, however, is brought in on steamers plying on the Yukon River. These provisions are necessarily left in warehouses on the banks of the great river. But the miners, who are the consumers, need them at their claims, which are from 10 to 100 miles away from the river. Now, it should be remembered that there are no roads in Alaska as they exist in other sections of the United States; and, with the almost illimitable area of bog and swamp and tundra

and frozen subsoil, it will be impossible to make and maintain roads, except at a cost that would be practically prohibitive.

In summer the supplies are loaded into small boats, which are poled up the small streams or packed on men's backs to the mines. In winter they are hauled on dog sleds. This costs heavily. From Circle City to the Birch Creek mines, a distance of about 50 miles, the freight is 10 cents a pound (\$300 a ton) in winter and 40 cents in summer (\$800 a ton). From Dawson to the Klondike mines, a distance of 15 miles, the freight last winter was 8 cents a pound (\$160 a ton), and this summer 25 cents, or \$500 a ton of freight 15 miles. In addition to the expense, the carrying capacity is too limited. A load is from 100 to 125 pounds on a sled per dog, a portion of which is food for the dogs, and if the route is a long one, without intervening sources of supply, they can not carry more food than is sufficient for themselves. So far they have failed in supplying the mines with a sufficient stock of provisions.

Last winter the steamer *Bella* was caught in the ice and frozen up at Fort Yukon, 80 miles distant from Circle City. An effort was made to forward the provisions with dog teams on the ice, but it was a failure. The food could not be moved in sufficient quantities and with sufficient speed to supply the miners of the Upper Yukon, and by spring at Dawson City flour ran up to over \$100 per barrel, \$50 to \$125 per 100 pounds.

A few horses have been brought into the country, but in the absence of roads, scarcity of food, and rigor of winter climate they have not proved a success. At Dawson, although the wages of a man and team are \$50 a day, yet even that does not pay, with hay at \$125 to \$150 per ton (and not a pound to be had when I was there in July even at those figures), and the horses fed on bread made from flour ranging in price from \$100 to \$200 per barrel.

The only solution of the question of reasonable land transportation and rapid communication and travel between mining centers hundreds of miles apart in subarctic Alaska is the introduction and utilizing of domestic reindeer.

The reindeer is to the far north what the camel is to desert regions, the animal which God has provided and adapted for the peculiar, special conditions which exist. The greater the degree of cold, the better the reindeer thrives. Last winter a party of them hauling nine sleds made a day's journey with the temperature at 73° below zero. On a long journey through an uninhabited country a dog team can not haul sufficient provisions to feed themselves. A deer, with 200 pounds on the sled, can travel up and down the mountains and over the plains without a road or trail from one end of Alaska to the other, living on the moss found in the country where he travels. In the four months' travel of 2,000 miles last winter the deer were turned out at night to find their own provisions, except upon a stretch of the Yukon Valley below Anvik, a distance of 40 miles. The great mining interests of central Alaska can not realize their fullest development until the domestic reindeer are introduced in sufficient numbers to do the work of supplying the miners with provisions and freight and giving the miner speedy communication with the outside world. It now takes from fifty to sixty days to carry the mail between Juneau and Circle City. With the establishment of relay stations at suitable distances the reindeer teams will carry the same mail in four or five days.

The reindeer is equally important to the prospector. Prospecting at a distance from the base of supplies is now impossible. The prospector can go only as far as the 100 pounds of provisions, blankets, and tools will last him, and then he must return. With ten head of reindeer, packing 100 pounds each, making half a ton of supplies, he can be gone for months, penetrating regions hundreds of miles distant, his deer grazing wherever night finds him. The possibilities are so great, that in the days to come it will be a matter of surprise that the utilization of the deer was not vigorously pushed at the start.

SIBERIAN PURCHASE STATION.

In 1892 the introduction of domestic reindeer into Alaska was undertaken to provide a new food supply for the Eskimo. The new demand that has now arisen to assist the miners in the opening of the country emphasizes the imperative need of some method of procuring the deer from Siberia in larger numbers. To assist in this, last winter permission was secured from the Russian Government at St. Petersburg, through the regular official channels, for the United States to locate an agent at some suitable point on the coast of Siberia for the continuous purchase of reindeer through the year. Hitherto the work of purchasing has been confined to five or six weeks in summer.

By extending the time for purchasing through the whole year it is hoped to be able to secure a large number and have them on the coast ready for transporta-

tion during the short summer, when Bering Sea and the adjacent arctic coast are free from ice. Mr. John W. Kelly, who has spent years in arctic Alaska and is familiar with the conditions of the country, was appointed agent. Associated with him are Conrad Siem and Mr. A. St. Leger, both of whom have had years of experience with the natives of the Arctic.

A good opportunity offering, Conrad Siem took passage on the whaler *Bonanza* May 29. Mr. Kelly, with supplies and stock of barter goods, sailed from San Francisco June 9 on the schooner *Volant*, reaching St. Lawrence Bay, Siberia, on July 17, three days after the arrival of Mr. Siem.

When the needs of the reindeer for domestication and transportation are met, early steps should be taken to stock the larger islands of Alaska, especially those in Bering Sea and along the Aleutian group.

In Dr. G. Hartwig's *Polar World*, page 89, it is stated that "In the year 1770 thirteen reindeer were brought into Iceland from Norway. Ten died on the passage, but the three which survived have multiplied so fast that large herds now (1859) roam over the uninhabited wastes. During the winter, when hunger drives them into the lower districts, they are frequently shot, but no attempts have been made to tame them."

A WINTER TRIP OF 2,000 MILES.

Since the commencement of the herd in 1892 the obstacles that it was predicted would prevent the successful introduction of domestic reindeer into Alaska have either been proved to be groundless or have one by one been met and overcome. Having shown by actual experience that they could be bought, transported, and successfully propagated, it remained to give a practical demonstration of their ability to traverse any part of the country under the most unfavorable circumstances and with a temperature at times lower than experienced by some of the Arctic expeditions.

This was done last winter, in accordance with your directions. At 3 p. m. on the 10th of December, 1896, with the temperature at 15° below zero, Mr. William A. Kjellmann, the superintendent, accompanied by the Lapps Per Aslaksen Rist and Mikkel J. Nakkila, started from the Teller Station with 9 sleds and 17 head of reindeer to demonstrate the capacity of the hardy and swift animal for winter travel in Alaska. Native trails and well-known sections of country were ignored, to show their ability to go anywhere. The course, while traveled by compass, was a zigzag one, in order to better learn the extent and abundance of moss pasturage. Scaling high mountain ranges, shooting down precipitous declivities with tobogganing speed, plodding through valleys filled with deeply drifted snow, laboriously cutting a way through the man-high underbrush of the forest, or steering across the trackless tundra, never before trodden by the foot of white man; gliding over the hard-crusted snow, or wading through slush 2 feet deep on imperfectly frozen rivers unknown to geographers, were the experiences of the trip.

The second day of the journey, with the temperature 43° below zero, and over a rough, broken, and pathless country, they made a distance of 60 miles.

After celebrating Christmas with Rev. Mr. Hultberg and the Swedish missionaries on Golovin Bay, December 30 found Mr. Kjellmann's party crossing Norton Sound, an arm of Bering Sea, and getting into a crevasse filled with snow, from which they escaped without much damage.

The next day, keeping on the ice along the coast, hummocks were found so steep that steps had to be cut up and over them to enable the deer to cross.

On New Year's day, coming to a flagstaff projecting from a huge snow bank, they found under it, completely buried in the snow, the comfortable home of the Rev. Mr. Karlson and the Swedish missionaries at Unalaklik. On the afternoon of January 11 and morning of the 12th, 85 miles were made in twelve hours. The native guides at St. Michael being afraid to undertake a winter trip across the country to Ikogmute, the Russian mission on the Yukon River, and affirming that it could not be done, Mr. Kjellmann started on January 19 without them, traveling by compass.

On the 23d, while crossing a barren mountain range, they were overtaken by that dread specter of arctic regions, a Russian poorga.¹ Neither man nor beast could stand against the blast. The reindeer were blown down and the loaded sleds overturned. The men, throwing themselves flat, clung to one another and to mother earth to keep from being blown away. Stones and pieces of crushed ice flew by, darkening the air. A lull coming toward evening, with great difficulty a little coffee was made, after which the storm broke with renewed fury during a night which to the travelers, clinging to the earth with desperation,

¹ An arctic blizzard.

seemed endless. The following day a belt of timber was reached and rest and safety secured. January 25 and 26 found them cutting a way for the deer and sleds through a dense forest, from which they finally emerged to wade through snow and water 2 feet deep and the temperature at zero. On the 31st they encountered a succession of driving, blinding snowstorms while crossing the tundra south of the Yukon delta, being reduced to such straits that they were compelled to cut the railing from their sleds for fuel. On February 5 the storm passed away, leaving the temperature at 73° below zero, causing even the reindeer to break loose from their tethers and tramp ceaselessly around the tents for warmth.

Notwithstanding the severe cold the journey was continued, and at 2 o'clock in the afternoon they found shelter and a warm welcome from the Moravian missionaries at Bethel. On the 10th of March, between the Kuskokwim and Yukon rivers, a lake 15 miles wide was crossed.

The struggle for life commenced, however, on the 11th, when they reached the Yukon, and, contrary to information, found no moss for the deer. A push was made up the Yukon to reach, if possible, the Episcopal mission at Anvik. There being no food, the march was kept up all night, plowing their way through loose snow from 2 to 4 feet deep, and on through the 12th with snow falling fast. That afternoon two of the deer fell dead and were left with their sleds where they fell, while the journey continued uninterruptedly through the blinding snow the second night. On the 13th two more deer dropped dead and were abandoned, as the party with desperate energy pushed ahead day and night for food and life. On the 14th another deer fell in his traces. That evening a native hut was reached and the continuous march of four days and three nights without sleep or rest and without food for the deer was over. Trees were cut down by the Lapps that the deer might browse on the black moss that hung from them, while Mr. Kjellmann, suffering with a high fever, was put to bed by the medicine woman, and dosed with tea made from some medicinal bark. On the 17th one of the Lapps, who had been scouring the country, reported moss upon a mountain 60 miles away. The deer were unharnessed and driven to the distant pasturage, while Mr. Kjellmann continued his journey to Anvik on skis. In the hospitable home of Rev. Mr. Chapman he was nursed back to health and strength.

The return journey to the Teller Station was made without any special adventure, except, on the 16th of April, getting into a crack in the ice while crossing Norton Sound and soaking the load with salt water. On the 24th of April the Teller Station was safely reached after a trip of 2,000 miles, the longest ever recorded in any land as made by the same reindeer.

The result of this trial trip has convinced missionaries, miners, traders, and others residing in northern and central Alaska that domestic reindeer can do for them what they have been doing for centuries in Lapland. That when introduced in sufficient numbers they will supplant dogs, both for traveling and freighting, furnish a rapid means of communication between widely separated communities, and render possible the full and profitable development of the rich mineral interests.

A TRIP UP THE YUKON.

During July and August, through the courtesy of the North American Trading and Transportation Company, I was able to take Mr. William A. Kjellmann and make a trip of 1,600 miles up the Yukon River. This trip was made to secure for you the information you sought with regard to the adaptation of the country for reindeer and the special conditions which will meet the introduction of reindeer freighting. The results of the trip were satisfactory, and I returned more than ever deeply impressed that the great pressing need of the hour is more reindeer and more Lapps.

BRANDING.

As year by year increasing numbers of reindeer are passing into the ownership of the apprentices and missions, and as others are looking forward to ownership in the near future, it is important that rules should be formulated for the regulation and registering of brands that mark such ownership.

ITINERARY.

Leaving Washington on the 1st of June last, I embarked at Seattle on the steamship *Portland*, of the North American Transportation and Trading Company, on the 12th, reaching Unalaska, Dutch Harbor, on the 21st. Two days were spent at Unalaska visiting the school and attending to school matters.

At 5.30 a. m. on the 23d our steamship sailed for St. Michael. On the 25th we reached the ice and all day skirted the ice floe, reaching St. Michael at 1 o'clock on the morning of the 27th.

On the 28th the Yukon River steamer *Portus B. Weare* arrived, having on board a large number of miners with half a million dollars' worth of gold dust from Klondike and the Yukon mines. It was the arrival of this steamer with its treasure on July 17, 1897, at Seattle that aroused the attention of the world.

The 29th was signalized by the arrival of the cutter *Bear*, Capt. Francis Tuttle in command. The *Bear* had on its upward trip called at St. Lawrence Island, St. Lawrence Bay, Cape Prince of Wales, and Teller Reindeer Station, bringing favorable reports from the several stations; it also brought to St. Michael Mr. William A. Kjeilman, superintendent of the Reindeer Station, whom I wished to accompany me on a trip upon the Yukon River Valley, that he might investigate the supply of reindeer moss and ascertain the conditions that must be met in the establishment of future reindeer freighting establishments from the provision warehouses on the river back to the interior mines.

On the 3d of July I transferred from the ocean steamship *Portland* to the river steamer *Portus B. Weare*, and on the morning of the 5th we left the wharf at St. Michael for the mouth of the Yukon River. Owing to the great quantities of silt brought down in the waters of the Yukon, Bering Sea has so shoaled that ocean steamers at present are unable to reach nearer the mouth of the river than St. Michael, which is 60 miles north of the river, on the coast of Bering Sea.

At 10 o'clock the steamer reached Pastolik, where a stop was made to take on firewood. Half an hour later we entered the north pass of the delta and at 11.30 went aground on the bar, where we lay for twenty-four hours, until lifted off by the tide. Although there was a cold, drizzling rain, a number of the passengers went on shore to hunt geese and ducks, which are plentiful at that season of the year. At high tide, July 6, the steamer again floated, and, taking on wood near Kutlik, we started up the river.

The Yukon is one of the great rivers of the world. Taking its rise in the mountains of the Northwest Territory of Canada, it flows across the entire width of Alaska from east to west, dividing that great Territory into two nearly equal parts. Its delta stretches for 20 miles along the sea and extends 100 miles inland, a distance so great that, standing upon one shore of the delta, the table-lands bordering the other cannot be seen. This great delta is comparable to that of the Mississippi River in the accumulated silt of years, which greatly extends the area of the land into the sea, shoaling the navigable waters of the sea to such an extent that ocean vessels bound for St. Michael are compelled, while passing the mouth of the river, to make a detour to the westward. Through its whole course the river, like the Missouri, carries a large amount of sediment in its waters, and the extent of its deposits upon its delta will not be wondered at after the observer has traversed its length and seen a thousand miles of banks undermined and ready to be swept away.

Like the McKenzie River of Canada and the Lena of Siberia, which rise in the south and flow northward, the Yukon feels the influence of the warmer temperature of spring first at its source. The ice brought down by the strong freshets of the Upper Yukon is piled upon the firm unbroken ice of the lower stream, with the result of accumulating great masses of ice and water until the weight of the ice and the increased pressure of the gathered waters force out a section of the bank. This process is repeated again and again lower down the river. The breaking up of the ice on the Yukon is one of the grand sights of earth, rivaling in interest the remarkable auroras of the winter months in that northern latitude. Upon such occasions, great masses of ice from 8 to 10 feet thick are hurled with Titanic force into the river banks, gouging out yards of soil and uprooting great trees before their momentum is checked. Thus unceasingly through the centuries this great stream goes on leveling down the hills of central Alaska, picking up the soil and carrying it in solution hundreds of miles to the coast, and it is deposited where the fresh water meets the salt of the sea. The trees thus carried out to sea are nature's provision for the Eskimos on the treeless coast of Bering Sea and the Arctic Ocean, driftwood being their only fuel. This vast delta region of the Yukon is filled with marshes and lakes and is liable to overflows; it is also a breeding ground of innumerable wild geese and other fowl.

The river is navigable for light-draft steamers for 2,000 miles to Fort Selkirk and even beyond that point, with short portages around rapids, while its tributaries—the Anvik, Koyukuk, Tanana, Porcupine, White, Pelly, and other rivers—are navigable for from 100 to 600 miles.

A middle-aged lady who was following her husband to live in this wilderness was so impressed with the continuous steaming up this great river day and night, week after week for three weeks, without passing a single large town, and only

seeing small Indian settlements, or here and there a fishing camp or trader's post, while the great yellow flood seemed to flow on with but little diminution in volume, that she felt as if she had been on the river for ages, and broke out with the exclamation, "Will it never come to an end; must I continue to go on and on for ever and ever?" and retiring to her stateroom found relief in a good cry.

At 5 a. m. on July 7 the steamer reached the head of the delta, where another supply of firewood was taken on board. Indeed, during the whole trip the steamer seemed to stop about every six hours for wood. The river is lined with white pine, which is cut by the natives and piled up convenient for the steamers. This wood costs from \$4 to \$6 per cord, and the steamer uses from 25 to 30 cords a day. Leaving the head of the delta, low hills begin to appear along the north bank of the river. For 300 miles farther the river was so wide that in places, standing upon one bank, the other could not be seen.

At 8.30 a. m. we reached Andreafski, 216 miles from St. Michael, where we stopped for wood, and also for mending our boiler pipes, which were leaking badly. At this village were several well-hewn log houses, back of which were a number of graves, the dead being deposited in boxes laid on top of the ground. All central and northern Alaska, including the Yukon Valley, has a frozen subsoil which never thaws out. This has been dug into 30 feet without getting below the frost. On the banks of some of the streams north of the Yukon a stratum of frozen soil has been found over 100 feet thick. Yet to look upon the acres of brilliant wild flowers and of grasses waist high, and miles upon miles of white pine, aspen, and willows, with the thermometer above 100° in the shade, it is very difficult to realize that one is under the Arctic Circle.

Owing to the difficulty and almost impossibility of digging graves in the frozen ground with rude native implements, the custom universally prevails of depositing the dead in boxes either on the ground or on platforms above the reach of wild animals.

At Andreafski we first met the birch-bark canoe, showing that this village was on the border land between the Eskimos of the coast and the Indians of the Interior, the universal boat of the Eskimos being the skin-covered kiak and that of the Indian the birch-bark canoe. Andreafski has secured some prominence this season as the point to which provision supplies from St. Michael that could not be taken to the mines on the upper courses of the river were landed for winter use, and also to be accessible to the river steamers in the early spring, the ice in the Yukon River breaking sometimes a month in advance of the ice in Bering Sea. This permits the river steamers to load up in the spring and go to the head waters of the river and return down the stream to the coast by the time that ocean steamers can reach St. Michael through the ice of Bering Sea.

The low shoals which were encountered at the ocean side of the delta gradually increase in size as the river is ascended until at the head of the delta they become islands, upon which poplars and willows are found 20 to 30 feet high.

Soon after leaving Andreafski, scattered white pine began to appear. Leaving Andreafski and rounding a bold promontory, we passed the mouth of Andreafski River, a broad stream flowing from the north and passing through a gold-bearing country. Two miners were reported as having been seen on the stream some months working mines.

At 9 a. m. on July 8 we reached Ikogmute, or, as it is more popularly known, the Russian Mission. It has a population of 150 natives, and is 315 miles by way of the river from St. Michael. At this place Father Belkoff, the former priest of the Oriental Greek Church (now an invalid) built one of the best church buildings belonging to that denomination in Alaska. Father Orloff, the present priest, has an excellent garden on the hill slope in the rear of the parsonage. Just above the village, bold and perpendicular rock cliffs save the village from being swept away by the great yellow floods which sweep along their base, or ice gorges which form each spring in its vicinity. Along the entire village front were racks covered with salmon hung up to dry for the winter. The run of salmon this season has proved very large. A year ago the run of fish was correspondingly poor, and as a result last winter there was great scarcity of food among the people. One woman and a boy actually starved to death.

At 2 o'clock in the morning of July 9 the steamer reached Koserefski (410 miles). This is the location of the largest mission of the Roman Catholic Church on the Yukon River. A number of passengers remained up to visit the mission, but upon going to the buildings found everything securely locked, and the teachers so soundly asleep that they were unaware of the presence of the steamer.

After breakfast the steamer reached Anvik (457 miles), where we remained three-quarters of an hour to get wood for the steamer. On shore, chained to posts, were from twelve to fifteen sled dogs belonging to the villagers. These dogs

are found in every settlement and fishing camp in Alaska. They are a cross between the dog and the wolf, receiving but little attention from their owners. When not upon their journey they subsist chiefly by foraging and become adept thieves, so that everything eatable, even their own harness, has to be stored away on platforms above their reach. This has given rise to the custom everywhere prevailing along the Yukon River and in northern and central Alaska of erecting small log houses upon platforms elevated 10 or 12 feet above the ground. These houses are used for storing dried fish and other property that needs to be kept beyond the reach of the dogs. Among other things, these dogs are celebrated for their habit of howling at night. Upon the approach of a stranger some dog will set up a howl, upon which all the dogs within hearing will join in. There may not be over a dozen dogs in the neighborhood, but when they commence to howl a stranger would be sure that there were a hundred, if not a thousand, of them.

These dogs are the common carriers of Alaska, dragging sleds in winter and carrying packs in summer. The average load of a dog sled is 125 pounds. The great drawback to their use is the necessity of carrying food for them on long journeys. A team of dogs carrying freight requires a second team of dogs for hauling food for the two teams, and when a journey is required through an unsettled section of the country dogs become unavailable because of the impossibility of carrying sufficient food or procuring fresh supplies for the teams. This difficulty will be overcome when domestic reindeer are introduced into Alaska in sufficient numbers to dispense with the use of dogs. The reindeer will haul heavier loads and cover greater distances than the dogs and require no transportation of food for its own maintenance. When the day's work is done they can be turned out to graze, even in the severest weather of the winter. The reindeer is to the arctic and subarctic regions what the camel is to the oriental and tropical lands.

Anvik is the first of a series of missions of the Protestant Episcopal Church. The missionaries at this point are the Rev. and Mrs. J. W. Chapman and Miss B. Sabine. Mr. Chapman has, under great difficulties, erected a neat little chapel, a comfortable residence, schoolrooms, and boarding house for the shelter of the Indian children taken into the home. A small sawmill has also been erected in connection with the mission.

From the mouth of the river to its source, through all the vast Yukon Valley with its tributaries—indeed all over central and northern Alaska—mosquitoes abound in July and August in such numbers as to become a veritable plague. The hot sun of summer thawing the frozen ground for a few inches leaves water standing, unable to soak away through the frozen subsoil beneath, converting the whole country into one immense swamp, from which are bred clouds of mosquitoes. They are so great an infliction that some of the teachers declare that the extreme cold of winter (77° below zero) is preferable to the mosquito time in summer, and strong, vigorous men accustomed to hardships have been known to sit down on the ground and cry like children under the torture of mosquitoes. While the river steamers are in motion the passengers are not much troubled with them, but when a landing is made for putting on freight or taking on wood the mosquitoes swarm aboard in quantities, compelling the use of netting for the protection of the head and face and of leather gloves for the hands. Wild animals sometimes die from the effects of their stings.

On Saturday, July 10, while "wooding up," the passengers picked wild currants just turning red. They also found protruding from the bank of the river ice, which was brought on board. We were now at a point where in winter the natives are accustomed to portage across the country to Unalaklik and thence down the coast to St. Michael. From St. Michael by way of the river is 550 miles, across the portage about 150 miles, making a saving in distance of 400 miles.

At midnight we reached Nulato (648 miles). This village is in the neighborhood of the most remote of the early Russian trading posts, which was established by Nalakoff in 1838, after which he and his party returned to St. Michael for the winter. During the winter the buildings were burned by the natives.

In 1841 the post was reestablished and rebuilt by Deravin. In 1851 it was the scene of a massacre, among the victims being Lieutenant Barnard, of the British navy, and a member of Admiral Kollinson's expedition in search of Sir John Franklin. Lieutenant Barnard had been detailed to ascend the Yukon River and ascertain whether the natives could give any tidings of Sir John Franklin's party. Reaching Nulato, he dispatched one of the employees of the fur company and an Indian into the Koyukok Valley for information. The Russian, on his arrival at the native village, fell asleep on his sledge, and in the absence of his servant, who had gone to obtain water, was killed by the natives, the servant himself being afterwards killed. The murderers then gathered a force of about one hundred and started for the Russian post at Nulato. Reaching a settlement of the Nulato

Indians, they heaped wood, broken canoes, paddles, and snowshoes in front of the entrance and smoke holes of the native houses, and then, setting them on fire, suffocated almost the entire population, only five or six escaping. The next morning, swarming into the courtyard of the fort, they made an attack, killing the commander, also Lieutenant Barnard and others. No punishment was ever meted out to the murderers, and the reason of their wholesale butchery remains involved in mystery.

This village is the site of a Roman Catholic mission, and Father Monroe, the priest, was at the landing to greet us. At Nulato the Yukon River, which has been running for 350 miles in a northern and eastern direction, turns directly eastward. Just above the village is the mouth of the Koyukuk River, a large tributary from the north. A small steamer has ascended this river some 600 miles, and gold has been found along its course in paying quantities. I gathered from the fur traders that have been in the country for many years, and also from the miners that have been longest in the country, their conviction that when the gold fields of the country are explored and more is known concerning them, the richest mines in all Alaska will be found along the course of this stream. It is a noticeable fact that the tributaries of the Yukon flowing from the north are clear water, while those from the south are muddy like the main river. This is due to the fact that the streams from the south take their rise from the glaciers of southern Alaska, and also that some of them run through a region covered with volcanic ash, which is easily washed away and held in solution. In recent geological times there has been an eruption of volcanic dust in southern Alaska which has covered an area of 20,000 square miles to a varying depth of from a few inches to 50 feet.

On Monday, July 12, we passed, in the afternoon, the abandoned buildings of the old Tanana trading post, and a few miles farther on made a call at Fort Adams, the site of the St. James Episcopal mission. The missionaries in charge are Rev. and Mrs. J. L. Prevost. A pleasant call was had with the missionaries. Mrs. Prevost had the pleasure of having with her for a visit her mother from the East.

The Tanana trading post having been removed 8 miles from its former position to a point on the north bank abreast of the mouth of the Tanana River, the St. James Episcopal mission is also to be removed to the same neighborhood, the waters of the Yukon having shoaled and made a landing difficult at the old sites. The mouth of the Tanana, 897 miles from St. Michael, bids fair to prove a central and permanent location in the affairs of the Yukon Valley, being midway between the mouth of the river on Bering Sea and the crossing of the international boundary line on the Upper Yukon. This point has been recommended to the United States Government by Captain Ray, U. S. A., as the best location for a military post. If the Territory shall be divided into two districts, this point will probably be the capital of the second. It will also probably be the northern terminus of a trunk line of a railway either from Cooks Inlet or Prince William Sound, the railroad ascending to the Sushitna River to the head waters of the Tanana and down the Tanana to the Yukon.

On the 1st of March a meteor fell near the Episcopal buildings. Though the night was dark, the whole heavens were lighted up with its brilliancy. Many of the natives were much frightened at the phenomenon. During the past winter Ivan, the great chief of the Tanana, died and was buried in the mission cemetery. His kingdom stretched from Camp Stevens to Novikakat, on the Yukon River; also for 500 miles up the Tanana Valley and across the portage, including the head waters of the Kuskokwim River. From his early manhood he had proven himself the friend of the Russians, and latterly of the Americans. Many years ago the wife of a Russian trader who had a store in the Tanana Valley had incurred the enmity of some of the people, and one of their number was persuaded by the shamans to kill her, which he did by shooting her in her own house. Encouraged by the deed, arrangements were commenced for killing the trader also. At this juncture Ivan reached the scene and interposed to save the life of the trader. This so incensed the shamans that they threatened to kill him also. Drawing himself up to his full height of 6 feet, with flashing eyes he bade them defiance and saved the white man.

The natives of this region are in transition from their own to the white man's way. Old customs are losing their hold upon them, and it is doubtful whether any other leader will arise from among them.

At Nuklukahyet (Mayo's Place at the mouth of the Tanana) a miner was brought on board who had been found by the natives in a starving condition. He had been off prospecting by himself on the Koyukuk River. In running a rapid he lost his footing and all his provisions, saving only his gun and ax. His team

of dogs were stung to death by mosquitoes. He struggled across the country for 300 miles, his only food a moose which he had shot and on which he had lived eighteen days. When found he was naked, starving, and out of his mind.

The Tanana is the largest of the tributaries of the Yukon. Taking its rise among the group of ice-covered mountains in southern Alaska, it flows northward, emptying into the Yukon. It is navigable for several hundred miles from its mouth. Gold has been found along its course. It has a scattered native population of about 1,000, who are under the care of the St. James Episcopal mission. The head waters of the Tanana rise on the high table lands from which also flow the head waters of the Sushitna and Copper rivers into the Pacific Ocean; the Forty Mile Creek and White River into the Upper Yukon. While the steamer lay at the mouth of the Tanana, taking on wood and cleaning its boilers, we received a visit from the Rev. J. L. Prevost on his little steam launch, the *Northern Light*. This vessel, 40 by 25 feet in size, was built by the Union Iron Works of San Francisco, and equipped with a Roberts safety water tube. It is capable of carrying a wood supply sufficient for forty-eight hours continuous steaming, and is fitted up with a comfortable cabin for the missionaries. This little launch has proved of great service in visiting the small native settlements on the Yukon and Tanana river, with their smaller tributaries. Mr. Prevost has the honor of publishing the first newspaper ever printed in the Yukon Valley. His little paper, called the Yukon Press, is practically an annual, but one number being published during last year. This paper, with the Eskimo Bulletin, also an annual, published at Cape Prince of Wales, Bering Straits, by W. T. Lopp, the missionary, are the only papers up to this time that have been published in central or arctic Alaska. As the editors of these Alaskan papers have had but one mail a year, it is not to be expected that their papers should appear any oftener.

On the afternoon of July 13 the steamer entered a section of the Yukon Valley known as "Lower Rampart." This was formed by the river in some former age having broken through a range of mountains. The scenery through the canyon was so grand and wild that but few of the passengers were willing to go to bed, but remained up nearly all night.

Early in the morning of July 19 we reached the mouth of Munook Creek (1,075 miles). At the mouth of this creek, on the south side of the Yukon River, a new town has been laid out and named "Rampart City." At the time of our arrival the city consisted of a good log store building, two or three log huts, and half a dozen tents. Twenty-one men were reported at work in the mines along the creek, about 6 miles from the village. A mining district had been established, with Mr. O. C. Miller as recorder, and town lots were sold at \$300 each. Nearly a month later I returned down the river. Lots had doubled in price, and the population had increased to about 200. A month later the population had increased to 1,000, and corner lots were selling at \$200 and \$300 in gold dust, and probably by this time it is the largest city in central Alaska. An acquaintance sank a shaft 4 feet square and 20 feet deep to bed rock, taking out \$3,250 in gold nuggets.

The course of the steamer after leaving Rampart City was through the canyon, the hills rising on both sides of the river from 500 to 2,000 feet, making interesting scenery.

On July 15, at 2 o'clock a. m., we reached Fort Hamlin, a new trading post established by the Alaska Commercial Company; and soon after we passed out from the canyon into that portion of the river known as the Yukon Flats, where it broadens out into a lake-like expanse 80 miles wide, filled with many islands, no hills being visible on either side. The flats continue for over 200 miles, at the upper end being situated the mining town of Circle City. In a former period, when the Rampart Mountains stood a barrier to the drainage westward, this great plain, comprising an area of 100,000 square miles, more or less, was covered with water, into which the Porcupine, the Pelly, the White, the Stewart, the Birch, and other streams poured their floods, washing down the mountains and the hills and covering the plain many feet deep with sediment. In places where the present streams have cut a channel through this sediment heaps of driftwood were found buried in 200 feet of clay. Geological evidences show the bed of the Porcupine River 200 feet higher than now. If it is true, as reported, that the bed of a great river exists among the mountain ravines of southern Alaska, it may be that it was the outlet of this inland sea. In time, through erosion or rending of the mountain barriers by earthquake or in some other way, an outlet was opened to the westward, and the released waters swept irresistibly to the sea, carrying with their angry flood sediment which extended the land hundreds of miles into the Bering Sea. After the subsidence of the waters this region became the home of the mastodon, the bones and tusks of which are found in large numbers.

On July 16 we met and passed the steamer *J. J. Healy* on its way down the river.

Among the passengers was Professor Ogilvie, of the Canadian geological survey. Being anxious to see the old historic Fort Yukon, of the Hudson Bay Fur Company, and the mouth of the Porcupine River, in the neighborhood of which we were on the evening of the 16th, I concluded to remain up all night. At midnight (12.45 a. m.) I saw the sun rise in the north, like a great globe of bright, glowing, red-hot iron in a furnace. About 6 a. m. we passed the fort, without stopping. A large number of natives lined the banks of the river. Besides numerous tents, there were several log houses, among them being a small one surmounted by a cross and belonging to the Episcopal mission. A mile and a half east of the station we passed the site of the old Hudson Bay Fur Company's post, now abandoned. Only a clear space and a few foundations mark the place once occupied by the post. A good-sized cemetery occupies a dry mound back of the ruins, and is a touching reminder of the days when this far-off wilderness spot under the Arctic Circle was the center of life and civilization, with its loves and hates, hopes and fears, strifes and ambitions.

Here the all-powerful Hudson Bay Fur Company met and contended with the equally powerful Russian-American Fur Company, backed by their respective Governments.

Plucking the brilliant flowers of the fire plant as a souvenir for a friend in New York City, who was born here when her father ruled as the chief factor of the company, I watched the receding spot until a turn in the river hid it from sight.

As yesterday, the scenery continued through an expanse of river, widening out into a lake, filled with many islands, covered with white pine, aspen, and willows, and sand bars so recently out of the water as to be bare of all vegetation.

We had expected to be in Circle City during the night of July 18, but green fire-wood, swift current, low stage of water, and worn-out boiler flues all conspired to detain us, so that morning found us still 20 miles away. The morning dawned with a cold rain and great discomfort among the passengers. At 10 o'clock we stopped to take on wood. Mr. R. Wilson, who is in charge of the wood yard for steamers, at the same time provides fresh vegetables. As soon as a sufficient number of trees are cut down to let the sunlight reach the ground, he loosens the soil between the stumps and roots with a pickax and sows turnips, rutabagas, and cabbage. Last season, on a quarter of an acre of that uncleared ground between stumps, he raised and sold 3,000 pounds of turnips at 15 cents per pound, besides large quantities of cabbages and rutabagas. The rutabaga seed sown the last of May, this season, now (in less than two months) have a spread of leaves 2 feet across.

At 1 p. m. we reached Circle City. Mr. Kjellman, who had preceded me by another boat, met me at the landing; he had been able to make an overland trip to the mines tributary to the city and had ascertained that the whole region was admirably adapted for the support of reindeer and for the successful running of reindeer expresses and freight lines. Circle City is the largest collection of well-built log cabins that I have seen; at least in a great many years. Four large store and ware houses are made of corrugated galvanized iron. The opera and dance houses and two or three of the more pretentious residences are of hewn logs. The log residence of the North American Transportation and Trading Company is said to have cost \$20,000, and that of Mr. Jack McQueston \$15,000. The great majority of the buildings are small, one-story cabins built of logs, the spaces between the logs being filled with moss. The roofs are made with poles covered with moss, on which is placed a foot of dirt. A year ago the place had a population of 2,000; to-day there are about 50, and the majority of them are expecting to leave on our boat.

Circle City was founded in the fall of 1894, and named because of its nearness to the Arctic Circle. It is the distributing point for the rich gold placer mines of Birch Creek, which is a river 6 miles east of Circle City and runs a distance of between 200 and 300 miles in a general course parallel with the Yukon River. Among the interesting tributaries of Birch Creek is "Preachers Creek," so named because first explored by a missionary in search of fossils, which abound in some portions of the Yukon flats. Gold was first found on Birch Creek in 1893. Since then prospecting has been going on so vigorously that the creek, with its many tributaries, has been definitely proven to be very rich in mineral deposits. Although the rush this present season is to the more recently discovered mines on the Klondike River, yet 400 miners remain at work on Birch Creek, and doubtless in a year or two the now almost depopulated Circle City will be again peopled.

During last winter a successful public school was kept at this place by Miss A. Fulcomer, but in the spring, when the miners left for the Klondike, they were accompanied by their families and children and the school was broken up.

Leaving Circle City at 9 o'clock in the evening, we soon met the steamer *Alice* on

her way down the river. Just above Circle City the river leaves the flats and is again bordered on both sides by abrupt hills of sand and limestone with veins of granite and crystalline gneiss, which add to the pleasure of the traveler.

During the night we passed a small Indian settlement known as "Charley's Village," 23 miles from Circle City. This community has received the gospel from the English missionaries, who have been in this region since 1858.

On the evening of July 19 the monotony of the trip was relieved by the discovery on the river bank of a moose doe and her fawn. At once arose the greatest excitement on the steamer—a score of men rushing for their rifles, and a fusilade of shots commenced, both animals being killed. The steamer was landed, and men, women, and children ran into the bushes to see the game, which was brought on board.

In the afternoon of July 20 we passed the small stern-wheel steamer, the *Koyukuk*, bound for the Klondike mines. The next morning, in trying to get at some driftwood for fuel, the steamer ran aground, where we remained until about 6 p. m., when we were again afloat.

On July 23 the steamer stopped to "wood up" opposite a remarkable headland, showing a beautiful geological formation of folded rock. Frequently during the day masses of loose rock came rumbling down the face of the cliff into the water.

At noon on the 23d we passed two remarkable rocks, known as "The Old Man" and "The Old Woman." Upon the top of one of these shaft-like rocks one of the old fort traders has requested to be buried; an appropriate resting place for the sole pioneer white man in that region. At 6.30 p. m. we were startled by the cry of "A man overboard." The accident befell one of the deck hands, who had become insane, and the untrained crew were so long getting a boat into the water that the man drowned. The body was not recovered. At 7 p. m. we passed the mouth of Coal Creek, and soon after sighted on the west shore the wrecked hull of the steamer *Arctic*. She was frozen up in the ice during the previous winter, and in order to loosen her in the ice this spring giant powder was used, with the result of blowing her bottom out. Boiler and engines were removed, to be placed in another boat. Coal Creek enters the Yukon from the east about 7 miles from Forty Mile Creek and is navigable for a few miles. It flows through a limestone formation. Extensive beds of lignite coal are reported in the neighborhood.

About 9 p. m. Fort Cudahy, at the mouth of Forty Mile Creek, was reached. Adjoining this is a trading post of the North American Transportation and Trading Company. Near by is Fort Constantine, a stockade post occupied by the Canadian mounted police, Captain Constantine in charge. On the opposite, south side of the mouth of Forty Mile Creek is the village of Forty Mile, which has grown up around the old trading station of Jack McQueston. Down Forty Mile Creek is Buxton, a Church of England mission station, which was established in 1887.

We have now reached the western limit of the wonderful missions of the Church Missionary Society of England in northwest Canada. Commenced in 1822 by the Rev. John West, who settled at a Hudson Bay fur-trading station near Lake Winnipeg, they have extended until now they embrace nearly all the Indian tribes extending from the north boundary of the United States to the Arctic Ocean and from Labrador to the Alaskan line. Through all this wide region the gospel of Christ has been preached in eleven different languages, and thousands upon thousands of Indians have felt the transforming power of His life in their works and lives. This region belongs to the diocese of Selkirk, and was created in 1890 by the division of the diocese of Mackenzie River. The Rev. Dr. W. C. Bompas, who entered the mission work in 1865 and was consecrated bishop of the diocese of Mackenzie River in 1874, in the division took the bishopric of Selkirk. The diocese of Selkirk has but three or four central stations, Rampart House, on the Porcupine River, being one of them. This station was established in 1882, but owing to the decrease of the fur trade and consequent removal of the trading store and further discovery of gold on the Yukon River, nearly all the natives have left, and it is probable that the station will be discontinued at an early day. Buxton, on the Yukon River at the mouth of Forty Mile Creek, was established in 1887. Being in the center of the newly discovered gold diggings, it is well located to reach the native population. Selkirk was located in 1892 and Dawson in 1897.

Missionaries.—Right Rev. William C. Bompas, bishop, resident at Pelly; Miss M. K. Mellet, assistant. Rev. and Mrs. H. A. Nailor and Rev. and Mrs. B. Totty, at Buxton. Rev. F. F. Flewelling, Rev. Mr. Bowen, and Mr. G. A. McLoud, at Dawson. Rev. and Mrs. J. Hanksley, Fort Yukon.

No more devoted, self-sacrificing men and women are to be found in the territories of England, Canada, and the United States, who are hid away from the world's observation in the vast solitudes of arctic and subarctic North America, toiling to bring light and joy of Christ into the darkened homes of these dwellings of the North, than these missionaries. The world never ceases to honor the names

of Kane, Hays, Hall, Franklin, Kellett, Ross, Greely, Peary, Nansen, and many others, who in the cause of science spend one, two, and three years in the arctic regions; but few stop to think of and to honor the men and women who, for the sake of Christ and precious souls, are not merely traveling for a few months, but are toiling year after year amid the rigors and privations and loneliness and long months of continuous darkness of the arctic winters. Let the church be true to herself and honor such consecrated sons and daughters as Dr. and Mrs. Marsh at Point Barrow; Mr. and Mrs. Lopp at Bering Straits; Mr. and Mrs. Gambell at St. Lawrence Island; Mr. and Mrs. Brevig, of Port Clarence, the Swedish missionaries at Unalaklik and Golovin Bay; Messrs. Chapman and Prevost and their devoted wives on the Yukon River, with Bishop Bompas and his assistants in the Northwest Territory.

Forty Mile Creek is so named because it is 40 miles from the old Hudson Bay Fur Company's trading post at Fort Reliance. It is about 250 miles long and has many tributaries, all of which carry free gold, the discovery of which has attracted the attention of the world to the upper Yukon region. The Forty Mile Creek drains the mountainous region between the valleys of the Yukon and Tanana. Near Forty Mile is Miller Creek, which has proven very rich in gold. For two or three years Forty Mile and Fort Cudahy were typical mining towns, with saloons and gambling and dance halls in abundance. In 1894 rich discoveries were made on Birch Creek, and Forty Mile was deserted for Circle City, which after two and a half years of fevered existence has been in turn deserted for the new mines on the Klondike. While the mines tributary to Fort Cudahy and Forty Mile are on the American side, the villages themselves are on the Canadian side of the international boundary line.

Wishing to visit the Church of England missions at Buxton, on Saturday, July 24, I made two attempts to cross Forty Mile Creek in a rowboat, but was unable to accomplish it, owing to the strong current. At Fort Cudahy I found in connection with the North American Transportation and Trading Company's station an excellent garden, in which were growing peas, beans, lettuce, turnips, rutabagas, beets, potatoes, celery, and parsnips.

About 5 p. m. the steamer swung out from her landing for Dawson, which place we reached the following morning, July 25, at 6 o'clock. Nearly the entire population seemed to be at the landing, either to greet friends or from curiosity to witness the landing of newcomers. Capt. John J. Healy, manager of the North American Trading and Transportation Company, was on hand to extend to me the hospitality of his home during my stay. Although it was Sunday, the two sawmills were running day and night; every kind of business, especially house building, was in full blast. Four thousand people were living in tents, and an arctic winter approaching.

The temperature for January, 1896, was $47\frac{1}{2}^{\circ}$ below zero, during the winter the lowest point being 77° below zero. Dawson is 50 miles from Fort Cudahy, on the north of the Yukon and southwest bank of the Klondike River. It is 6 miles above the site of the old Hudson Bay Fur Company's post of Fort Reliance. The town is situated in an undrained swamp, and much sickness prevails among the population. The city is about eight months old and is regularly laid out in streets and squares. Lots fronting on the river are selling for \$7,000 cash in gold; back of the stream, from \$1,000 to \$3,000. Lumber is \$150 per thousand feet at the mill and \$300 a thousand when it reaches the mines. Some of the early lumber sawed by hand cost the miners at the rate of \$750 per thousand feet. Salmon and moose were \$50 per pound; hay, \$125 per ton, and none to be had; wages, \$10 to \$12 per day, with mechanics at \$15; ice, \$1 per pound; flour at \$12 per hundred-weight; a team of horses and driver, \$50 per day. The Canadian Government was erecting comfortable headquarters for the mounted police, and large log warehouses were in process of construction for the two commercial companies. The banks of the river were lined with scows and flatboats, in which the population had floated down the river; others of these boats had been covered with canvas and turned into houses. At half past 2 in the afternoon Rev. Mr. Bowen, of the Church of England, held a service, which I missed, not having been able to ascertain the hour at which it was to be held.

The mines are from 12 to 25 miles up the Klondike River from Dawson. The claims are 300 or 400 feet wide up and down the stream and across the flats. These claims were being held at \$100,000 to \$1,000,000 each. Quarter interests in these claims were selling at \$50,000 each. The claims on the Klondike and its tributaries were all taken up long before my arrival, and weeks before the tidings of their value reached the distant world. Would-be miners, however, can find in the valleys of the Stewart, Pelly, and other streams of the Northwest Territory, in the valley of the Yukon and all its tributaries and their innumerable creeks

and brooks gold fields of greater or less richness; indeed, the area of the gold field practically covers four-fifths of the entire area of Alaska, and will furnish claims for many years to come. The newcomer usually pitches a tent, and, when he secures employment or a claim, erects a small one-story log cabin for shelter. Moss is filled in between the logs, and in winter snow is piled up over the house, making it very comfortable. Ice is usually melted in winter for drinking water, or cakes of ice are drawn to the house and piled outside of the door to be brought in, as occasion demands, and melted into water.

At 7 o'clock p. m., July 26, having bid adieu to friends and acquaintances at Dawson City, our steamer swung loose from the landing and was soon racing down the river with a swift current, reaching Fort Cudahy at 10 o'clock, having made in three hours down stream a distance that required fourteen hours to make on the way up.

The following day we reached Circle City, having traveled in twenty-four hours what took us seven days to go up, but our hopes were soon to be blighted. Shortly after leaving Circle City our steamer was caught by the current and swung upon a sand bar, where we lay nineteen days.

On the 13th of August, about 1 p. m., the cry of "Steamboat!" was heard, and soon after the *J. J. Healy* was made out on her return down the river, and at 6 p. m., after our detention of nineteen days, the passengers were transferred from the *Weare* to the *Healy*, upon which we continued our journey to St. Michael.

On the evening of August 20 the steamer *Hamilton* was met coming up the river. Being the first steamer to carry a search-light, it created much interest and some consternation among the natives. The two steamers were tied up together for the night. On the incoming steamer was the first rush of miners that had been able to start from the outside after the tidings had reached them. It was crowded with gold seekers and adventurers, among them being ex-Governor McGraw, of the State of Washington; also many special correspondents of newspapers, including the New York World and Herald, the San Francisco Chronicle, Examiner, and Call; also the Post-Intelligencer and other Seattle papers. A supply of papers was secured and greatly appreciated after being over two months without any news from the outside world.

On the 30th of August the revenue cutter *Bear* reached St. Michael, and through the courtesy of Captain Tuttle I was permitted to move my headquarters to that ship. On the 16th we sailed for a visit to Teller Reindeer Station, Cape Prince of Wales, and the new purchase station at St. Lawrence Bay, reaching Teller Reindeer Station September 18. An inspection of the station was made. Four families of Lapp herders and teachers whose time had expired were taken on board the *Bear* for transportation to Puget Sound en route to their homes in Lapland. Five young Eskimo girls and one boy were also received on board for transportation to Puget Sound on their way to the Indian school at Carlisle, Pa. On the morning of the 20th the ship sailed for St. Lawrence Bay, Siberia, reaching there on the morning of the 21st. Mr. John W. Kelly, in charge of the station, and his assistants (Messrs. Siem and St. Leger) were found in good health. The new building was about completed, and 200 head of deer had already been secured toward the herd which is to be transported to Alaska next season. Sailing the same evening and making a short call at King Island, St. Michael was reached on the 23d. Changing my quarters from the cutter *Bear* to the cutter *Corwin*, I was given a passage by Captain Herring to San Francisco. On September 26 the *Corwin* made a landing at St. Lawrence Island, and the captain very kindly took on board the teachers, Mr. and Mrs. V. C. Gambell, Mrs. Gambell needing to return to the States on account of ill health. On the 30th we reached Dutch Harbor, where a stay of two or three days was made for coaling ship. Sailing from Dutch Harbor October 3, we reached San Francisco on the 13th and Washington November 1, thus completing a trip of 21,736 miles.

There are two general ways of reaching the mines in the Yukon and Klondike. The way involving the least hardship is by the ocean and from the Pacific coast to St. Michael by ocean steamer, from thence up the Yukon River by river steamer to the mines.

Distances from St. Michael up the Yukon River.

	Miles.		Miles.
From San Francisco to Unalaska.....	2,369	Manork Creek.....	1,075
From Unalaska to St. Michael.....	800	Stevens Houses.....	1,144
St. Michael to Pastolik (mouth of Yukon).....	72	One Eyes.....	1,279
Keetalak.....	77	Mouth of Porcupine.....	1,344
Reesilvak.....	154	Fort Yukon.....	1,353
"Foot of the Mountain".....	193	Sonate Village.....	1,386
Audreafski.....	216	Circle City.....	1,394
Russian mission.....	315	Charley River.....	1,453
Holy Cross Mission.....	410	Seventy Mile Creek.....	1,516
Anvik.....	457	Ogilvie's Camp Boundary Line.....	1,560
Nulato.....	648	Square Rock.....	1,584
Kokriuos.....	800	Fort Cudahy.....	1,596
Burning Mountain.....	849	Forty Mile Creek.....	1,598
Tozamakat.....	883	Fort Reliance.....	1,640
Mouth of Tanana.....	897	Dawson.....	1,650
Rampart Rapids.....	1,064	Klondike.....	1,652

The following stern-wheel steamers were running on the river this summer: Belonging to the North American Trading and Transportation Company were the *P. B. Weare*, *J. J. Healy*, and *C. H. Hamilton*; belonging to the Alaska Commercial Company were the *Alice*, *Yukon*, a barge *Marguerite*, the steam launch *Beaver*, and *New Racket*, owned by A. Harper; the *Koukuk*, by G. C. Bettles; the *St. Michael*, by the Roman Catholic mission; the *Northern Light*, by the American Episcopal mission, and the *Explore*, by the Russian Catholic mission. The fare from Seattle to Juneau during the summer ranges from \$150 to \$300 per passenger. The drawback to this route consists in the fact that the miner does not reach the mines until the short arctic summer is half gone. The harbor at St. Michael does not open until from the middle of June to the middle of July, and it is impossible for ocean vessels to reach St. Michael on account of the ice before the middle of June at the earliest, and from the 1st of July to the 1st of August to the mines, according to the ice conditions on the coast. The more difficult and popular route is that by way of southeast Alaska; a comfortable vessel from Puget Sound to the northern end of Lynn Canal or Chilkoot Inlet, or an ocean steamer to Dyea and Skagway, rival towns 6 miles apart on the head waters of Chilkoot Inlet in southeastern Alaska.

Those starting from Skagway take what is known as the White Pass, and those from Dyea the Chilkoot Pass. With the present conditions of those passes, the Chilkoot Pass is probably the preferable, but both of them require the undergoing of considerable hardship. The Chilkoot and White passes involve some 30 or 40 miles' climb from the mountains on foot, which brings one to the lakes at the head waters of the Yukon River, where boats, barges, and rafts are constructed upon which the traveler floats down to the mines. To the westward of the Chilkoot Pass is what is known as the Dalton Trail. This pass crosses the mountains at a much lower elevation than either of the others and involves a trip on foot or horseback of 250 miles. This is the trail used for driving over to the Yukon River beef, cattle, and sheep. It is to the eastward of Chilkoot Pass, commencing either at Fort Wrangell and ascending the Stikine River to Telegraph Creek, thence overland by way of Lake Teslin, or starting from Juneau and going by the Taku Inlet and River to Lake Teslin, and passing down the waters of the same to the Yukon. At present neither of these routes is sufficiently open to make them feasible, as a number of miners found to their great loss during the past summer. The distances by the Chilkoot Pass route are as follows:

Distances from Dyea.

	Miles.		Miles.
From Seattle to Dyea.....	1,060	Hootalinqua River.....	216
From Dyea to the head of canoe navigation.....	6	Cassiar Bar.....	242
To the summit of the Chilkoot Pass.....	14	Big Salmon River.....	249
Head of Lake Lindeman.....	23	Little Salmon River.....	285
Foot of Lake Lindeman.....	27	Five Fingers Rapids.....	314
Head of Lake Bennett.....	28	Rink Rapids.....	350
Foot of Lake Bennett.....	53	Pelly River.....	403
Caribou Crossing.....	56	White River.....	499
Foot of Tagish Lake.....	73	Stewart River.....	509
Head of Lake Marsh.....	78	Sixty Mile Post.....	529
Foot of Lake Marsh.....	97	Klondike.....	578
Head of canyon.....	123	Fort Reliance.....	582
Foot of canyon.....	124	Forty Mile Post.....	628
Head of White Horse Rapids.....	125	Fort Cudahy.....	628
Tahkeena River.....	140	Circle City.....	798
Head of Lake Le Barge.....	156	Fort Yukon.....	839
Foot of Lake Le Barge.....	184	Rampart City.....	1,119

Prices at Dawson, Yukon, spring of 1897.

Articles.	Price.	Articles.	Price.
1 cup of coffee and 1 lump sugar...	\$0.50	Hudson Bay blanket	\$30.00
1 meal (restaurant)	1.50	Blue overalls	2.50
Shaving	1.00	Smoking tobacco	per pound. 2.00
Hair cut	1.50	Chewing tobacco	do. 2.00
Washing calico dress	1.00	Ham	do. .65
Washing 1 garment (apron, no starch) .....	.50	Alum	per ounce. .50
Eggs	per dozen. 4.50-5.00	Butter	per pound. .50-.60
Fresh eggs	each. 1.00	Candles	per dozen. 1.00
Whisky	per gallon. 25.00-34.00	Scott's Emulsion	per pint. 3.00
Flour	per 100 pounds. 12.00	Salts	per ounce. .25
Condensed milk	per can. .50	Coal oil	per gallon. 1.25
Potatoes	per pound. .20	Sarsaparilla	per quart. 3.00
Canned vegetables .....	.75	Hostetter's Bitters	3.00
Canned fruits .....	.75	Castor oil	per ounce. .25
Canned cherries	1.00	Cough mixture	do. 1.00
Cheese	per pound. 1.00	Pond's Extract	per pint. 3.00
Pickles	quart bottle. 2.75	Glycerin	per ounce. .50
Sugar:		Small sheet-iron camping stove	35.00
Granulated	per pound. .25	Royal baking powder	1.00
C	do. .20	Pepper (2 ounces) .....	.25
Matches	per bunch. .25	Rice	per pound. .20
Extracts	1-pint bottle. 1.00	Nutmegs	do. 4.00
Bass ale	do. 2.00	Dried fruits	do. .25
Tea:		Dried tongue .....	.75
Poor grade	per pound. 1.00	Washboard	2.50
Better	do. 1.25	Common broom	1.50
Bacon	do. .50	Washtub (galvanized iron)	4.00-5.00
Vinegar	per quart. 1.00	Common laundry soap	6 bars. 1.00
Gum boots, hip	12.00	Clothespins	per dozen. .25
Beans	per pound. .15	Thread	spool. .25
		Needles	package. .25

RELIEF FOR SUFFERING MINERS.

During the summer just passed the water in the Yukon River reached a very low stage, preventing the usual steamer transportation along the mining towns on the upper courses of that river. Large quantities of provisions were landed by the ocean steamers at St. Michael, but owing to the inability of the river steamers to ascend the river these supplies could not be distributed to the points where they were needed; consequently as the close of navigation approached it was found that the miners were facing the long arctic winter without sufficient supplies of food. The destitution was so great that a call was made upon the Government to organize relief. Many plans were suggested to the Government. After weighing these plans it was found that the only possible solution was to take the reindeer trained to harness that were in the neighborhood of St. Michael and with them freight provisions to the settlements on the Yukon. Hence on the 22d of September you sent to William A. Kjellmann, superintendent of the Government herds in Alaska, the following telegram:

"By direction of the Secretary of the Interior, Mr. Kjellmann will assemble at once all of the available reindeer trained for harness, teamsters, and sleds, and report at St. Michael to Colonel Randall to transport supplies to Dawson City if necessary. Obtain all deer trained to harness that can be spared from Cape Prince of Wales, Golovin Bay, and Cape Nome, together with apprentices trained as teamsters and willing to go. Promise wages to all teamsters. Deer borrowed from other stations will be replaced. Also consult the United States commissioner at St. Michael.

"W. T. HARRIS, *Commissioner.*"

Upon receiving the dispatch, which was carried by way of ship to St. Michael, Mr. Kjellmann at once secured a boat and crew of Eskimos, which he sent with a copy of the dispatch to Dr. A. N. Kittilsen, in charge at the Teller Reindeer Station. Dr. Kittilsen was directed to drive the herd as soon as possible to the new station established on the Unalaklik River, and upon his arrival there placed himself in communication with Lieut. Col. G. M. Randall, U. S. A., commanding United States military post at St. Michael. Mr. Kjellmann also ordered the building of a sufficient number of sleds, to be ready upon the arrival of the deer trained to harness. These deer, operated by the War Department from St. Michael, will be able to relieve the destitution as far up the river as Rampart City (1,075 miles from St. Michael by the mouth of the river).

These arrangements were no sooner consummated than tidings came from the Arctic coast of Alaska that eight whaling vessels, carrying crews aggregating about 400 men, had been unexpectedly caught in the ice and the men were in danger of starvation. Many plans were proposed for a relief expedition, but, as in the former case, it was found that no plan was practicable that was not based upon the use of the reindeer. Accordingly the Government, on the 16th of November, issued orders for the revenue cutter *Bear* to proceed north until stopped by ice, then to make a determined effort to send Lieut. D. H. Jarvis and two or three men over the ice to the mainland. Having effected a landing, the party are to proceed to Cape Prince of Wales, secure the services of W. T. Lopp, a Congregational missionary, borrow his reindeer herd and also the herd belonging to a native Eskimo by the name of Antisarlook, and with these two herds proceed overland 500 or 600 miles in December and January to Point Barrow, or until the whalers are found and relief afforded.

As the season advanced the accounts of the shortage of food in the Yukon Valley became more and more alarming, and on the 18th of December Congress voted to be expended, under the direction of the Secretary of the Interior, the sum of \$200,000, to be used for the taking of relief into the region of the Upper Yukon Valley. As the reindeer in the neighborhood of St. Michael can not be reached at this season of the year on account of ice, and fresh importations can not be made from Siberia on the same account, it is planned to send to Lapland, procure from 500 to 600 reindeer trained to harness and 50 or 60 experienced drivers, transport them across the Atlantic to New York, thence across the continent to Seattle, and from Seattle to Dyea, near the Chilkoot Pass in southeast Alaska. At this point arrangements will be made by means of these trained deer to carry provisions to the mining camps in the Upper Yukon Valley.

Thus when an exigency arose in which hundreds of men were threatened with starvation it was found that the reindeer furnished the only reasonable plan for the relief of the miners. The reindeer are a necessity for the development of the new mines and the supply of sufficient food for the miners. The more rapidly domestic reindeer can be introduced into that country the more rapidly new sections can be visited and developed.

In conclusion, I desire to acknowledge the many courtesies received from the honorable Secretary of the Treasury; Capt. C. F. Shoemaker, chief of Revenue-Cutter Service; Capt. Francis Tuttle, commanding cutter *Bear*; Capt. W. J. Herring, commanding the *Corwin*, together with officers and crews of both vessels; also the North American Commercial Company, their agents in Alaska, and Capt. J. C. Barr, commanding the river steamer *J. J. Kelly*, and Captain Kiddison, commanding the steamer *Portland*.

Expenditure of reindeer fund.

Year.	An- nual ap- pro- pria- tion.	Station sup- plies. <i>a</i>	Barter goods. <i>b</i>	Sal- aries of rein- deer teach- ers.	Freight	Trav- eling ex- pen- ses.	Print- ing.	Incen- dals.	Coal for U.S. revenue cutter <i>Bear</i> .	Total ex- pended.	Bal- ance.
1894.....	\$6,000	\$2,284.15	\$2,473.41	\$540.58	-----	-----	-----	-----	\$700.00	\$5,998.14	\$1.86
1895.....	7,500	3,811.83	1,767.26	683.80	-----	-----	\$150.00	-----	1,081.50	7,494.39	5.61
1896.....	7,500	3,177.62	1,348.43	-----	\$1,450.71	\$100.00	236.84	\$127.50	1,050.00	7,491.10	8.90
1897.....	12,000	4,065.28	2,610.54	2,982.20	1,738.50	200.00	267.22	5.10	-----	11,868.84	131.16
Total.....	33,000	13,338.88	8,199.64	4,206.58	3,189.21	300.00	654.06	132.60	2,831.50	32,852.47	147.53
Value station property, barter goods, and supplies on hand June 30, 1897.....										6,817.49	-----
Total cost of reindeer in Alaska to June 30, 1897.....										26,064.98	-----
Cost per head of 1,295 reindeer.....										d 20.10	-----

a Supplies at station consist of provisions for herders, material for herders' clothing, coal, lumber, hardware, furniture, tools, guns, ammunition, boats, tents, medicines, surgical implements, medical books.

b Barter goods in stock at Teller Reindeer Station were transferred to new reindeer purchasing station at St. Lawrence Bay, Siberia, August, 1897.

c In all traffic in the arctic region barter goods are used in lieu of money. Money is useful only where there are markets and shops with stores of goods on sale. Neither Russian money nor the money of any other nations is used among the tribes in northeastern Siberia, nor on the Alaskan coasts opposite.

d This does not include the cost of the 171 reindeer bought with barter goods purchased with the fund of \$2,136 contributed by benevolent individuals in 1893.

Number and distribution of domestic reindeer in Alaska June 30, 1897.

Location of herds.	Old deer.	Fawns.	Total.
Government herd, Teller Station, Port Clarence.....	343	126	469
Cape Nome herd, in charge of native Charlie.....	193	85	278
Golovin Bay herd (Swedish mission).....	70	49	119
Golovin Bay herd (for Episcopal mission).....	69	49	109
Cape Prince of Wales herd (Congregational mission).....	243	124	367
Tavotuk, apprentice at Teller Station.....	15	11	25
Sekeogluk, apprentice at Teller Station.....	7	5	12
Wocksock, apprentice at Teller Station.....	4	2	6
Ahlook, apprentice at Teller Station.....	3	2	5
Electoona, apprentice at Teller Station.....	3	3	7
Moses, apprentice at Golovin Bay.....	20	11	31
Martin, apprentice at Golovin Bay.....	12	7	19
Okitkon, apprentice at Golovin Bay.....	10	5	15
Tatpan, apprentice at Golovin Bay.....	7	5	12
Total.....	1,000	466	1,466

Increase from 1892 to 1897.

	1892.	1893.	1894.	1895.	1896.	1897.
Total from previous year.....		143	323	492	743	1,000
Fawns surviving.....		79	145	276	357	466
Purchased during summer.....	171	124	120	123		
Total, October 1.....	171	346	588	891	1,100	1,466
Loss.....	23	23	96	148	109	
Carried forward.....	143	323	492	743	1,000	

Number of reindeer that have been lent by the Government to missionary societies and natives, the Government reserving the right after a term of not less than three years to call upon the mission station or individual for the same number of deer as composed the herd loaned:

	Deer.
August, 1894, to the Congregational Missionary Society's Station at Cape Prince of Wales.....	113
February, 1895, to Eskimo Charlie and 2 native assistants.....	112
January 16, 1896, to the Swedish Mission Station at Golovin Bay.....	50
January 16, 1896, to the St. James Episcopal Mission Station, Yukon River.....	50
Total.....	330

WITHDRAWN FOR RELIEF EXPEDITIONS.

October, 1897, withdrawn from the Government herd at Teller Station and from the herds at Golovin Bay from 100 to 200 deer trained to harness for use, if necessary, in drawing food from St. Michael to Dawson, under directions of Lieutenant-Colonel Randall at St. Michael.

December, 1897, for the relief of the whalers in the Arctic Sea, the Cape Nome herd, numbering 278, and the Cape Prince of Wales herd, numbering 367, to be under the direction of Lieut. D. H. Jarvis, U. S. revenue cutter *Bear*, promising to make good those borrowed by a transfer from the Government herd during the summer of 1898.

I have the honor to be, sir, very respectfully, your obedient servant,

SHELDON JACKSON.

Hon. W. T. HARRIS, LL. D.,
Commissioner of Education, Washington, D. C.

PART III.

CHAPTER XXXVI.

INSTITUTIONS FOR HIGHER EDUCATION.

STATISTICAL REVIEW OF HIGHER EDUCATION, 1896-97.

The scholastic year 1896-97 has witnessed a decrease in the attendance of students at a large number of institutions for higher education, as well as a decrease in the number of such institutions. This office has been notified during the year of the suspension of the following-named institutions: Little Rock University, Little Rock, Ark.; Pierce Christian College, College City, Cal.; San Joaquin Valley College, Woodbridge, Cal.; Hartsville College, Hartsville, Ind.; Northwestern Christian College, Excelsior, Minn.; Ozark College, Greenfield, Mo.; Ashland University, Ashland, Ohio; Monongahela College, Jefferson, Pa.; St. James College, Vancouver, Wash.; Jones College for Young Ladies, Gadsden, Ala.; Winchester Female College, Winchester, Ky., and Wesleyan Female Institute, Staunton, Va. A further decrease in the list of institutions for higher education was caused by the transfer to the list of secondary schools of four institutions. Also, St. Mary's College, Oakland, Cal.; Calvin College, Cleveland, Ohio, and Redfield College, Redfield, S. Dak., have not been heard from for several years, and therefore are not included in the list of colleges.

One of the most discouraging features in our system of higher education is the lack of any definite, or, in fact, in a large number of States, the lack of any requirements or conditions exacted of institutions when they are chartered and authorized to confer degrees. This condition of affairs is largely, if not entirely, responsible for the large number of weak so-called colleges and universities scattered throughout our country, institutions that are no better than high schools, and in a large number of cases do not furnish as good an education as may be obtained in good secondary schools. Nevertheless, these institutions are chartered and granted authority to confer all degrees usually granted by universities and colleges in the United States. The chartering of such institutions has been rendered impossible in the States of New York and Pennsylvania, and the subject of restricting to well-equipped institutions the authority to confer degrees is being agitated in several other States. That such action is desirable, if not absolutely necessary, may be seen from the fact, as stated in the report of the State superintendent of public instruction of Pennsylvania for 1896, that more than 120 institutions in that State have been empowered to confer degrees.

Students.—The total number of students reported in the collegiate, graduate, and professional departments of institutions for higher education and in professional schools for the year 1896-97 is 140,133, of which number 42,999 were enrolled as professional students pursuing studies in law, medicine, and theology, leaving 97,134 students reported as pursuing what are generally known as liberal studies. This is a decrease of 255 students from the number reported in the preceding year, the loss being in the institutions classed as universities and colleges for men and for both sexes. An examination of Table 2 of this chapter shows that the number of undergraduate and graduate students reported by public institutions is 27,654, being an increase of 1,358 students, thus proving that the decrease was in the institutions not under the control of the State or municipality.

Table 3 gives the number of collegiate and graduate students from the several States and Territories in universities and colleges for men and for both sexes, colleges for women, Division A, and in schools of technology, the estimated population of each State, and the number of people to each college student. In this compilation the colleges for women, Division B (Table 39), are not included, owing to the fact that in a large number of these institutions the students are not classified in such manner as to enable one to separate the primary and preparatory

from the collegiate students, while in other cases the residence of students is not given in the catalogues of the institutions. The drawing power of the institutions of the several States, as shown by the number and proportion of students drawn from the various sections of the country, is shown in Tables 4, 5, and 6. From Table 6 it is seen that 803 students from foreign countries are receiving collegiate and graduate instruction in the United States.

The number of students who remain at college pursuing advanced studies after having completed courses of study leading to a bachelor's degree is constantly increasing. The total number of such students reported in 1896-97 by all classes of institutions is 4,919, of which number 1,413 were women. These numbers do not include the students who remain at college for the purpose of pursuing professional studies in law, medicine, theology, etc. The following tabular statement gives the number of resident graduate students in the several departments of some of the principal universities and colleges of the country:

Institution.	Students in grad- uate depart- ment.	Gradu- ates in profes- sional depart- ments.	Total number of gradu- ate stu- dents.
1	2	3	4
University of California	112	75	187
Leland Stanford Junior University	97	.....	97
University of Colorado	29	.....	29
Yale University	227	205	a 440
Catholic University of America	17	67	84
Columbia University	36	59	95
Georgetown University	34	62	96
University of Illinois	47	.....	47
University of Chicago	717	210	927
Northwestern University	20	191	211
Indiana University	59	6	65
Iowa College	20	.....	20
State University of Iowa	58	62	120
University of Kansas	37	.....	37
Tulane University of Louisiana	83	.....	83
Johns Hopkins University	210	124	334
Boston University	91	186	277
Harvard University	279	632	b 953
Clark University	38	.....	38
University of Michigan	76	134	210
University of Minnesota	166	65	231
University of Nebraska	113	20	133
Princeton University	130	.....	130
Cornell University	158	37	c 244
Columbia University	164	417	c 639
New York University	83	108	191
Syracuse University	46	23	69
College of St. Francis Xavier (New York City)	95	.....	95
St. Xavier College (Cincinnati, Ohio)	49	.....	49
University of Cincinnati	32	15	47
Western Reserve University	28	31	59
Ohio State University	25	15	40
Ohio Wesleyan University	23	.....	23
University of Pennsylvania	161	357	518
Brown University	52	.....	52
Vanderbilt University	38	37	75
University of Virginia	30	48	78
University of Wisconsin	91	.....	91
Radcliffe College	39	.....	39
Wellesley College	37	.....	37
Barnard College	49	.....	49
Bryn Mawr College	46	.....	46
Purdue University	45	.....	45
Kansas Agricultural College	42	.....	42
Virginia Agricultural and Mechanical College	29	.....	29

a Includes 8 graduates in undergraduate departments.

b Includes 42 graduates in undergraduate departments.

c Includes 49 graduates in undergraduate departments.

According to the report of President Gilman of Johns Hopkins University for the year 1896-97, 2,103 persons have pursued graduate studies at that institution since its establishment, of which number 436 have been given the degree of Doctor of Philosophy.

The following diagrams, based on figures in the Handbook of Graduate Courses for 1897-98, published by the Federation of Graduate Clubs, show the popularity of the several branches of study among graduate students. The statistics were collected from 24 of the leading institutions of the country, and should therefore be fairly representative of graduate work. There are included in the investigation 3,204 students, divided among the various branches of study as follows:

Philosophy and Ethics, 519.
History, Politics, Law, 488.
English, 423.
Classics, 379.
Economics, Sociology, Anthropology, 377.
Psychology, Pedagogy, 298.
German, 287.
Biology, 271.
Mathematics, 247.
Chemistry, 208.
Romance Languages, 196.
Physics, 189.
Geology, Geography, 143.
Indo-Iranian and Comparative Philology, 138.
Semitics, 129.
Astronomy, 51.
Fine Arts and History of Art, 37.

Grouping the above subjects under five general headings, it is found that the groups were chosen by the students in the following proportion:

Language and Literature Studies.	35.4 per cent.
Historical and Social Sciences.	20.6 per cent.
Philosophical (ethics, psychology, education).	18 per cent.
Natural Sciences.	14.2 per cent.
Mathematical Sciences.	11.1 per cent.

Courses of study.—A large number of institutions for higher education maintain professional, technical, and special courses of study in addition to the usual studies required in an undergraduate course. In some cases these studies may be counted toward fulfilling the requirements for one of the more common degrees, while in other cases special degrees are conferred on the completion of such courses. Table 41 gives the courses maintained by the universities and colleges for men and for both sexes, and Table 42 gives the courses maintained by schools of technology. These tables show that instruction in agriculture is given by 53 institutions, architecture by 16, art by 175, business or commercial courses by 216, civil engineering by 92, domestic science by 34, dentistry by 22, electrical engineering by 70, law by 73, mechanical engineering by 73, mining engineering by 33, medicine by 57, military science or tactics by 104, music by 328, pedagogy by 211, pharmacy by 30, sanitary engineering by 12, theology by 90, and veterinary science by 27. Besides the courses included in Tables 41 and 42, it is found that instruction in naval architecture and marine engineering is given by the Massachusetts Institute of Technology, the University of Michigan, and Cornell University, and instruction

in bibliography is offered by the Leland Stanford Junior University, Columbian University, University of Illinois, University of Michigan, Dartmouth College, Cornell University, and Syracuse University.

Preparation of freshmen.—Tables 13, 21, and 32 show the number and proportion of freshmen prepared by the different kinds or institutions for secondary instruction as reported by a number of institutions for higher education. The results obtained from the statistics of the three classes of institutions reporting are as follows:

Class of institutions reporting.	Proportion prepared by—			
	Preparatory departments of colleges.	Private preparatory schools.	Public high schools.	Private study.
	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
Universities and colleges for men and for both sexes	34.26	19.68	43.39	2.67
Colleges for women, Division A	11.12	34.94	52.59	1.35
Schools of technology	12.55	12.99	70.31	4.15

Degrees.—The number of degrees, excluding degrees in law, medicine, theology, dentistry, pharmacy, and veterinary medicine, conferred in 1896-97 by institutions for higher education may be found in Tables 14, 15, 16, 22, 27, 33, and 34. According to the reports received there were conferred 315 Ph. D. degrees, of which number 285 were conferred on examination and 30 were conferred as honorary degrees. In view of the efforts that are now being made to prevent the conferring of the Ph. D. degree except upon examination after a certain time spent in graduate work, it may be interesting to state that nearly all of the honorary Ph. D. degrees conferred in 1897 were granted by institutions doing very little, if any, graduate work. The following resolutions adopted by the Convention of the Federation of Graduate Clubs, December 29, 1896, clearly indicate the sentiments of graduate students concerning the conferring of honorary degrees:

"*Resolved.* That it is the sense of this convention—

"1. That it is inexpedient for any institution to give the same degrees honoris causa as it grants in regular course on examination.

"2. That in every case the reasons for bestowing an honorary degree should be openly avowed and should be stated in the programme of the commencement exercises and in the annual catalogue.

"3. That bachelor degrees are inappropriate as honorary degrees or ex gratia, and should be made to signify always the completion of a recognized grade of undergraduate work in their respective departments.

"4. That the master's degree should never be granted except for resident graduate study of at least one year's duration, tested by adequate examination.

"5. That the minimum requirements for the degree of doctor of philosophy should be as follows:

"a. The previous attainment of a bachelor's degree or its equivalent.

"b. The completion of at least two years of resident graduate study; not more than one year, however, to be required in residence at the institution conferring the degree.

"c. Adequate examination and a thesis embodying the results of original research. Such thesis should bear the written acceptance of the professor or department in charge of the major subject, and should be accompanied by a short biography of the candidate.

"6. That the degrees of Ph. D., Sc. D., M. D., and Pd. D. should never be given honoris causa nor in absentia. L. H. D., S. T. D., D. D., LL. D., D. C. L., and Mus. D. are recognized as honorary degrees."

The tables concerning degrees show that there were conferred 11,405 bachelor degrees in course, excluding professional degrees, of which number 7,999 were conferred on men and 3,406 on women. Of the total number, 6,233, or more than one-half, were A. B. degrees.

The number of honorary degrees reported as having been conferred in 1896-97 is 791, of which number 590 were doctorates. The 791 degrees were divided among 23 different designations, 7 of which were represented by but 1 degree, 2 by 2 degrees, 3 by 3 degrees, 2 by 5 degrees, 1 by 7 degrees, 1 by 10 degrees, 1 by 13 degrees, 1 by 14 degrees, 1 by 15 degrees, 1 by 30 degrees, 1 by 163 degrees, 1 by 186 degrees, and 1 (D. D.) by 323 degrees.

Property.—The total amount of money invested in institutions for higher education, as reported by the institutions, is \$295,816,887, of which \$128,191,974 consists of interest-bearing funds, while the remainder is the value of the grounds, buildings, and equipment used for instruction and research. Of the total amount of endowment funds, 51.7 per cent is held by the institutions of the North Atlantic Division.

The past few years have witnessed the expenditure of large sums of money for buildings by a number of the universities and colleges of the country. Extraordinary expenditures for such purposes were caused by the removal to new sites of Columbia University, New York University, and Barnard College, New York City, and the erection of dormitories by the University of Pennsylvania.

The University of California is now making preparations for extensive building operations and has invited the cooperation of the architects and artists of every land and clime in the preparation of a plan for an ideal home of education. The purpose is to secure a plan to which all the buildings that may be needed in the future shall conform. All the buildings that have been constructed up to the present time are to be ignored and the grounds are to be treated as a blank space, to be filled with a single beautiful and harmonious picture. There are to be at least twenty-eight buildings. About \$5,000,000 has already been pledged for a beginning, and such a general desire to contribute has been manifested that it is thought that all funds required will be forthcoming as fast as the work can be carried on.

Income.—The total income reported by the institutions for higher education for the year 1896-97 was \$25,608,446, of which amount \$9,585,772, or 37.4 per cent, was derived from tuition fees. The receipts from endowment funds were \$6,191,204, being an income of 4.8 per cent on the amount invested. The amount appropriated by the several States and municipalities to these institutions was \$3,565,529, and the General Government appropriated \$2,444,984.

Benefactions.—The amount of gifts and bequests received during the year was \$8,390,993. Of this amount, \$4,141,601, or almost one-half, was given to the institutions located in the North Atlantic Division.

The summarized and detailed statistics concerning the institutions for higher education are given in the following pages.

TABLE 1.—Whole number of students receiving higher education (including students in undergraduate and graduate departments of universities and colleges, colleges for women, schools of technology, and in professional schools and departments).

State or Territory.	Universities and colleges for men and for both sexes.		Colleges for women—Division A.	Colleges for women—Division B.	Schools of technology.		Professional schools and departments (law, medicine, and theology).		Total number of students in higher education.	
	Male.	Female.			Male.	Female.	Male.	Female.	Male.	Female.
United States.....	55,755	16,536	3,913	10,929	8,907	1,094	41,416	1,583	106,078	34,055
North Atlantic Division.	20,548	2,305	3,497	831	2,918	180	13,531	476	36,997	7,289
South Atlantic Division.	6,045	853	364	4,409	1,678	13	5,368	69	13,091	5,707
South Central Division.	6,557	2,355	-----	4,026	2,923	25	4,787	77	12,267	6,483
North Central Division.	19,110	9,209	40	1,641	2,678	579	16,301	807	38,089	12,276
Western Division.....	3,495	1,814	12	22	710	298	1,429	154	5,634	2,300
North Atlantic Division:										
Maine.....	526	186	-----	36	290	17	257	0	1,073	239
New Hampshire.....	475	0	-----	30	67	19	145	0	687	49
Vermont.....	279	99	-----	-----	47	0	221	0	547	99
Massachusetts.....	3,968	372	2,331	127	1,481	71	2,366	114	7,815	3,015
Rhode Island.....	705	145	-----	-----	99	46	-----	-----	804	191
Connecticut.....	2,307	91	-----	-----	84	23	554	0	2,945	114
New York.....	5,446	619	863	153	437	4	5,964	198	11,847	1,842
New Jersey.....	1,328	0	14	10	413	0	467	0	2,208	24
Pennsylvania.....	5,514	793	289	470	-----	-----	3,557	164	9,071	1,716
South Atlantic Division:										
Delaware.....	77	0	-----	-----	10	3	-----	-----	87	2
Maryland.....	966	84	241	217	343	0	1,893	51	3,202	593
District of Columbia.	521	114	-----	-----	47	0	1,408	16	1,976	130
Virginia.....	1,077	68	123	774	511	0	797	0	2,385	965
West Virginia.....	302	128	-----	14	-----	-----	104	0	406	142
North Carolina.....	1,346	171	-----	689	256	10	303	0	1,905	880
South Carolina.....	659	40	-----	1,065	371	0	155	0	1,185	1,105
Georgia.....	951	141	-----	1,640	140	0	708	2	1,759	1,783
Florida.....	146	107	-----	-----	-----	-----	-----	-----	146	107
South Central Division:										
Kentucky.....	1,098	361	-----	876	-----	-----	1,815	14	2,913	1,191
Tennessee.....	1,865	698	1,107	-----	-----	-----	1,694	39	3,469	1,894
Alabama.....	761	144	-----	779	322	13	254	2	1,337	937
Mississippi.....	545	68	-----	835	256	2	42	0	843	905
Louisiana.....	698	320	-----	141	-----	-----	479	2	1,177	463
Texas.....	1,163	502	-----	228	297	0	553	30	2,016	760
Arkansas.....	408	304	-----	60	-----	-----	37	0	445	394
Oklahoma.....	8	4	-----	-----	48	11	-----	-----	56	15
Indian Territory.....	11	14	-----	-----	-----	-----	-----	-----	11	14
North Central Division:										
Ohio.....	3,419	1,668	-----	313	244	0	2,709	154	6,372	2,135
Indiana.....	1,653	757	-----	10	687	84	1,039	48	3,379	899
Illinois.....	4,019	1,698	40	207	133	23	4,890	300	9,032	2,238
Michigan.....	1,653	906	-----	-----	474	45	1,616	96	3,743	1,047
Wisconsin.....	1,324	499	-----	-----	-----	-----	566	0	1,890	521
Minnesota.....	1,703	715	-----	23	-----	-----	989	34	2,692	772
Iowa.....	1,612	995	-----	-----	442	100	1,179	66	3,233	1,161
Missouri.....	1,649	642	-----	987	-----	-----	2,737	57	4,386	1,686
North Dakota.....	64	33	-----	-----	31	14	-----	-----	95	47
South Dakota.....	103	76	-----	-----	239	78	-----	-----	342	154
Nebraska.....	843	616	-----	-----	-----	-----	269	16	1,144	632
Kansas.....	1,063	604	-----	79	428	235	287	36	1,761	954
Western Division:										
Montana.....	39	38	-----	-----	10	6	-----	-----	49	44
Wyoming.....	44	36	-----	-----	-----	-----	-----	-----	44	36
Colorado.....	262	176	-----	-----	261	56	302	48	825	280
New Mexico.....	-----	-----	-----	-----	46	22	-----	-----	46	22
Arizona.....	27	8	-----	-----	-----	-----	-----	-----	27	8
Utah.....	78	85	-----	-----	96	43	-----	-----	174	128
Nevada.....	93	50	-----	-----	-----	-----	-----	-----	93	50
Idaho.....	41	23	-----	-----	-----	-----	-----	-----	41	23
Washington.....	365	160	-----	-----	117	48	-----	-----	482	217
Oregon.....	204	133	-----	-----	180	123	162	16	546	272
California.....	2,342	1,096	12	22	-----	-----	965	90	3,307	1,220

TABLE 2.—Number of undergraduate and graduate students in public universities, colleges, and schools of technology.

State or Territory.	Collegiate departments.			Graduate departments.						Total number of undergraduate and graduate students.		
				Resident.			Nonresident.					
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	20,123	6,107	26,230	900	371	1,271	118	35	153	21,141	6,513	27,654
North Atlantic Division.	4,514	236	4,750	30	1	31	0	0	0	4,544	237	4,781
South Atlantic Division.	2,919	453	3,377	99	10	109	3	0	3	3,021	463	3,489
South Central Division.	2,024	533	2,557	61	12	73	19	3	22	2,104	548	2,652
North Central Division.	8,517	3,616	12,133	594	254	848	88	30	118	9,199	3,900	13,099
Western Division.....	2,149	1,264	3,413	116	94	210	8	2	10	2,273	1,360	3,633
North Atlantic Division:												
Maine.....	290	17	307	0	0	0	0	0	0	290	17	307
New Hampshire.....	65	19	84	2	0	2	0	0	0	67	19	86
Vermont.....	218	50	268	2	1	3	0	0	0	220	51	271
Massachusetts.....	1,256	71	1,327	4	0	4	0	0	0	1,260	71	1,331
Rhode Island.....	99	46	145	0	0	0	0	0	0	99	46	145
Connecticut.....	84	23	107	0	0	0	0	0	0	84	23	107
New York.....	1,075	0	1,075	0	0	0	0	0	0	1,075	0	1,075
New Jersey.....	150	0	150	0	0	0	0	0	0	150	0	150
Pennsylvania.....	1,277	10	1,287	22	0	22	0	0	0	1,299	10	1,309
South Atlantic Division:												
Delaware.....	86	2	88	1	0	1	0	0	0	87	2	89
Maryland.....	343	0	343	0	0	0	0	0	0	343	0	343
Virginia.....	704	0	704	61	0	61	0	0	0	765	0	765
West Virginia.....	184	43	227	0	0	0	0	0	0	184	43	227
North Carolina.....	589	11	600	16	4	20	3	0	3	608	15	623
South Carolina.....	531	16	547	8	0	8	0	0	0	539	16	555
Georgia.....	383	312	700	11	6	17	0	0	0	399	318	717
Florida.....	94	74	168	2	0	2	0	0	0	96	74	170
South Central Division:												
Kentucky.....	104	79	183	4	2	6	1	0	1	109	81	190
Tennessee.....	225	58	283	12	3	15	0	0	0	237	61	298
Alabama.....	431	17	448	17	0	17	0	0	0	448	17	465
Mississippi.....	440	177	617	13	2	15	18	3	21	471	182	653
Louisiana.....	127	0	127	0	0	0	0	0	0	127	0	127
Texas.....	505	107	612	15	5	20	0	0	0	520	112	632
Arkansas.....	136	80	216	0	0	0	0	0	0	136	80	216
Oklahoma.....	56	15	71	0	0	0	0	0	0	56	15	71
North Central Division:												
Ohio.....	1,037	410	1,447	39	18	57	9	2	11	1,085	430	1,515
Indiana.....	1,054	355	1,409	67	37	104	4	1	5	1,125	393	1,518
Illinois.....	492	134	626	41	6	47	9	1	10	542	141	683
Michigan.....	1,414	559	1,973	54	35	89	3	2	5	1,471	596	2,067
Wisconsin.....	667	323	990	75	16	91	12	7	19	754	346	1,100
Minnesota.....	1,020	510	1,530	129	37	166	0	0	0	1,149	547	1,696
Iowa.....	807	266	1,073	50	21	71	23	15	43	885	302	1,187
Missouri.....	419	89	508	14	3	17	0	0	0	433	92	525
North Dakota.....	68	40	108	3	0	3	2	0	2	73	40	113
South Dakota.....	259	106	365	10	1	11	13	0	13	282	107	389
Nebraska.....	491	390	881	70	43	113	0	0	0	561	433	994
Kansas.....	789	434	1,223	42	37	79	8	2	10	839	473	1,312
Western Division:												
Montana.....	30	36	66	0	0	0	0	0	0	30	36	66
Wyoming.....	41	33	74	3	3	6	2	0	2	46	36	82
Colorado.....	367	131	498	26	13	39	0	0	0	393	144	537
New Mexico.....	45	22	67	1	0	1	0	0	0	46	22	68
Arizona.....	27	8	35	0	0	0	0	0	0	27	8	35
Utah.....	160	120	280	10	8	18	0	0	0	170	128	298
Nevada.....	93	50	143	0	0	0	0	0	0	93	50	143
Idaho.....	39	21	60	2	2	4	0	0	0	41	23	64
Washington.....	275	149	424	5	4	9	0	0	0	280	153	433
Oregon.....	247	143	390	3	18	21	1	0	1	251	161	412
California.....	825	551	1,376	63	46	112	5	2	7	893	599	1,495

TABLE 3.—*Proportion of population to college students.*

State or Territory.	Number of students from the several States attending college.	Estimated population (1896).	Number of people to each college student.
United States.....	84,955	70,595,321	831
North Atlantic Division.....	26,472	19,520,400	737
South Atlantic Division.....	9,064	9,667,000	1,069
South Central Division.....	10,232	12,747,200	1,246
North Central Division.....	32,581	24,827,541	762
Western Division.....	6,606	3,833,180	580
North Atlantic Division:			
Maine.....	1,277	655,600	513
New Hampshire.....	569	a 389,000	684
Vermont.....	646	332,500	515
Massachusetts.....	5,416	2,547,000	471
Rhode Island.....	777	393,400	506
Connecticut.....	1,390	817,900	585
New York.....	7,873	6,722,000	854
New Jersey.....	1,641	1,716,000	1,046
Pennsylvania.....	6,874	5,947,000	865
South Atlantic Division:			
Delaware.....	205	b 173,200	845
Maryland.....	1,257	1,159,000	922
District of Columbia.....	497	273,600	551
Virginia.....	1,641	1,697,000	1,034
West Virginia.....	562	849,300	1,511
North Carolina.....	1,838	1,763,000	959
South Carolina.....	1,251	1,256,000	1,004
Georgia.....	1,444	2,015,000	1,395
Florida.....	369	489,900	1,303
South Central Division:			
Kentucky.....	1,537	1,993,000	1,297
Tennessee.....	1,969	c 1,857,000	943
Alabama.....	1,207	1,709,000	1,416
Mississippi.....	1,674	c 1,431,000	1,332
Louisiana.....	1,200	1,234,000	1,028
Texas.....	2,251	2,979,000	1,323
Arkansas.....	828	1,270,000	1,534
Oklahoma.....	101	274,200	2,715
Indian Territory.....	65		
North Central Division:			
Ohio.....	5,754	3,855,000	670
Indiana.....	2,831	2,289,600	809
Illinois.....	5,699	4,509,000	791
Michigan.....	2,829	c 2,241,641	792
Wisconsin.....	1,934	2,054,000	1,062
Minnesota.....	2,412	1,641,000	680
Iowa.....	3,618	2,088,000	577
Missouri.....	2,771	3,065,000	1,084
North Dakota.....	217	363,600	1,399
South Dakota.....	606	a 401,300	662
Nebraska.....	1,488	1,111,000	747
Kansas.....	2,422	1,329,000	549
Western Division:			
Montana.....	165	269,800	1,272
Wyoming.....	112	99,700	890
Colorado.....	784	544,200	694
New Mexico.....	88	177,200	2,014
Arizona.....	58	78,380	1,351
Utah.....	327	258,500	791
Nevada.....	155	41,500	268
Idaho.....	128	143,400	1,120
Washington.....	701	479,700	684
Oregon.....	741	378,800	511
California.....	3,347	1,422,000	425

a In 1891.

b In 1892.

c In 1893.

TABLE 4.—*Students attending college in the State and in the geographical division in which they reside.*

State or Territory.	Number of students from the several States attending college in the United States.	Students attending college in the State in which they reside.		Students attending college in the geographical division in which they reside.	
		Number.	Proportion.	Number.	Proportion.
			<i>Per cent.</i>		<i>Per cent.</i>
United States	84,955				
North Atlantic Division	26,472			25,013	94.49
South Atlantic Division	9,094			7,523	83.00
South Central Division	10,232			9,151	89.44
North Central Division	32,581			29,353	90.69
Western Division	6,606			5,912	89.49
North Atlantic Division:					
Maine	1,277	874	68.44	1,235	96.71
New Hampshire	569	234	41.12	553	97.17
Vermont	646	335	51.86	621	96.13
Massachusetts	5,416	4,463	82.40	5,263	97.18
Rhode Island	777	587	75.55	750	96.53
Connecticut	1,399	797	56.97	1,319	94.28
New York	7,873	5,235	66.49	7,380	93.74
New Jersey	1,641	747	45.52	1,560	95.06
Pennsylvania	6,874	5,280	76.81	6,332	92.12
South Atlantic Division:					
Delaware	205	77	37.56	100	48.83
Maryland	1,257	858	68.26	959	76.29
District of Columbia	497	232	46.68	274	55.13
Virginia	1,641	1,276	77.76	1,431	87.20
West Virginia	562	326	58.01	405	72.06
North Carolina	1,838	1,580	85.96	1,698	92.38
South Carolina	1,251	987	78.90	1,131	90.41
Georgia	1,444	1,165	80.68	1,244	86.15
Florida	369	232	62.87	281	76.15
South Central Division:					
Kentucky	1,537	1,182	76.90	1,257	81.78
Tennessee	1,969	1,701	86.39	1,783	90.55
Alabama	1,207	1,007	83.43	1,113	92.21
Mississippi	1,074	823	76.63	988	91.99
Louisiana	1,200	965	80.42	1,118	93.17
Texas	2,251	1,873	83.21	2,014	89.47
Arkansas	828	679	82.00	753	90.94
Oklahoma	101	71	70.30	78	77.23
Indian Territory	65	21	32.31	47	72.31
North Central Division:					
Ohio	5,754	4,513	78.43	4,910	85.33
Indiana	2,831	2,280	80.54	2,609	92.16
Illinois	5,699	4,141	72.66	4,900	85.98
Michigan	2,820	2,398	84.76	2,611	92.29
Wisconsin	1,934	1,526	78.90	1,776	91.83
Minnesota	2,412	2,072	85.90	2,269	94.07
Iowa	3,618	2,862	77.45	3,395	93.84
Missouri	2,771	1,978	71.38	2,379	85.85
North Dakota	217	122	56.22	205	94.47
South Dakota	606	475	78.38	587	96.86
Nebraska	1,488	1,269	85.28	1,417	95.23
Kansas	2,422	2,092	86.37	2,295	94.76
Western Division:					
Montana	165	86	52.12	111	67.27
Wyoming	112	75	66.96	84	75.00
Colorado	784	603	76.91	626	79.85
New Mexico	88	54	61.36	67	76.14
Arizona	58	32	55.17	41	70.69
Utah	327	266	81.35	281	85.93
Nevada	155	134	86.45	137	88.38
Idaho	128	87	67.97	105	82.03
Washington	701	588	83.88	641	91.44
Oregon	741	620	83.67	692	93.39
California	3,347	3,094	92.44	3,117	93.13

TABLE 5.—*Showing the number and proportion of students attending college in the several States who are drawn (1) from the State and (2) from the geographical division in which the colleges are located.*

State or Territory.	Number of students in the colleges of the several States.	Students drawn from the State in which the colleges are located.		Students drawn from the geographical division in which the colleges are located.	
		Number.	Proportion.	Number.	Proportion.
United States	85,758	.....	<i>Per cent.</i>	84,955	<i>Per cent.</i>
North Atlantic Division	29,437	.....	.....	25,013	84.97
South Atlantic Division	8,900	.....	.....	7,523	84.53
South Central Division	9,856	.....	.....	9,151	92.85
North Central Division	31,214	.....	.....	29,353	94.04
Western Division	6,351	.....	.....	5,912	93.09
North Atlantic Division:					
Maine	1,019	874	85.77	999	98.04
New Hampshire	563	234	41.56	523	92.90
Vermont	425	335	78.82	417	98.12
Massachusetts	8,225	4,463	54.26	6,755	82.13
Rhode Island	995	587	58.99	950	95.48
Connecticut	2,495	797	31.94	1,904	76.31
New York	7,355	5,235	71.18	6,244	84.89
New Jersey	1,755	747	42.56	1,389	79.15
Pennsylvania	6,605	5,280	79.94	5,832	88.30
South Atlantic Division:					
Delaware	94	77	81.91	87	92.55
Maryland	1,642	858	52.25	1,041	63.40
District of Columbia	635	232	36.54	333	52.44
Virginia	1,779	1,276	71.73	1,522	85.55
West Virginia	430	326	75.81	331	76.98
North Carolina	1,783	1,580	88.61	1,736	97.36
South Carolina	1,068	987	92.42	1,043	97.66
Georgia	1,216	1,165	95.81	1,194	98.19
Florida	253	232	91.70	236	93.28
South Central Division:					
Kentucky	1,399	1,182	84.49	1,274	91.07
Tennessee	2,569	1,701	66.21	2,149	83.65
Alabama	1,239	1,007	81.28	1,135	91.61
Mississippi	871	823	94.49	868	99.66
Louisiana	1,008	965	95.73	1,002	99.40
Texas	1,962	1,873	95.46	1,933	98.52
Arkansas	712	679	95.37	696	97.75
Oklahoma	71	71	100.00	71	100.00
Indian Territory	25	21	84.00	23	92.00
North Central Division:					
Ohio	5,331	4,513	84.66	4,809	90.21
Indiana	2,981	2,280	76.48	2,737	91.81
Illinois	5,757	4,141	71.93	5,269	91.52
Michigan	3,078	2,398	77.91	2,887	93.79
Wisconsin	1,823	1,526	83.71	1,774	97.31
Minnesota	2,418	2,072	85.69	2,357	97.48
Iowa	3,084	2,802	90.86	3,035	98.41
Missouri	2,291	1,978	86.34	2,158	94.19
North Dakota	144	122	84.72	135	93.75
South Dakota	513	475	92.59	505	98.44
Nebraska	1,461	1,269	86.86	1,417	96.99
Kansas	2,333	2,062	89.67	2,270	97.30
Western Division:					
Montana	93	86	92.47	89	95.70
Wyoming	89	75	83.75	76	85.00
Colorado	755	603	79.87	629	83.31
New Mexico	68	54	79.41	55	80.88
Arizona	35	32	91.43	33	94.29
Utah	302	266	88.08	298	98.68
Nevada	143	134	93.71	143	100.00
Idaho	64	57	89.06	61	95.31
Washington	623	588	94.38	614	98.56
Oregon	640	620	96.88	635	99.22
California	3,548	3,094	87.20	3,270	92.42

TABLE 6.—*Residence of college students.*

Residence of students.	Students attending college in—									
	Maine.	New Hampshire.	Vermont.	Massachusetts.	Rhode Island.	Connecticut.	New York.	New Jersey.	Pennsylvania.	North Atlantic Division.
United States.....	1,011	560	424	8,111	991	2,436	7,257	1,721	6,527	29,068
North Atlantic Division.....	999	523	417	6,755	950	1,904	6,244	1,389	5,892	25,013
South Atlantic Division.....	7	3	1	173	11	37	165	112	335	924
South Central Division.....	1	1	---	80	6	50	129	40	39	347
North Central Division.....	3	32	5	963	19	389	645	168	229	2,453
Western Division.....	1	1	1	140	5	65	74	12	32	331
North Atlantic Division:										
Maine.....	874	29	5	228	21	34	35	---	9	1,235
New Hampshire.....	41	234	10	190	32	22	22	---	3	553
Vermont.....	4	65	335	130	23	31	28	2	3	621
Massachusetts.....	67	155	28	4,463	188	144	156	5	57	5,263
Rhode Island.....	3	4	---	103	587	20	22	1	10	750
Connecticut.....	5	6	4	317	18	797	128	14	30	1,319
New York.....	27	34	34	924	54	569	5,235	314	221	7,380
New Jersey.....	2	1	1	161	17	118	293	747	220	1,560
Pennsylvania.....	1	2	---	239	10	169	325	306	5,280	6,532
South Atlantic Division:										
Delaware.....	---	---	---	16	---	12	11	11	50	100
Maryland.....	1	---	---	24	3	8	26	47	151	260
District of Columbia.....	12	3	---	68	1	18	31	32	30	185
Virginia.....	1	---	---	13	4	3	24	7	46	99
West Virginia.....	1	---	---	10	---	3	11	2	35	62
North Carolina.....	---	---	---	11	1	2	15	1	39	69
South Carolina.....	---	---	---	14	---	1	19	6	21	61
Georgia.....	---	---	1	10	2	8	22	5	16	64
Florida.....	1	---	---	7	---	2	6	1	7	24
South Central Division:										
Kentucky.....	---	---	---	31	---	16	36	15	10	108
Tennessee.....	---	---	---	11	2	8	16	6	9	52
Alabama.....	---	---	---	4	---	1	11	5	1	22
Mississippi.....	---	---	---	7	2	---	8	3	2	22
Louisiana.....	2	---	---	6	1	12	10	1	1	33
Texas.....	---	1	---	17	---	10	37	8	9	82
Arkansas.....	---	---	---	3	1	3	9	1	6	23
Oklahoma.....	---	---	---	1	---	---	---	---	1	2
Indian Territory.....	---	---	---	---	---	---	2	1	---	3
North Central Division:										
Ohio.....	1	4	---	223	7	115	157	42	108	657
Indiana.....	---	---	---	67	1	15	35	11	16	145
Illinois.....	1	20	2	289	7	107	158	29	46	669
Michigan.....	---	2	---	54	---	34	62	11	12	175
Wisconsin.....	---	---	1	48	1	14	45	3	7	119
Minnesota.....	---	2	---	47	---	20	29	7	4	109
Iowa.....	1	1	---	22	---	9	45	14	14	156
Missouri.....	---	1	---	116	2	53	60	27	10	269
North Dakota.....	---	---	---	1	---	2	4	---	1	10
South Dakota.....	---	---	1	2	---	2	2	2	1	13
Nebraska.....	---	1	---	18	---	6	18	4	3	50
Kansas.....	---	1	1	26	1	12	27	6	7	81
Western Division:										
Montana.....	---	---	---	13	---	5	4	1	3	26
Wyoming.....	---	---	---	2	---	2	1	---	---	5
Colorado.....	---	---	---	33	---	25	14	3	8	83
New Mexico.....	---	---	---	3	---	2	1	---	1	7
Arizona.....	---	---	---	2	---	---	4	1	1	8
Utah.....	---	---	---	6	---	5	---	2	5	22
Nevada.....	---	---	---	22	---	---	---	---	1	5
Idaho.....	---	---	---	2	---	---	---	---	---	4
Washington.....	---	1	---	12	---	2	5	---	3	23
Oregon.....	---	---	---	12	2	6	6	2	---	28
California.....	---	---	1	53	3	19	31	3	10	129
Foreign countries.....	8	3	1	114	4	29	98	34	78	369

TABLE 6.—*Residence of college students*—Continued.

	Students attending college in—									
Residence of students.	Delaware.	Maryland.	District of Columbia.	Virginia.	West Virginia.	North Carolina.	South Carolina.	Georgia.	Florida.	South Atlantic Division.
United States.....	94	1,619	625	1,770	426	1,778	1,068	1,215	250	8,845
North Atlantic Division.....	7	356	130	23	32	23	1		9	581
South Atlantic Division.....	87	1,041	333	1,522	331	1,736	1,043	1,194	236	7,523
South Central Division.....		58	33	188	6	17	24	20	1	347
North Central Division.....		140	110	29	57	1			4	341
Western Division.....		24	19	8		1		1		53
North Atlantic Division:										
Maine.....		7	9							16
New Hampshire.....		2	1							3
Vermont.....		1	1						1	3
Massachusetts.....		45	25	1		2			1	74
Rhode Island.....		15	2	1		1				19
Connecticut.....		25	6	1					2	34
New York.....		105	36	8	4	4	1		2	160
New Jersey.....		25	9	3					1	38
Pennsylvania.....	7	131	41	9	28	16			2	234
South Atlantic Division:										
Delaware.....	77	20	3							100
Maryland.....	10	858	33	51	3	2		2		959
District of Columbia.....		29	232	10		1	1	1		274
Virginia.....		71	36	1,276	2	40	4	1	1	1,431
West Virginia.....		13	4	59	326	3				405
North Carolina.....		24	7	50		1,580	30	5	2	1,698
South Carolina.....		10	5	40		80	987	9		1,131
Georgia.....		13	10	22		18	15	1,165	1	1,244
Florida.....		3	3	14		12	6	11	232	281
South Central Division:										
Kentucky.....		16	2	31	5			1		55
Tennessee.....		6	9	59	1	7	7	3		92
Alabama.....		11	4	17		5	9	6	1	55
Mississippi.....		4	3	19		1	3	4		32
Louisiana.....		8	4	16		1				30
Texas.....		9	9	42		2	3	4		69
Arkansas.....		4	2	2			2			10
Oklahoma.....								1		1
Indian Territory.....				2		1				3
North Central Division:										
Ohio.....		22	21	12	39				1	105
Indiana.....		13	6	2	6					27
Illinois.....		24	14	1	2				1	42
Michigan.....		8	12		2					22
Wisconsin.....		9	9							18
Minnesota.....		7	10							17
Iowa.....		14	14	1	2				2	33
Missouri.....		14	13	12	5	1				50
North Dakota.....		1						1		1
South Dakota.....		2								2
Nebraska.....		8	1							9
Kansas.....		8	5	1	1					15
Western Division:										
Montana.....		1	1	1						3
Wyoming.....		1								1
Colorado.....		2	4	1						7
New Mexico.....		2								2
Arizona.....		1								2
Utah.....		3						1		3
Nevada.....		1	2							3
Idaho.....		1	2							3
Washington.....		1	1	1						3
Oregon.....		3								3
California.....		8	9	5		1				23
Foreign countries.....		23	10	9	4	5		1	3	55

TABLE 6.—*Residence of college students—Continued.*

Residence of students.	Students attending college in—								
	Kentucky.	Tennessee.	Alabama.	Mississippi.	Louisiana.	Texas.	Arkansas.	Oklahoma.	Indian Territory.
United States	1,394	2,558	1,219	871	1,007	1,957	712	71	35
North Atlantic Division:	7	21	7	—	—	3	1	—	—
South Atlantic Division:	18	298	67	1	3	3	—	—	—
South Central Division:	1,274	2,149	1,135	868	1,002	1,953	696	71	33
North Central Division:	90	76	10	2	2	12	8	—	—
Western Division:	5	14	—	—	—	7	—	—	—
North Atlantic Division:	—	—	—	—	—	—	—	—	—
Vermont	1	—	—	—	—	—	—	—	1
Massachusetts	1	3	1	—	—	—	—	—	5
Connecticut	1	—	1	—	—	—	—	—	2
New York	1	11	—	—	—	—	—	—	12
New Jersey	—	4	—	—	—	2	—	—	6
Pennsylvania	3	3	5	—	—	—	1	—	12
South Atlantic Division:	—	—	—	—	—	—	—	—	—
Delaware	—	1	—	—	—	—	—	—	1
Maryland	1	4	1	—	—	—	—	—	6
District of Columbia	—	6	1	—	—	—	1	—	8
Virginia	2	73	—	—	2	—	1	—	78
West Virginia	5	20	—	—	—	—	1	—	26
North Carolina	—	54	1	—	—	—	—	—	55
South Carolina	1	39	8	—	—	2	—	—	59
Georgia	3	69	40	—	—	1	1	—	114
Florida	6	32	16	1	1	—	3	—	59
South Central Division:	—	—	—	—	—	—	—	—	—
Kentucky	1,182	65	8	—	—	2	—	—	1,257
Tennessee	39	1,701	16	12	6	—	4	—	1,783
Alabama	5	88	1,007	7	3	—	—	—	1,113
Mississippi	23	98	23	823	15	—	1	—	988
Louisiana	5	46	65	17	965	17	3	—	1,118
Texas	10	95	16	3	12	1,873	5	—	2,014
Arkansas	9	50	—	6	1	6	679	—	759
Oklahoma	—	1	—	—	—	6	—	71	78
Indian Territory	1	5	—	—	—	16	4	—	21
North Central Division:	—	—	—	—	—	—	—	—	—
Ohio	39	8	7	—	—	—	—	—	54
Indiana	11	14	1	—	1	—	1	—	28
Illinois	19	19	—	—	1	5	—	—	44
Michigan	1	2	—	—	—	—	—	—	3
Wisconsin	1	2	—	—	—	—	—	—	3
Minnesota	1	1	—	—	—	—	—	—	2
Iowa	1	1	—	2	—	—	—	—	4
Missouri	15	22	2	—	—	5	7	—	52
Nebraska	1	—	—	—	—	—	—	—	1
Kansas	1	7	—	—	—	2	—	—	11
Western Division:	—	—	—	—	—	—	—	—	—
Montana	1	—	—	—	—	—	—	—	1
Wyoming	1	1	—	—	—	—	—	—	2
Colorado	—	3	—	—	—	1	—	—	4
New Mexico	—	1	—	—	—	2	—	—	3
Arizona	—	—	—	—	—	3	—	—	3
Utah	1	1	—	—	—	—	—	—	2
Washington	1	—	—	—	—	—	—	—	1
California	1	8	—	—	—	1	—	—	10
Foreign countries	5	11	20	—	1	5	—	—	42

TABLE 6.—*Residence of college students—Continued.*

Residence of students.	Students attending college in—												
	Ohio.	Indiana.	Illinois.	Michigan.	Wisconsin.	Minnesota.	Iowa.	Missouri.	North Dakota.	South Dakota.	Nebraska.	Kansas.	North Central Division.
United States.....	5,257	2,949	5,692	3,051	1,814	2,402	3,077	2,271	139	511	1,456	2,322	30,941
N. Atlantic Division.....	258	84	161	98	23	20	7	30	3	2	15	10	741
S. Atlantic Division.....	81	29	46	9	8	6	5	10	1	1	3	3	193
S. Central Division.....	52	73	118	21	12	5	14	48	1	4	27	365	
N. Central Division.....	4,800	2,737	5,269	2,887	1,774	2,357	3,035	2,158	135	505	1,417	2,270	29,353
Western Division.....	27	26	98	36	7	14	16	25	1	2	20	12	284
N. Atlantic Division:													
Maine.....	11	-----	2	2	1	1	-----	1	-----	-----	1	-----	19
New Hampshire.....	1	-----	5	4	-----	-----	-----	-----	-----	-----	-----	1	11
Vermont.....	3	3	3	-----	1	3	-----	-----	1	-----	-----	1	17
Massachusetts.....	11	8	19	7	6	1	-----	4	1	1	1	1	59
Rhode Island.....	2	1	5	-----	-----	-----	-----	-----	-----	-----	-----	-----	8
Connecticut.....	14	4	12	2	1	-----	1	1	-----	-----	1	1	37
New York.....	96	39	67	49	11	10	2	7	-----	1	6	4	292
New Jersey.....	3	10	7	1	-----	-----	1	-----	2	-----	-----	1	25
Pennsylvania.....	147	19	41	31	3	5	3	17	-----	-----	6	1	273
S. Atlantic Division:													
Delaware.....	1	1	-----	1	-----	-----	-----	-----	-----	-----	-----	-----	3
Maryland.....	10	7	4	-----	1	3	1	1	-----	1	-----	1	29
Dist. of Columbia.....	3	5	5	3	3	-----	2	1	-----	-----	-----	-----	22
Virginia.....	13	6	8	-----	-----	-----	1	4	-----	-----	-----	-----	32
West Virginia.....	48	6	3	4	-----	-----	1	-----	-----	-----	-----	-----	62
North Carolina.....	2	3	3	-----	1	2	-----	3	-----	-----	-----	1	15
South Carolina.....	1	-----	5	1	1	-----	-----	-----	-----	-----	-----	-----	8
Georgia.....	3	1	17	-----	-----	-----	-----	-----	-----	-----	-----	1	22
Florida.....	-----	-----	1	-----	2	1	-----	1	-----	-----	-----	-----	5
S. Central Division:													
Kentucky.....	25	44	28	7	1	2	-----	4	-----	-----	1	4	116
Tennessee.....	5	5	19	-----	-----	-----	2	8	-----	-----	-----	-----	41
Alabama.....	4	5	1	3	-----	3	1	-----	-----	-----	-----	-----	17
Mississippi.....	3	-----	25	-----	-----	-----	-----	2	-----	-----	-----	-----	32
Louisiana.....	4	2	8	-----	-----	-----	1	1	-----	-----	-----	-----	13
Texas.....	7	10	26	3	1	-----	4	16	-----	1	1	5	72
Arkansas.....	3	7	11	-----	-----	-----	-----	9	-----	1	2	3	38
Oklahoma.....	1	-----	-----	1	-----	-----	4	1	-----	-----	-----	13	20
Indian Territory.....	-----	-----	-----	-----	-----	-----	2	7	-----	-----	-----	2	11
N. Central Division:													
Ohio.....	4,513	112	129	105	20	5	5	10	-----	1	4	6	4,910
Indiana.....	67	2,280	179	55	9	1	6	8	-----	-----	3	1	2,609
Illinois.....	87	188	4,141	211	104	22	49	61	-----	5	12	20	4,900
Michigan.....	38	39	89	2,398	17	9	4	3	2	2	4	6	2,611
Wisconsin.....	11	11	115	12	1,526	72	20	2	3	2	2	2	1,776
Minnesota.....	5	11	77	11	15	2,072	50	3	10	5	7	3	2,269
Iowa.....	35	29	224	56	42	81	2,802	49	8	57	21	3,395	
Missouri.....	26	32	178	22	9	1	21	1,978	-----	15	97	2,379	
North Dakota.....	2	2	6	-----	1	62	8	-----	122	1	-----	-----	235
South Dakota.....	4	9	13	3	15	29	19	1	1	475	16	2	587
Nebraska.....	10	5	51	6	9	-----	31	11	-----	5	1,269	20	1,417
Kansas.....	11	19	67	8	7	3	20	41	-----	-----	27	2,092	2,295
Western Division:													
Montana.....	2	3	3	6	1	1	1	4	-----	1	1	1	24
Wyoming.....	4	-----	5	4	-----	-----	2	-----	-----	-----	5	-----	29
Colorado.....	4	3	16	9	-----	1	7	10	-----	-----	8	6	64
New Mexico.....	1	3	2	-----	-----	-----	-----	2	-----	-----	1	-----	9
Arizona.....	-----	-----	1	2	-----	-----	-----	1	-----	-----	-----	-----	4
Utah.....	1	-----	6	5	2	2	-----	3	-----	-----	-----	-----	19
Idaho.....	3	3	4	-----	-----	-----	1	2	-----	-----	3	-----	16
Washington.....	4	-----	15	2	2	7	-----	1	1	1	-----	-----	33
Oregon.....	4	1	8	-----	-----	1	1	1	-----	-----	-----	-----	18
California.....	4	13	38	6	2	2	4	1	-----	-----	2	5	77
Foreign countries.....	74	32	65	27	9	16	7	20	5	2	5	11	273

TABLE 6.—*Residence of college students—Continued.*

Residence of students.	Students attending college in—												
	Montana.	Wyoming.	Colorado.	New Mexico.	Arizona.	Utah.	Nevada.	Idaho.	Washington.	Oregon.	California.	Western Division.	United States.
United States	93	80	748	68	35	301	143	62	618	639	3,590	6,287	84,955
North Atlantic Division.	---	---	37	2	---	---	---	---	1	2	67	99	26,472
South Atlantic Division.	---	---	7	---	---	---	---	---	---	---	15	23	9,064
South Central Division.	1	---	2	10	---	---	---	---	1	---	8	23	10,232
North Central Division.	3	4	83	1	2	3	---	1	2	---	131	232	32,581
Western Division.	89	76	629	55	33	298	143	61	614	635	3,279	5,912	6,606
North Atlantic Division:	---	---	---	---	---	---	---	---	---	---	---	---	---
Maine	---	---	4	---	---	---	---	---	---	---	3	7	1,277
New Hampshire	---	---	1	---	---	---	---	---	---	---	1	2	569
Vermont	---	---	1	---	---	---	---	---	---	---	1	4	646
Massachusetts	---	---	2	1	---	---	---	---	---	---	12	15	5,416
Rhode Island	---	---	---	---	---	---	---	---	---	---	---	---	777
Connecticut	---	---	1	---	---	---	---	---	1	---	5	7	1,399
New York	---	---	10	1	---	---	---	---	---	---	18	29	7,873
New Jersey	---	---	2	---	---	---	---	---	---	---	10	12	1,641
Pennsylvania	---	---	5	---	---	---	---	---	---	2	16	23	6,874
South Atlantic Division:	---	---	---	---	---	---	---	---	---	---	---	---	---
Delaware	---	---	---	---	---	---	---	---	---	---	1	1	205
Maryland	---	---	2	---	---	---	---	---	---	---	1	3	1,257
District of Columbia	---	---	2	---	---	---	---	---	---	---	6	8	497
Virginia	---	---	1	---	---	---	---	---	---	---	---	1	1,641
West Virginia	---	---	1	---	---	---	---	---	---	---	6	7	562
North Carolina	---	---	1	---	---	---	---	---	---	---	---	1	1,838
South Carolina	---	---	---	---	---	---	---	---	---	---	1	1	1,251
Georgia	---	---	---	---	---	---	---	---	---	---	---	---	1,444
Florida	---	---	---	---	---	---	---	---	---	---	---	---	369
South Central Division:	---	---	---	---	---	---	---	---	---	---	---	---	---
Kentucky	---	---	---	---	---	---	---	---	---	---	1	1	1,537
Tennessee	1	---	---	---	---	---	---	---	---	---	---	1	1,939
Alabama	---	---	---	---	---	---	---	---	---	---	---	---	1,207
Mississippi	---	---	---	---	---	---	---	---	---	---	---	---	1,074
Louisiana	---	---	---	---	---	---	---	---	---	---	1	1	1,200
Texas	---	---	2	9	---	---	---	---	1	---	2	14	2,251
Arkansas	---	---	---	1	---	---	---	---	---	---	3	4	828
Oklahoma	---	---	---	---	---	---	---	---	---	---	---	---	101
Indian Territory	---	---	---	---	---	---	---	---	---	---	1	1	65
North Central Division:	---	---	---	---	---	---	---	---	---	---	---	---	---
Ohio	---	---	12	---	---	1	---	---	1	---	14	28	5,754
Indiana	---	---	3	---	1	---	---	---	---	---	18	22	2,831
Illinois	---	---	16	---	1	1	---	---	---	---	26	44	5,699
Michigan	---	2	9	---	---	1	---	---	---	---	6	18	2,829
Wisconsin	---	---	7	1	---	---	---	1	---	---	9	18	1,934
Minnesota	2	---	---	---	---	---	---	---	---	---	13	15	2,412
Iowa	---	---	11	---	---	---	---	---	---	1	18	30	3,618
Missouri	1	---	6	---	---	---	---	---	---	---	14	21	2,771
North Dakota	---	---	1	---	---	---	---	---	---	---	---	1	217
South Dakota	---	1	1	---	---	---	---	---	---	1	---	4	606
Nebraska	---	---	5	---	---	---	---	---	1	---	5	11	1,488
Kansas	---	1	12	---	---	---	---	---	---	---	7	20	2,422
Western Division:	---	---	---	---	---	---	---	---	---	---	---	---	---
Montana	89	---	3	---	---	---	---	---	9	1	12	111	165
Wyoming	---	75	6	---	---	---	---	---	---	---	3	84	112
Colorado	1	---	603	---	---	---	---	---	---	---	22	626	784
New Mexico	---	---	3	54	---	---	---	---	---	---	10	67	88
Arizona	---	---	---	---	32	---	---	---	---	---	9	41	53
Utah	---	---	1	---	---	266	---	---	---	---	14	281	327
Nevada	---	---	1	---	---	---	134	---	---	---	12	147	155
Idaho	2	1	1	---	---	32	---	57	8	1	3	105	128
Washington	---	---	1	---	---	---	---	3	588	10	39	641	701
Oregon	---	---	1	---	1	---	---	1	8	620	61	692	741
California	---	---	9	1	---	---	9	---	1	3	3,094	3,117	3,347
Foreign countries	---	---	7	---	---	1	---	2	5	1	48	64	803

TABLE 7.—*Number of universities and colleges for men and for both sexes, con-
students in undergraduate collegiate departments,*

State or Territory.	Nonsectarian.				Roman Catholic.				Methodist Episcopal.			
	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.
1 United States.....	114	3,247	31,941	\$67,559,857	59	711	5,954	\$829,020	86	845	8,482	\$10,403,497
2 North Atlantic Division	25	1,194	10,996	38,434,810	16	194	1,696	8,000	5	106	1,555	3,311,924
3 South Atlantic Division	22	315	2,413	5,668,393	9	111	541	671,020	16	99	1,266	532,560
4 South Central Division	19	292	3,217	4,168,681	9	93	774	0	19	156	1,367	1,462,000
5 North Central Division	35	1,081	11,822	13,309,110	20	238	2,250	150,000	38	405	3,952	4,712,073
6 Western Division.....	13	395	3,493	5,978,863	5	75	693	0	8	79	342	385,000
7 N. Atlantic Division:												
8 Maine.....	—	—	—	—	—	—	—	—	—	—	—	—
9 New Hampshire.....	—	—	—	—	—	—	—	—	—	—	—	—
10 Vermont.....	2	41	374	776,000	—	—	—	—	—	—	—	—
11 Massachusetts.....	5	201	2,903	12,116,444	2	30	370	0	1	23	402	787,000
12 Rhode Island.....	—	—	—	—	—	—	—	—	—	—	—	—
13 Connecticut.....	—	—	—	—	—	—	—	—	1	26	296	1,172,533
14 New York.....	8	476	3,656	17,907,323	8	105	749	8,000	1	30	471	866,562
15 New Jersey.....	1	81	912	23,000,000	2	20	118	0	—	—	—	—
16 Pennsylvania.....	9	295	3,151	4,635,043	4	39	459	0	2	27	336	545,829
17 S. Atlantic Division:												
18 Delaware.....	1	13	76	82,000	—	—	—	—	—	—	—	—
19 Maryland.....	3	91	324	3,025,000	4	45	327	0	1	5	10	22,000
20 District of Columbia	2	21	100	165,000	3	53	160	671,020	—	—	—	—
21 Virginia.....	4	55	493	1,254,632	—	—	—	—	2	16	217	110,000
22 West Virginia.....	1	21	227	114,750	—	—	—	—	1	7	83	0
23 North Carolina.....	2	30	426	115,000	1	8	40	0	3	19	259	127,500
24 South Carolina.....	2	16	184	293,700	—	—	—	—	3	16	170	65,000
25 Georgia.....	4	34	383	392,461	—	—	—	—	5	21	508	208,000
26 Florida.....	3	34	200	224,800	1	5	14	0	1	5	19	0
27 S. Central Division:												
28 Kentucky.....	3	51	237	396,568	1	9	29	0	2	13	104	43,000
29 Tennessee.....	4	66	523	428,800	1	10	80	0	4	46	320	1,197,000
30 Alabama.....	4	23	415	300,000	2	33	209	0	1	7	149	65,000
31 Mississippi.....	2	19	303	540,000	—	—	—	—	2	12	132	107,000
32 Louisiana.....	56	494	1,795,213	—	2	25	285	0	2	11	61	50,000
33 Texas.....	43	592	578,650	—	3	16	171	0	5	50	422	0
34 Arkansas.....	1	24	216	130,000	—	—	—	—	3	17	179	0
35 Oklahoma.....	1	10	12	0	—	—	—	—	—	—	—	—
36 Indian Territory.....	—	—	—	—	—	—	—	—	—	—	—	—
37 N. Central Division:												
38 Ohio.....	11	223	2,396	5,017,773	3	23	220	0	6	62	958	651,518
39 Indiana.....	3	90	1,041	1,299,840	2	46	235	0	3	30	442	232,871
40 Illinois.....	6	145	1,227	810,430	5	65	969	0	5	81	701	2,720,449
41 Michigan.....	1	102	1,467	546,000	1	15	81	0	1	11	198	200,000
42 Wisconsin.....	2	111	1,059	782,000	2	14	192	0	1	17	91	215,000
43 Minnesota.....	1	105	1,530	1,201,238	1	24	171	0	1	20	161	109,110
44 Iowa.....	2	63	581	200,000	—	—	—	—	7	69	680	323,825
45 Missouri.....	4	103	799	2,256,839	3	25	187	0	6	37	311	191,300
46 North Dakota.....	1	10	66	0	—	—	—	—	1	4	18	0
47 South Dakota.....	1	11	57	0	—	—	—	—	2	14	57	20,000
48 Nebraska.....	1	57	881	1,000,000	1	7	66	150,000	1	17	96	0
49 Kansas.....	2	61	718	135,000	2	19	115	0	4	43	239	48,000
50 Western Division:												
51 Montana.....	1	8	50	0	—	—	—	—	1	9	5	0
52 Wyoming.....	1	14	74	0	—	—	—	—	—	—	—	—
53 Colorado.....	1	27	191	80,000	1	14	32	0	1	13	75	200,000
54 Arizona.....	1	11	35	0	—	—	—	—	—	—	—	—
55 Utah.....	1	17	158	100,000	—	—	—	—	—	—	—	—
56 Nevada.....	1	16	143	95,000	—	—	—	—	—	—	—	—
57 Idaho.....	1	14	60	6,638	—	—	—	—	1	13	18	0
58 Washington.....	2	25	298	0	1	13	109	0	1	13	18	0
59 Oregon.....	1	17	106	164,000	—	—	—	—	2	13	49	40,000
60 California.....	3	216	2,378	5,533,225	3	48	552	0	3	31	195	145,000

a Estimated.

trolled by the several religious denominations, with the number of professors and and the total amount of endowment funds.

Baptist.				Presbyterian.				Congregational.				Christian.			
Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.
51	712	6,939	\$13,611,224	54	459	4,087	\$5,133,295	24	442	4,070	\$8,219,495	17	152	1,445	\$716,309
7	171	1,870	5,073,695	5	70	840	1,361,585	3	199	2,460	6,164,010				
9	127	1,139	1,144,211	6	47	490	209,000								
19	118	1,578	544,560	16	126	1,129	1,082,500	2	15	60	59,000	5	32	103	100,000
16	279	2,264	6,778,818	24	197	1,570	2,480,210	15	189	1,905	1,539,779	10	92	489	303,479
3	18	88	70,000	3	19	58	0	4	59	247	459,706			793	412,890
2	28	457	893,500					1	20	255	549,475				
								1	84	469	1,634,773				
1	76	798	1,160,000					1	145	1,736	3,979,762				
3	50	390	2,680,195												
1	17	225	400,000	5	70	840	1,361,585								
1	60	288	224,532	1	6	21	0								
1	15	179	265,000	1	13	100	0								
3	19	353	229,979	2	16	207	127,000					1	12	119	0
1	8	113	63,000	2	12	152	82,000					1	11	44	100,000
2	14	190	265,700												
1	11	16	96,000												
3	26	373	305,000	2	20	309	425,000					2	18	234	203,479
3	25	300	100,000	8	68	563	528,000	1	11	54	50,000	2	8	141	0
2	11	131	6												
1	9	170	43,500												
2	18	119	92,500					1	4	6	6,000				
2	15	252	3,509	2	15	148	104,000					1	11	64	0
2	13	236	0	3	16	91	25,500								
1	5	7	0	1	9	18	0								
2	19	199	479,000	3	22	356	361,500					1	14	122	125,000
1	9	132	191,000	1	11	70	175,000	1	5	8	0	1	6	40	40,000
3	163	1,178	5,112,527	4	41	257	745,500	1	18	73	40,000	1	8	82	45,000
2	18	192	468,752	1	11	40	89,500	2	18	161	75,000				
1	7	46	89,743					1	20	198	400,000				
1	3	7	61,000	1	8	47	8,000	1	13	142	200,000				
2	22	93	81,796	4	31	216	218,000	2	36	319	358,000				
2	25	322	217,000	4	35	360	808,710	1	9	89	225,000	2	21	330	179,890
												3	23	169	25,000
								1	8	13	50,000				
								1	9	50	40,000				
								2	13	89	91,779	2	20	50	0
1	8	95	84,000	5	21	136	65,000	2	20	179	80,000				
				1	9	22	0								
								1	33	110	209,206				
1	5	18	0	1	5	27	0	1	8	28	85,000				
1	5	55	35,000					1	8	30	100,000				
1	8	15	35,000	1	5	9	0	1	10	79	5,560				

sexes, controlled by the several religious denominations, etc.—Continued.

Friends.				Universalist.				German and United Evangelical.				Methodist Protestant.			
Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.
7	81	768	\$1,139,000	4	65	491	\$2,030,980	3	16	159	\$4,475	2	25	214	\$85,000
2	40	276	900,000	2	43	340	1,640,980	1	5	45	4,475	1	17	148	6
1	9	72	50,000												
3	22	370	182,000	2	22	151	390,000	1	7	86	0	1	8	66	85,000
1	4	50	7,000					1	4	28	0				
				1	36	245	1,300,000								7
				1	7	95	340,980								8
2	40	276	900,000					1	5	45	4,475				9
															10
												1	17	148	6
1	9	72	50,000												11
															12
															13
															14
															15
1	6	48	50,000	1	10	89	225,000								16
1	15	205	102,000												17
				1	12	62	165,000	1	7	86	0				18
												1	8	66	85,000
															19
1	9	117	30,000												20
															21
															22
															23
															24
															25
1	4	50	7,000					1	4	28	0				26

TABLE 7.—*Number of universities and colleges for men and for both sexes, controlled by the several religious denominations, etc.—Continued.*

State or Territory.	Seventh-Day Adventist.				Reformed.				Other.			
	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.
United States.....	3	51	266	0	7	90	692	\$1,408,344	5	36	134	\$322,427
North Atlantic Division.....	—	—	—	—	3	54	427	1,032,000	1	6	27	100,000
South Atlantic Division.....	—	—	—	—	1	6	43	13,000	1	4	10	11,000
North Central Division.....	2	21	241	0	3	30	222	358,344	2	12	93	115,000
Western Division.....	1	10	25	0	—	—	—	—	1	14	4	96,427
North Atlantic Division:	—	—	—	—	—	—	—	—	—	—	—	—
New Jersey.....	—	—	—	—	1	27	165	500,000	—	—	—	—
Pennsylvania.....	—	—	—	—	2	27	262	532,000	a 1	6	27	100,000
South Atlantic Division:	—	—	—	—	—	—	—	—	—	—	—	—
Virginia.....	—	—	—	—	—	—	—	—	b 1	4	10	11,000
North Carolina.....	—	—	—	—	1	6	43	13,000	—	—	—	—
North Central Division:	—	—	—	—	—	—	—	—	—	—	—	—
Ohio.....	—	—	—	—	1	8	77	100,000	c 1	5	21	30,000
Illinois.....	—	—	—	—	—	—	—	—	d 1	7	72	85,000
Michigan.....	1	12	163	0	1	14	97	234,344	—	—	—	—
Wisconsin.....	—	—	—	—	1	8	48	24,000	—	—	—	—
Nebraska.....	1	9	78	0	—	—	—	—	—	—	—	—
Western Division:	—	—	—	—	—	—	—	—	—	—	—	—
Utah.....	—	—	—	—	—	—	—	—	e 1	14	4	96,427
Washington.....	1	10	25	0	—	—	—	—	—	—	—	—

a Moravian.
b Dunkard.

c Church of God.
d Evangelical Association.

e Latter-Day Saints.

TABLE 8.—*Classification of universities and colleges for men and for both sexes, according to the number of undergraduate students.*

State or Territory.	Institutions having—													
	Less than 10 students.	10 to 24.	25 to 49.	50 to 74.	75 to 99.	100 to 149.	150 to 199.	200 to 249.	250 to 299.	300 to 399.	400 to 499.	500 to 599.	600 to 699.	700 to 799.
United States.....	21	48	87	63	60	75	41	25	12	9	7	4	2	4
North Atlantic Division.....	2	4	7	8	7	12	13	10	4	2	4	—	3	—
South Atlantic Division.....	5	9	14	9	7	16	5	6	1	1	—	—	2	1
South Central Division.....	5	10	14	11	15	15	7	4	3	2	—	1	—	—
North Central Division.....	6	23	41	29	32	27	14	4	3	4	3	3	2	1
Western Division.....	4	6	11	6	—	5	—	1	—	—	—	—	1	—
North Atlantic Division:														
Maine.....	—	—	—	—	—	—	—	2	1	—	—	—	—	—
New Hampshire.....	—	—	—	—	—	—	—	—	—	1	—	—	—	—
Vermont.....	—	—	—	—	—	1	—	1	—	—	—	—	—	—
Massachusetts.....	2	—	—	—	—	—	1	2	—	1	2	—	—	—
Rhode Island.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Connecticut.....	—	—	—	—	—	1	—	—	1	—	—	—	1	—
New York.....	—	—	4	2	4	3	4	2	—	—	1	—	2	—
New Jersey.....	—	—	—	2	—	—	1	—	—	—	—	—	—	—
Pennsylvania.....	—	—	3	4	3	7	7	4	1	1	—	—	1	1
South Atlantic Division:														
Delaware.....	—	—	—	—	1	—	—	—	—	—	—	—	—	—
Maryland.....	—	1	2	2	1	3	1	—	—	—	—	—	—	—
District of Columbia.....	1	—	2	1	—	1	—	—	1	—	—	—	—	—
Virginia.....	—	1	1	—	—	6	1	1	—	—	—	—	—	—
West Virginia.....	—	—	—	—	1	1	1	—	—	—	—	—	—	—
North Carolina.....	—	2	5	2	2	2	1	—	1	—	—	—	—	—
South Carolina.....	1	1	1	2	—	3	1	—	—	—	—	—	—	—
Georgia.....	2	1	2	2	—	—	1	3	—	—	—	—	—	—
Florida.....	—	3	1	—	2	—	—	—	—	—	—	—	—	—
South Central Division:														
Kentucky.....	—	1	3	1	2	2	4	—	—	—	—	1	—	—
Tennessee.....	—	3	4	6	—	3	5	1	1	—	—	—	—	—
Alabama.....	1	—	—	—	3	5	—	—	—	—	—	—	—	—
Mississippi.....	1	—	—	—	1	1	1	1	—	—	—	—	—	—
Louisiana.....	1	1	2	—	2	1	1	—	1	1	—	—	—	—
Texas.....	1	1	3	3	2	1	—	1	2	1	—	—	—	—
Arkansas.....	—	2	2	1	2	—	1	1	—	—	—	—	—	—
Oklahoma.....	—	1	—	—	—	—	—	—	—	—	—	—	—	—
Indian Territory.....	1	1	—	—	—	—	—	—	—	—	—	—	—	—
North Central Division:														
Ohio.....	1	4	7	2	6	6	3	1	1	1	1	1	—	1
Indiana.....	1	—	2	3	1	3	—	2	—	—	—	—	1	—
Illinois.....	—	3	8	4	4	4	3	—	—	1	2	—	—	—
Michigan.....	—	1	1	1	4	1	2	—	—	—	—	—	—	1
Wisconsin.....	—	—	2	1	3	1	1	—	—	—	—	—	—	—
Minnesota.....	1	—	2	1	1	1	2	—	—	—	—	—	1	—
Iowa.....	3	2	4	4	2	3	1	1	1	1	—	1	—	—
Missouri.....	—	2	7	4	4	5	2	—	—	—	—	—	—	—
North Dakota.....	—	2	—	1	—	—	—	—	—	—	1	—	—	—
South Dakota.....	—	—	1	—	—	—	—	—	—	—	—	—	—	—
Nebraska.....	—	2	3	2	2	—	—	—	—	—	—	—	1	—
Kansas.....	—	4	4	4	2	3	—	—	—	—	—	—	—	—
Western Division:														
Montana.....	1	1	—	1	—	—	—	—	—	—	—	—	—	—
Wyoming.....	—	—	—	1	—	1	1	—	—	—	—	—	—	—
Colorado.....	—	—	1	—	—	1	1	—	—	—	—	—	—	—
Arizona.....	—	—	1	—	—	—	—	—	—	—	—	—	—	—
Utah.....	1	—	—	—	—	—	1	—	—	—	—	—	—	—
Nevada.....	—	—	—	—	—	1	—	—	—	—	—	—	—	—
Idaho.....	—	—	—	1	—	—	—	—	—	—	—	—	—	—
Washington.....	—	2	4	—	—	1	—	—	1	—	—	—	—	—
Oregon.....	—	2	3	2	—	1	—	—	—	—	—	—	—	—
California.....	2	1	2	1	1	1	—	1	1	—	—	—	1	1

TABLE 9.—*Undergraduate students in colleges for men and in coeducational colleges.*

State or Territory.	Colleges for men.		Coeducational colleges.		
	Institu- tions.	Under- graduate students.	Institu- tions.	Undergraduate students.	
				Male.	Female.
United States	137	22,871	335	29,568	15,652
North Atlantic Division	46	13,459	32	5,603	2,155
South Atlantic Division	30	3,191	42	2,490	842
South Central Division	24	2,275	63	4,199	2,264
North Central Division	32	3,253	162	14,633	8,687
Western Division	5	693	36	2,643	1,704
North Atlantic Division:					
Maine	1	255	2	271	186
New Hampshire	1	469	0	0	0
Vermont	0	0	2	277	97
Massachusetts	6	3,264	3	304	352
Rhode Island	0	0	1	671	127
Connecticut	2	1,863	1	235	61
New York	18	3,431	5	1,499	564
New Jersey	4	1,195	0	0	0
Pennsylvania	14	2,982	18	2,346	768
South Atlantic Division:					
Delaware	1	76	0	0	0
Maryland	6	611	4	145	84
District of Columbia	3	160	3	279	109
Virginia	6	773	4	266	63
West Virginia	0	0	3	301	128
North Carolina	5	518	11	815	167
South Carolina	4	366	5	287	40
Georgia	4	673	7	267	141
Florida	1	14	5	130	105
South Central Division:					
Kentucky	4	385	9	702	299
Tennessee	6	525	18	1,293	692
Alabama	3	336	6	424	144
Mississippi	2	293	3	245	67
Louisiana	4	457	5	234	244
Texas	4	243	11	910	496
Arkansas	1	36	8	372	394
Oklahoma	0	0	1	8	4
Indian Territory	0	0	2	11	14
North Central Division:					
Ohio	5	346	30	2,948	1,608
Indiana	4	469	10	1,100	723
Illinois	7	1,148	24	2,301	1,470
Michigan	1	81	10	1,530	864
Wisconsin	3	240	6	1,008	482
Minnesota	2	255	7	1,318	676
Iowa	2	115	21	1,429	967
Missouri	5	424	20	1,211	633
North Dakota	0	0	3	64	33
South Dakota	0	0	5	102	75
Nebraska	1	60	10	715	573
Kansas	2	115	16	917	583
Western Division:					
Montana	0	0	3	39	38
Wyoming	0	0	1	41	33
Colorado	1	32	3	213	163
Arizona	0	0	1	27	8
Utah	0	0	2	78	84
Nevada	0	0	1	93	50
Idaho	0	0	1	39	21
Washington	1	109	7	251	163
Oregon	0	0	8	202	128
California	3	552	9	1,660	1,016

TABLE 10.—*Professors and instructors in universities and colleges for men and for both sexes.*

State or Territory.	Number of institutions.	Preparatory departments.		Collegiate departments.		Professional departments.		Total number (excluding duplicates).	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States.....	472	1,947	844	6,479	749	3,462	39	10,946	1,529
North Atlantic Division..	78	338	76	2,129	47	1,194	1	3,494	130
South Atlantic Division..	72	205	87	707	74	363	1	1,273	151
South Central Division...	87	254	170	692	155	339	0	1,162	279
North Central Division...	194	949	420	2,392	382	1,141	35	4,018	818
Western Division.....	41	201	91	559	91	425	2	999	151
North Atlantic Division:									
Maine.....	3	0	0	46	2	19	0	64	2
New Hampshire.....	1	0	0	34	0	15	0	48	0
Vermont.....	2	0	0	41	0	22	0	63	0
Massachusetts.....	9	36	3	385	5	331	0	713	8
Rhode Island.....	1	0	0	76	0	0	0	76	0
Connecticut.....	3	0	0	191	0	76	0	270	0
New York.....	23	183	43	683	12	436	1	1,246	64
New Jersey.....	4	14	4	128	0	0	0	139	4
Pennsylvania.....	32	105	26	545	28	295	0	875	52
South Atlantic Division:									
Delaware.....	1	0	0	13	0	0	0	13	0
Maryland.....	10	58	7	151	13	42	0	218	14
District of Columbia.....	6	39	2	131	3	227	1	480	10
Virginia.....	10	14	2	110	3	37	0	154	5
West Virginia.....	3	5	0	32	8	3	0	39	8
North Carolina.....	16	30	25	104	20	26	0	151	39
South Carolina.....	9	18	10	58	1	4	0	71	11
Georgia.....	11	21	24	70	9	24	0	98	36
Florida.....	6	20	17	38	17	0	0	49	28
South Central Division:									
Kentucky.....	13	52	33	109	28	23	0	159	45
Tennessee.....	24	69	60	209	33	205	0	440	76
Alabama.....	9	9	7	69	5	15	0	94	13
Mississippi.....	5	8	4	36	4	7	0	49	8
Louisiana.....	9	19	15	89	23	41	0	142	29
Texas.....	15	66	21	114	36	48	0	205	64
Arkansas.....	9	18	19	53	17	0	0	60	33
Oklahoma.....	1	8	2	8	2	0	0	8	2
Indian Territory.....	2	5	9	5	7	0	0	5	9
North Central Division:									
Ohio.....	35	168	61	384	51	184	1	724	123
Indiana.....	14	63	12	200	17	31	2	248	32
Illinois.....	31	177	83	521	55	347	26	979	165
Michigan.....	11	55	26	184	25	106	1	284	64
Wisconsin.....	9	39	12	159	23	24	0	210	31
Minnesota.....	9	46	11	175	25	127	0	311	32
Iowa.....	23	81	52	216	61	113	4	340	113
Missouri.....	25	108	74	222	39	85	0	386	118
North Dakota.....	3	14	4	17	5	0	0	21	6
South Dakota.....	5	30	19	31	8	0	0	38	22
Nebraska.....	11	57	27	106	35	106	0	243	44
Kansas.....	18	116	39	177	38	18	1	234	63
Western Division:									
Montana.....	3	14	12	14	12	0	0	14	12
Wyoming.....	1	11	3	11	3	0	0	11	3
Colorado.....	4	30	7	75	12	138	0	223	21
Arizona.....	1	1	2	10	1	0	0	11	3
Utah.....	2	28	3	29	2	0	0	33	3
Nevada.....	1	7	3	13	3	0	0	14	4
Idaho.....	1	10	6	12	2	0	0	17	6
Washington.....	8	14	12	64	15	0	0	69	25
Oregon.....	8	30	17	42	12	56	0	108	23
California.....	12	56	26	289	29	231	2	499	51

TABLE 11.—*Students in universities and colleges for men and for both sexes.*

State or Territory.	Preparatory departments.		Collegiate departments.		Graduate departments.				Professional departments.		Total number (excluding duplicates).	
					Resident.		Nonresident.					
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	30,306	14,237	52,439	15,652	3,316	884	781	99	25,592	850	116,401	38,690
North Atlantic Division	5,444	672	19,062	2,155	1,486	150	168	22	8,643	172	35,214	3,953
South Atlantic Division	3,210	1,503	5,681	842	364	11	29	0	2,388	44	11,896	2,744
South Central Division	5,048	2,882	6,474	2,264	83	91	68	3	3,518	35	15,359	5,641
North Central Division	14,002	7,613	17,886	8,687	1,224	522	491	69	10,028	524	46,405	21,915
Western Division	2,602	1,567	3,336	1,704	159	110	25	5	1,015	75	7,527	4,437
North Atlantic Division:												
Maine	0	0	526	186	0	0	0	0	157	2	671	187
New Hampshire	0	0	469	0	6	0	0	0	145	0	620	0
Vermont	0	0	277	97	2	2	0	0	221	0	545	99
Massachusetts	471	20	3,568	352	400	20	38	0	2,096	112	6,692	504
Rhode Island	0	0	671	127	34	18	46	12	0	0	751	157
Connecticut	0	0	2,098	61	209	30	0	0	455	0	2,776	154
New York	3,290	210	4,990	564	516	55	16	5	2,931	52	11,769	1,395
New Jersey	177	35	1,195	0	133	0	3	0	34	0	1,542	35
Pennsylvania	1,506	407	5,328	768	186	25	65	5	2,604	6	9,848	1,422
South Atlantic Division:												
Delaware	0	0	76	0	1	0	0	0	0	0	77	0
Maryland	537	55	756	84	210	0	0	0	150	29	1,649	193
District of Columbia	406	30	439	109	82	5	0	0	1,250	13	2,233	214
Virginia	124	93	1,039	68	38	0	4	0	365	0	1,684	163
West Virginia	157	5	301	128	1	0	0	0	102	1	547	133
North Carolina	683	446	1,333	167	13	4	21	0	267	1	2,327	654
South Carolina	458	258	653	40	6	0	4	0	22	0	1,143	298
Georgia	617	422	940	141	11	0	0	0	232	0	1,818	772
Florida	228	194	144	105	2	2	0	0	0	0	418	317
South Central Division:												
Kentucky	944	570	1,087	299	11	2	7	0	558	0	2,729	909
Tennessee	1,441	841	1,818	692	47	6	13	0	1,582	11	4,977	1,831
Alabama	443	302	760	144	1	0	0	0	200	0	1,404	446
Mississippi	238	132	538	67	7	1	24	3	70	0	849	203
Louisiana	306	128	691	244	7	76	21	0	491	9	1,516	457
Texas	972	424	1,155	496	10	6	3	0	617	15	2,761	972
Arkansas	561	345	408	304	0	0	0	0	0	0	970	635
Oklahoma	88	70	8	4	0	0	0	0	0	0	96	74
Indian Territory	55	70	11	14	0	0	0	0	0	0	66	84
North Central Division:												
Ohio	2,744	1,266	3,294	1,608	125	60	317	16	1,046	13	8,014	3,912
Indiana	994	313	1,569	723	84	34	7	1	301	18	3,093	1,181
Illinois	2,446	1,294	3,449	1,470	570	228	48	6	3,930	198	11,329	4,486
Michigan	798	445	1,601	864	52	42	11	10	1,313	129	3,812	1,707
Wisconsin	581	156	1,248	482	76	17	19	7	396	9	2,636	754
Minnesota	421	159	1,573	676	130	39	5	3	880	42	3,152	1,159
Iowa	1,391	1,087	1,544	967	68	28	36	16	963	96	4,091	2,721
Missouri	2,132	1,022	1,635	633	14	9	20	5	606	1	4,691	1,884
North Dakota	188	159	64	33	0	0	2	0	0	0	254	192
South Dakota	249	268	102	75	1	1	1	0	0	0	387	432
Nebraska	745	496	775	573	70	43	0	0	380	11	2,045	1,302
Kansas	1,313	948	1,032	583	34	21	25	5	213	7	2,901	2,185
Western Division:												
Montana	124	140	39	38	0	0	0	0	0	0	163	194
Wyoming	14	18	41	33	3	3	2	0	0	0	66	94
Colorado	348	237	245	163	17	13	11	3	254	15	891	604
Arizona	64	53	27	8	0	0	0	0	0	0	91	61
Utah	251	164	78	84	0	1	0	0	0	0	464	416
Nevada	69	44	93	50	0	0	0	0	0	0	169	186
Idaho	117	72	39	21	2	2	0	0	0	0	158	95
Washington	303	190	360	163	5	6	0	0	2	1	670	418
Oregon	476	355	202	128	2	5	7	0	157	8	950	743
California	836	294	2,212	1,016	130	80	5	2	602	51	3,903	1,626

TABLE 12.—*Students pursuing various courses of study in universities and colleges for men and for both sexes.*

State or Territory.	Undergraduate students.	Students reported as pursuing courses leading to—									Students in pedagogy.		Students in commercial courses.	
		A. B. degree.	Ph. B. degree.	B. L. degree.	B. S. degree.	B. C. E. degree.	B. M. E. degree.	B. E. E. degree.	B. Agr. degree.	Other first degrees.	Male.	Female.	Male.	Female.
United States	33, 079	31, 762	5, 702	4, 110	12, 711	1, 114	736	926	191	1, 223	2, 909	3, 050	3, 970	1, 686
North Atlantic Division	21, 217	11, 060	1, 895	279	3, 848	677	447	556	60	182	452	229	319	46
South Atlantic Division	6, 523	4, 476	235	194	618	111	28	15	1	60	382	378	389	52
South Central Division	8, 739	3, 646	123	500	2, 247	68	108	15	4	177	472	271	796	134
North Central Division	28, 573	10, 497	3, 206	2, 288	5, 015	229	144	285	124	720	1, 171	1, 329	2, 276	799
Western Division	5, 027	2, 083	254	849	983	29	9	35	3	84	432	843	250	55
North Atlantic Division:														
Maine	712	676	—	—	—	—	—	—	—	—	—	—	—	—
New Hampshire	469	234	—	98	124	—	—	—	—	—	—	—	—	—
Vermont	374	151	58	—	61	22	19	17	23	—	—	2	—	—
Massachusetts	3, 920	3, 016	65	—	500	—	—	—	—	—	88	0	21	0
Rhode Island	798	239	232	—	10	24	28	—	—	—	25	30	—	—
Connecticut	2, 159	1, 485	645	—	60	—	—	—	—	—	—	—	—	—
New York	5, 494	2, 199	565	100	1, 025	320	278	380	34	72	196	108	174	—
New Jersey	1, 195	705	—	—	331	85	10	—	—	—	—	—	—	—
Pennsylvania	6, 096	2, 235	340	81	1, 677	226	122	149	—	110	143	89	124	46
South Atlantic Division:														
Delaware	76	30	—	—	—	8	4	12	—	—	—	—	—	—
Maryland	840	739	—	6	36	—	—	—	—	—	2	18	19	2
District of Columbia	548	321	—	—	93	—	—	—	—	—	67	57	26	0
Virginia	1, 107	982	5	30	20	70	—	—	—	—	111	13	29	2
West Virginia	429	130	5	61	54	22	24	—	—	44	30	11	161	26
North Carolina	1, 500	952	138	1	116	—	—	—	—	4	61	1	70	7
South Carolina	693	471	4	66	80	—	—	—	—	4	58	63	8	—
Georgia	1, 081	702	78	—	172	11	—	—	1	42	169	13	—	—
Florida	249	149	—	30	47	—	—	3	—	8	13	46	63	15
South Central Division:														
Kentucky	1, 386	552	27	211	392	9	50	—	3	—	84	60	235	37
Tennessee	2, 510	962	13	76	595	29	—	—	—	138	118	95	83	17
Alabama	904	408	—	—	312	6	—	—	—	23	32	11	58	30
Mississippi	605	349	23	12	263	—	—	—	—	16	32	19	40	—
Louisiana	935	456	15	—	190	—	49	—	—	—	148	44	162	25
Texas	1, 649	725	41	195	418	14	—	—	—	—	54	30	133	24
Arkansas	712	194	6	6	71	10	9	15	1	—	4	12	25	1
Oklahoma	12	—	—	—	—	—	—	—	—	—	—	—	—	—
Indian Territory	26	6	—	—	7	—	—	—	—	—	—	—	—	—
North Central Division:														
Ohio	4, 902	1, 935	839	493	576	59	50	106	33	295	275	399	357	108
Indiana	2, 292	1, 534	301	126	250	9	—	9	—	2	97	63	7	7
Illinois	4, 919	1, 860	504	217	1, 216	—	—	—	—	113	152	198	562	201
Michigan	2, 465	719	507	331	417	—	—	—	—	—	71	88	59	23
Wisconsin	1, 730	462	103	486	248	66	57	82	3	—	20	15	79	27
Minnesota	2, 249	437	141	325	409	28	27	62	14	109	54	32	104	7
Iowa	2, 511	767	525	25	795	39	27	—	—	68	221	258	321	131
Missouri	2, 268	932	105	240	467	23	10	25	74	4	112	92	352	84
North Dakota	97	68	—	3	14	—	—	—	—	12	—	12	31	19
South Dakota	177	73	3	21	38	—	—	—	—	5	7	14	32	18
Nebraska	1, 348	848	41	21	416	—	—	1	—	112	64	131	34	27
Kansas	1, 615	838	134	60	169	—	—	—	—	—	98	117	338	137
Western Division:														
Montana	77	30	13	—	8	—	5	—	—	12	—	—	—	—
Wyoming	74	25	—	—	21	—	—	—	—	24	2	22	—	—
Colorado	408	130	81	10	57	6	—	—	—	—	20	45	—	—
Arizona	22	—	—	—	13	2	1	2	—	4	—	—	10	5
Utah	162	79	—	2	81	—	—	—	—	—	160	219	—	—
Nevada	143	63	—	—	80	—	—	—	—	—	5	70	27	16
Idaho	60	9	10	—	25	11	3	—	2	—	—	—	—	—
Washington	523	188	104	25	114	10	—	—	—	13	13	31	39	12
Oregon	330	111	20	52	95	—	—	31	—	—	10	37	9	2
California	3, 228	1, 448	26	760	489	—	—	—	—	21	222	419	165	20

TABLE 13.—*Preparation of freshmen of universities and colleges for men and for both sexes.*

State or Territory.	Number of institutions reporting preparation of freshmen.	Number of freshmen included.	Freshmen prepared by—							
			Preparatory departments of colleges.		Private preparatory schools.		Public high schools.		Private study.	
			Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States.....	256	11,121	3,810	34.26	2,189	19.68	4,825	43.30	297	2.67
North Atlantic Division.	47	3,112	672	21.59	838	26.93	1,523	48.94	79	2.54
South Atlantic Division.	33	1,026	370	36.06	429	41.81	208	20.23	19	1.85
South Central Division.	34	1,064	487	45.77	213	20.02	336	31.58	28	2.63
North Central Division.	117	4,673	1,927	41.19	368	7.87	2,327	47.61	156	3.33
Western Division.	25	1,241	354	28.52	341	27.48	531	42.79	15	1.21
North Atlantic Division:										
Maine.....	3	226	0	0	89	39.38	137	60.62	0	0
Vermont.....	1	34	0	0	13	38.24	21	61.76	0	0
Massachusetts.....	4	589	63	10.70	251	42.61	269	45.67	6	1.02
Rhode Island.....	1	165	5	3.03	20	12.12	135	81.82	5	3.03
Connecticut.....	1	94	1	1.06	64	68.08	25	26.60	4	4.26
New York.....	17	624	284	45.51	151	24.20	168	26.92	21	3.37
New Jersey.....	1	45	18	40.00	9	20.00	18	40.00	—	—
Pennsylvania.....	19	1,335	301	22.55	241	18.05	750	56.18	43	3.22
South Atlantic Division:										
Delaware.....	1	21	0	0	2	9.52	19	90.48	0	0
Maryland.....	5	107	78	72.90	17	15.89	12	11.21	0	0
District of Columbia.	2	40	40	100.00	0	0	0	0	0	0
Virginia.....	2	25	14	56.00	4	16.00	7	28.00	0	0
West Virginia.....	1	25	0	0	10	40.00	15	60.00	0	0
North Carolina.....	7	418	116	27.75	237	56.70	57	13.64	8	1.91
South Carolina.....	6	131	30	22.90	44	33.59	51	38.93	6	4.58
Georgia.....	7	234	89	38.03	102	43.59	43	18.38	0	0
Florida.....	2	25	3	12.00	13	52.00	4	16.00	5	20.00
South Central Division:										
Kentucky.....	4	170	80	47.06	44	25.88	43	25.29	3	1.77
Tennessee.....	10	311	97	31.19	106	34.08	97	31.19	11	3.54
Alabama.....	1	45	20	44.44	8	17.78	7	15.56	10	22.22
Mississippi.....	4	178	99	55.62	12	6.74	67	37.64	0	0
Louisiana.....	4	115	61	53.04	25	21.74	29	25.22	0	0
Texas.....	6	138	56	40.58	12	8.69	68	49.28	2	1.45
Arkansas.....	3	95	63	66.32	5	5.26	25	26.32	2	2.10
Indian Territory.....	2	12	11	91.67	1	8.33	0	0	0	0
North Central Division:										
Ohio.....	19	995	331	33.27	94	9.45	562	56.48	8	.80
Indiana.....	9	246	120	48.78	19	7.72	103	41.87	4	1.63
Illinois.....	15	695	343	49.35	43	6.19	303	43.60	6	.86
Michigan.....	7	226	115	50.88	0	0	111	49.12	0	0
Wisconsin.....	7	608	149	24.51	62	10.20	314	51.64	83	13.65
Minnesota.....	4	131	62	47.33	5	3.82	64	48.85	0	0
Iowa.....	16	643	258	40.12	72	11.20	310	48.21	3	.47
Missouri.....	14	468	211	45.09	43	9.19	172	36.75	42	8.97
North Dakota.....	3	58	43	74.14	0	0	15	25.86	0	0
South Dakota.....	4	58	50	86.21	1	1.72	7	12.07	0	0
Nebraska.....	6	105	70	66.67	6	5.71	27	25.71	2	1.91
Kansas.....	13	445	175	39.32	23	5.17	239	53.71	8	1.80
Western Division:										
Wyoming.....	1	12	11	91.67	0	0	1	8.33	0	0
Colorado.....	2	82	20	24.30	0	0	62	75.61	0	0
Arizona.....	1	12	9	75.00	0	0	3	25.00	0	0
Utah.....	2	128	83	64.84	12	9.38	33	25.78	0	0
Idaho.....	1	32	23	71.87	0	0	9	28.13	0	0
Washington.....	5	65	47	72.30	2	3.08	14	21.54	2	3.08
Oregon.....	6	91	67	73.62	3	3.30	21	23.08	0	0
California.....	7	819	94	11.48	324	39.56	388	47.37	13	1.59

TABLE 14.—Degrees conferred on men by universities and colleges for men and for both sexes.

State or Territory.	A. B.	B. S.	B. L.	Ph. B.	B. Ss.	B. E.	B. Min. E.	B. M. E.	B. E. E.	B. C. E.	B. Arch.	B. Agr.	B. Ped.	B. Mus.	A. C.	A. M.	M. S.	Ph. M.	M. L.	C. E.	E. E.	M. E.	Ped. M.	Ped. D.	S. D.	Ph. D.	
United States.....	4,528	1,506	280	737		133	2	42	5	11	10	15	38	11	2	978	103	13	25	144	78	174	4	5	1	10	269
N. Atlantic Division	2,127	568	45	357		14	-	-	-	-	3	10	-	5	2	517	37	3	18	132	61	164	1	5	1	6	127
S. Atlantic Division.....	494	66	24	13	1	7	-	1	-	-	-	-	10	2	-	93	5	-	-	3	-	-	-	-	-	1	53
S. Central Division.....	352	167	25	32	-	12	2	16	2	12	-	-	1	-	-	66	11	-	-	3	-	-	-	-	-	-	-
N. Central Division.....	1,379	615	171	302	-	-	-	25	1	2	1	-	5	25	3	280	47	9	7	14	17	9	3	-	3	83	
Western Division.....	176	90	15	43	-	-	-	-	1	2	-	-	2	1	-	22	3	1	-	2	-	1	-	-	-	-	6
N. Atlantic Division:																											
Maine.....	99	21	17	-	-	-	-	-	-	-	-	-	-	-	-	25	-	-	-	-	-	-	-	-	-	-	-
New Hampshire.....	61	21	17	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-
Vermont.....	17	18	-	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Massachusetts.....	605	85	-	3	-	-	-	-	-	-	-	2	-	-	-	120	-	-	-	-	-	-	-	-	-	1	41
Rhode Island.....	73	3	-	35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	2	-	-	-	-	-
Connecticut.....	314	123	-	183	-	-	-	-	-	3	-	-	-	-	-	29	-	-	14	-	-	-	-	-	-	21	-
New York.....	360	142	24	70	-	14	-	-	-	-	9	8	-	2	-	152	15	2	4	46	29	138	-	5	1	3	37
New Jersey.....	187	64	-	-	-	-	-	-	-	-	-	-	-	-	-	67	7	2	-	15	1	-	-	-	2	4	-
Pennsylvania.....	411	222	4	60	-	-	-	-	-	-	-	-	2	2	119	15	1	-	60	31	24	1	-	-	-	24	-
S. Atlantic Division:																											
Delaware.....	4	1	-	-	-	-	-	1	2	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	43
Maryland.....	98	14	-	-	-	-	-	-	-	-	-	-	-	-	-	23	-	-	-	-	-	-	-	-	-	-	-
District of Columbia.....	30	14	-	1	1	-	-	-	-	-	-	-	-	-	-	33	4	-	-	-	-	-	-	-	-	-	8
Virginia.....	81	6	-	-	-	4	-	-	-	-	-	10	-	-	-	33	-	-	3	-	-	-	-	-	-	-	-
West Virginia.....	26	7	3	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-
North Carolina.....	112	14	7	8	-	-	-	-	-	-	-	-	-	-	-	16	1	-	-	-	-	-	-	-	-	-	-
South Carolina.....	56	5	7	-	-	-	-	-	-	1	-	-	-	-	-	1	-	-	-	-							

TABLE 15.—Degrees conferred on women by universities and colleges for both sexes.

State or Territory.	A. B.	B. S.	B. L.	Ph. E.	M. E. L.	B. Mus.	B. Ped.	B. Paint.	A. M.	M. S.	M. L.	Ph. M.	Ped. M.	Ped. D.	Ph. D.
United States.....	713	327	283	375	11	60	27	4	101	23	28	18	8	3	14
North Atlantic Division.....	155	36	18	79	....	8	....	3	13	1	....	....	8	3	6
South Atlantic Division.....	43	12	6	1	....	3	....	....	4	1	....	....	....	....	....
South Central Division.....	41	64	16	6	11	22	1	....	6	1	7	....	....	....	....
North Central Division.....	385	204	225	259	....	34	21	1	67	20	19	18	....	....	8
Western Division.....	89	11	38	30	....	13	5	....	11	....	2	....	....	....	....
North Atlantic Division:															
Maine.....	34	....	....	....	....	....	....	....	3	....	....	....	....	....	....
Vermont.....	8	4	....	5	....	....	....	....	....	....	....	....	....	....	....
Massachusetts.....	34	....	....	8	....	....	....	....	....	....	....	....	....	....	....
Rhode Island.....	16	....	....	11	....	....	....	....	....	....	....	....	....	....	....
Connecticut.....	8	1	....	8	....	....	....	....	....	....	....	....	....	....	1
New York.....	24	16	3	38	....	7	....	3	4	1	....	....	8	3	1
Pennsylvania.....	31	15	15	9	....	1	....	....	6	....	....	....	....	....	4
South Atlantic Division:															
Maryland.....	9	....	....	....	....	....	....	....	1	....	....	....	....	....	....
District of Columbia.....	9	5	....	....	....	....	....	....	3	1	....	....	....	....	....
Virginia.....	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....
West Virginia.....	4	1	5	....	....	3	....	....	....	....	....	....	....	....	....
North Carolina.....	4	3	....	1	....	....	....	....	....	....	....	....	....	....	....
South Carolina.....	2	....	1	....	....	....	....	....	....	....	....	....	....	....	....
Georgia.....	6	2	....	....	....	....	....	....	....	....	....	....	....	....	....
Florida.....	6	1	....	....	....	....	....	....	....	....	....	....	....	....	....
South Central Division:															
Kentucky.....	3	17	2	1	....	....	1	....	1	1	....	....	....	....	....
Tennessee.....	10	22	4	1	....	2	....	....	1	....	....	....	....	....	....
Alabama.....	4	4	....	....	2	....	....	....	....	....	....	....	....	....	....
Mississippi.....	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Louisiana.....	8	5	....	....	....	....	....	....	2	....	....	....	....	....	....
Texas.....	7	14	10	....	....	....	....	....	2	....	7	....	....	....	....
Arkansas.....	6	1	....	4	9	....	....	....	....	....	....	....	....	....	....
Indian Territory.....	1	1	....	....	....	....	....	....	....	....	....	....	....	....	....
North Central Division:															
Ohio.....	79	25	62	75	....	2	3	....	15	....	....	....	....	....	1
Indiana.....	52	10	4	31	....	4	3	1	6	....	....	1	....	....	....
Illinois.....	56	39	23	46	....	4	1	....	8	4	13	7	....	....	6
Michigan.....	40	18	25	42	....	....	5	....	7	2	1	8	....	....	1
Wisconsin.....	12	10	36	3	....	....	....	....	1	....	3	....	....	....	....
Minnesota.....	10	15	27	9	....	4	....	....	2	1	2	....	....	....	....
Iowa.....	32	36	3	25	....	3	8	....	15	13	....	2	....	....	....
Missouri.....	14	26	14	11	....	2	....	....	2	....	....	....	....	....	....
North Dakota.....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....
South Dakota.....	3	1	2	1	....	....	....	....	1	....	....	....	....	....	....
Nebraska.....	39	20	1	3	....	....	....	....	3	....	....	....	....	....	....
Kansas.....	47	4	8	13	....	15	1	....	7	....	....	....	....	....	....
Western Division:															
Wyoming.....	1	....	....	....	....	....	3	....	....	....	....	....	....	....	....
Colorado.....	5	1	2	12	....	....	....	....	2	....	....	....	....	....	....
Arizona.....	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....
Utah.....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Nevada.....	6	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Washington.....	1	1	....	....	....	....	....	....	....	....	....	....	....	....	....
Oregon.....	13	3	9	....	....	....	2	....	2	....	....	....	....	....	....
California.....	62	5	27	18	....	13	....	....	7	....	2	....	....	....	....

TABLE 17.—*Property of universities and colleges for men and for both sexes.*

State or Territory.	Number of fellow-ships.	Number of scholar-ships.	Libraries.		Value of scientific apparatus and libraries.	Value of grounds and buildings.	Productive funds.
			Bound volumes.	Pamphlets.			
United States	382	5,463	6,668,046	1,737,981	\$16,014,347	\$120,142,990	\$114,212,392
North Atlantic Division:	167	2,967	3,071,196	868,992	7,743,353	49,064,317	59,732,698
South Atlantic Division:	32	508	722,039	156,327	1,257,890	13,745,085	8,486,124
South Central Division:	26	696	485,055	131,810	1,068,160	10,458,060	7,677,160
North Central Division:	151	954	2,069,137	492,070	4,825,780	37,875,097	31,315,966
Western Division:	6	338	320,619	88,582	1,119,164	9,000,491	7,001,044
North Atlantic Division:							
Maine	0	224	110,859	10,800	200,000	850,000	1,382,975
New Hampshire	0	195	75,000	20,000	100,000	400,000	1,634,773
Vermont	0	195	72,590	12,000	205,000	700,000	776,000
Massachusetts	47	575	720,150	538,525	1,418,000	7,807,088	14,203,444
Rhode Island	1	100	90,000	20,000	540,000	1,177,967	1,160,000
Connecticut	27	88	337,000	7,000	645,255	6,731,300	5,852,295
New York	56	1,310	869,717	151,919	2,860,250	17,280,269	22,276,679
New Jersey	7	104	168,867	6,250	575,000	2,530,000	3,500,000
Pennsylvania	29	371	627,013	102,498	1,199,848	11,587,693	8,945,932
South Atlantic Division:							
Delaware	0	0	8,500	8,300	46,500	88,700	83,000
Maryland	21	191	171,850	32,100	323,700	2,119,000	3,047,000
District of Columbia:	3	31	101,800	49,112	172,500	4,427,560	1,030,552
Virginia	6	90	147,900	18,600	231,290	2,151,000	1,680,682
West Virginia	0	31	17,600	4,700	101,000	470,000	114,750
North Carolina	0	138	111,850	22,950	154,800	1,506,500	777,479
South Carolina	0	10	69,800	4,550	80,600	799,000	535,700
Georgia	2	10	74,893	11,465	120,500	1,768,500	866,161
Florida	0	7	17,846	4,750	27,000	414,885	320,800
South Central Division:							
Kentucky	2	121	79,347	18,035	124,035	1,238,000	1,373,017
Tennessee	18	365	161,737	72,275	382,650	3,313,000	2,463,800
Alabama	0	38	42,400	4,550	118,100	1,062,500	335,000
Mississippi	3	9	30,700	9,500	59,700	490,000	690,500
Louisiana	0	107	70,280	12,000	169,250	1,863,000	1,943,813
Texas	3	46	74,941	4,550	170,575	1,827,500	685,500
Arkansas	0	0	21,600	10,800	37,750	562,060	155,500
Oklahoma	0	0	3,000	-----	5,000	65,000	-----
Indian Territory	0	10	1,050	100	1,100	37,000	0
North Central Division:							
Ohio	21	170	407,488	95,975	852,450	8,176,688	7,662,166
Indiana	1	22	189,025	15,900	351,500	3,600,000	2,040,711
Illinois	80	270	536,478	118,288	859,900	8,092,602	9,827,796
Michigan	3	28	215,118	63,750	851,745	2,198,757	1,692,596
Wisconsin	13	53	128,996	26,290	348,200	2,622,000	1,504,743
Minnesota	1	0	94,079	21,200	223,630	2,768,100	1,623,348
Iowa	9	136	151,284	30,200	370,230	2,202,000	1,459,978
Missouri	5	168	166,577	68,983	428,275	4,241,000	3,721,849
North Dakota	0	0	8,000	5,300	29,000	190,000	30,000
South Dakota	0	61	11,131	4,200	10,300	394,450	60,000
Nebraska	18	30	61,919	6,550	203,600	1,587,000	1,256,779
Kansas	0	16	99,042	35,434	293,950	1,802,500	436,000
Western Division:							
Montana	0	0	4,400	5,700	12,200	185,000	-----
Wyoming	0	0	4,680	3,000	50,000	100,000	0
Colorado	0	32	64,400	10,500	138,978	1,242,306	549,206
Arizona	0	0	2,600	-----	40,000	85,000	0
Utah	0	130	18,500	10,600	67,100	420,000	196,427
Nevada	0	0	5,892	3,620	26,178	145,332	95,000
Idaho	0	0	3,500	9,500	35,000	125,000	6,638
Washington	0	6	20,480	8,920	41,808	804,000	85,000
Oregon	0	57	24,767	8,342	56,400	726,000	350,048
California	6	113	171,400	28,400	651,500	5,167,853	5,718,725

TABLE 18.—*Income of universities and colleges for men and for both sexes.*

State or Territory.	Tuition fees.	From productive funds.	State or municipal appropriations.	United States Government appropriations.	From other sources.	Total income.	Benefactions.
United States.....	\$7,064,016	\$5,414,686	\$2,789,965	\$831,468	\$2,872,279	\$18,972,414	\$7,608,144
North Atlantic Division.	3,289,021	2,733,921	565,443	133,000	840,329	7,561,714	3,544,132
South Atlantic Division.	632,078	425,012	181,815	179,200	165,403	1,583,508	585,631
South Central Division.	600,156	437,254	144,112	127,464	214,790	1,523,776	283,410
North Central Division.	2,303,034	1,430,306	1,452,211	206,804	1,588,478	6,980,833	1,275,217
Western Division.....	239,727	388,193	446,384	185,000	63,279	1,322,583	1,919,754
North Atlantic Division:							
Maine.....	51,515	60,941	0	0	0	112,456	37,003
New Hampshire.....	36,000	50,000	0	0	2,000	88,000	58,000
Vermont.....	11,791	33,569	8,400	22,000	15,542	91,302	3,366
Massachusetts.....	763,179	709,178	0	0	187,861	1,660,218	668,873
Rhode Island.....	100,000	70,000	0	0	0	170,000	3,000
Connecticut.....	518,658	284,024	0	0	52,494	855,176	456,556
New York.....	898,931	1,036,405	163,699	37,000	352,935	2,488,970	1,019,386
New Jersey.....	160,394	171,000	0	37,000	142,000	510,394	-----
Pennsylvania.....	748,553	318,804	393,344	37,000	87,497	1,585,198	1,297,948
South Atlantic Division:							
Delaware.....	360	4,980	0	32,600	1,260	39,200	0
Maryland.....	205,153	102,500	18,000	0	9,600	333,253	64,300
District of Columbia.....	174,784	87,951	0	96,600	24,620	383,955	217,843
Virginia.....	94,930	89,155	65,000	0	18,895	267,980	50,775
West Virginia.....	11,204	6,708	36,050	17,060	450	71,412	0
North Carolina.....	82,625	34,331	20,000	0	39,698	176,654	161,837
South Carolina.....	21,080	27,051	30,000	0	22,019	100,150	2,021
Georgia.....	25,673	54,019	10,265	22,000	25,962	137,919	79,855
Florida.....	16,239	18,317	4,500	11,000	22,899	72,985	9,030
South Central Division:							
Kentucky.....	61,990	62,706	32,429	33,810	8,932	199,867	65,135
Tennessee.....	150,094	127,093	20,450	37,000	139,196	473,833	148,415
Alabama.....	93,672	29,200	350	0	6,993	130,155	20,100
Mississippi.....	22,200	41,603	5,460	0	5,000	74,263	12,000
Louisiana.....	89,684	100,856	16,317	25,654	14,860	247,371	6,250
Texas.....	140,470	57,000	22,500	0	33,109	253,079	27,895
Arkansas.....	35,946	10,996	27,106	31,000	4,760	109,808	3,125
Oklahoma.....	0	7,800	19,500	0	0	27,300	380
Indian Territory.....	6,100	0	0	0	2,000	8,100	110
North Central Division:							
Ohio.....	314,875	344,152	236,997	22,000	70,127	988,151	216,552
Indiana.....	256,595	113,066	80,000	0	37,030	486,691	92,555
Illinois.....	661,022	415,032	121,215	37,000	1,173,119	2,407,888	379,973
Michigan.....	247,890	99,353	197,000	0	32,732	576,995	128,873
Wisconsin.....	65,557	60,837	283,476	37,000	81,261	528,131	144,687
Minnesota.....	103,950	71,875	82,333	38,000	100,710	396,868	96,622
Iowa.....	200,996	91,664	76,000	0	21,939	390,599	45,943
Missouri.....	301,669	187,500	66,318	35,804	19,462	610,753	31,741
North Dakota.....	3,243	1,000	30,000	0	12,457	46,700	5,000
South Dakota.....	16,497	1,822	20,000	0	5,858	44,177	53,500
Nebraska.....	37,211	17,001	158,072	37,000	9,031	258,313	19,616
Kansas.....	93,529	27,004	100,800	0	24,732	246,065	60,155
Western Division:							
Montana.....	15,850	9,000	7,500	0	3,700	36,050	18,000
Wyoming.....	1,371	0	7,502	37,000	0	45,873	-----
Colorado.....	55,952	29,585	60,000	0	7,344	152,881	171,899
Arizona.....	120	0	11,996	37,000	0	49,116	-----
Utah.....	7,555	15,000	60,000	0	0	82,555	200
Nevada.....	0	5,080	15,625	37,000	312	58,017	1,000
Idaho.....	340	500	6,000	37,000	0	43,840	100
Washington.....	27,619	4,600	70,000	0	25,814	128,033	53,100
Oregon.....	24,255	25,042	30,000	0	3,400	82,697	2,280
California.....	106,665	299,386	177,761	37,000	22,709	643,521	1,673,175

TABLE 19.—*Professors and students in colleges for women, Division A.*

State.	Number of institutions.	Professors and instructors.						Students.			
		Preparatory departments.		Collegiate departments.		Total number (excluding duplicates).		Preparatory.	Collegiate.	Graduate.	Total number (excluding duplicates).
		Male.	Female.	Male.	Female.	Male.	Female.				
United States.....	14	0	32	242	282	248	313	168	3,721	192	4,421
North Atlantic Division..	10	0	6	218	238	218	244	13	3,312	185	3,682
South Atlantic Division..	3	0	3	32	35	32	25	50	359	5	414
North Central Division..	1	0	6	0	13	2	19	92	38	2	185
Western Division.....	1	0	7	2	10	6	25	13	12	0	140
North Atlantic Division:											
Massachusetts.....	4	0	0	122	147	122	147	0	2,252	79	2,374
New York.....	4	0	0	54	75	54	75	0	803	60	992
New Jersey.....	1	0	6	20	4	20	10	13	14	0	27
Pennsylvania.....	1	0	0	32	13	32	12	0	243	46	289
South Atlantic Division:											
Maryland.....	1	0	0	12	16	12	16	0	236	5	241
Virginia.....	1	0	3	10	6	10	9	50	123	0	173
North Central Division:											
Illinois.....	1	0	6	0	12	2	19	92	38	2	185
Western Division:											
California.....	1	0	7	2	10	6	25	13	12	0	140

TABLE 20.—*Students in various courses of study of colleges for women, Division A.*

State.	Students in undergraduate courses.	Students pursuing courses leading to—				Students in pedagogy.	Students in business course.
		A. B. degree.	Ph. B. degree.	B. L. degree.	B. S. degree.		
United States.....	3,721	2,671	6	615	100	152	3
North Atlantic Division.....	3,312	2,333	—	609	100	132	—
South Atlantic Division.....	359	200	—	—	—	20	—
North Central Division.....	38	38	—	—	—	—	—
Western Division.....	12	—	6	6	—	—	3
North Atlantic Division:							
Massachusetts.....	2,252	1,357	—	604	68	96	—
New York.....	803	729	—	—	32	15	—
New Jersey.....	14	4	—	5	—	—	—
Pennsylvania.....	243	243	—	—	—	21	—
South Atlantic Division:							
Maryland.....	236	230	—	—	—	—	—
Virginia.....	123	70	—	—	—	20	—
North Central Division:							
Illinois.....	38	38	—	—	—	—	—
Western Division:							
California.....	12	—	6	6	—	—	3

TABLE 21.—*Preparation of freshmen of colleges for women, Division A.*

State.	Number of institutions reporting preparation of freshmen.	Freshmen reported upon.	Freshmen prepared by—							
			Preparatory departments of colleges.		Private preparatory schools.		Public high schools.		Private study.	
			Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States.....	11	890	99	11.12	311	34.94	463	52.59	12	1.35
North Atlantic Division.....	7	695	16	2.30	268	38.56	400	57.55	11	1.59
South Atlantic Division.....	3	170	71	41.76	42	24.71	56	32.94	1	.59
North Central Division.....	1	13	8	61.54	0	0	5	38.46	0	0
Western Division.....	1	12	4	33.33	1	8.33	7	58.34	0	0
North Atlantic Division:										
Massachusetts.....	3	346	6	1.73	105	30.35	234	67.63	1	.29
New York.....	2	272	10	-----	103	-----	156	-----	3	-----
New Jersey.....	1	0	0	0	2	100.00	0	0	0	0
Pennsylvania.....	1	75	0	0	58	77.33	10	13.33	7	9.34
South Atlantic Division:										
Maryland.....	1	90	31	34.44	27	30.00	31	34.44	1	1.12
Virginia.....	1	80	40	50.00	15	18.75	25	31.25	0	0
North Central Division:										
Illinois.....	1	13	8	61.54	0	0	5	38.46	0	0
Western Division:										
California.....	1	12	4	33.33	1	8.33	7	58.34	0	0

TABLE 22.—*Degrees conferred by colleges for women, Division A.*

State.	A. B.	B. L.	B. S.	B. Mus.	A. M.	Ph. D.
United States.....	514	123	25	5	41	1
North Atlantic Division.....	464	118	25	5	38	1
South Atlantic Division.....	45	-----	-----	-----	3	-----
North Central Division.....	5	-----	-----	-----	-----	-----
Western Division.....	-----	5	-----	-----	-----	-----
North Atlantic Division:						
Massachusetts.....	273	116	20	2	17	-----
New York.....	143	2	5	3	16	-----
New Jersey.....	2	-----	-----	-----	-----	-----
Pennsylvania.....	46	-----	-----	-----	5	1
South Atlantic Division:						
Maryland.....	42	-----	-----	-----	-----	-----
Virginia.....	3	-----	-----	-----	3	-----
North Central Division:						
Illinois.....	5	-----	-----	-----	-----	-----
Western Division:						
California.....	-----	5	-----	-----	-----	-----

TABLE 23.—*Property of colleges for women, Division A.*

State.	Number of fellow-ships.	Number of scholar-ships.	Libraries.		Value of scientific apparatus and libraries.	Value of grounds and buildings.	Productive funds.
			Bound volumes.	Pamphlets.			
United States	16	276	164, 839	11, 150	\$610, 119	\$6, 133, 958	\$4, 154, 058
North Atlantic Division ..	16	226	145, 539	9, 650	538, 119	4, 865, 958	3, 565, 478
South Atlantic Division ..	0	32	8, 000	1, 500	46, 000	818, 000	471, 000
North Central Division ..	0	3	6, 000	-----	16, 000	150, 000	42, 580
Western Division	0	15	5, 300	-----	10, 000	300, 000	75, 000
North Atlantic Division:							
Massachusetts	0	174	79, 444	550	231, 825	2, 207, 933	1, 266, 064
New York	2	18	39, 095	2, 100	206, 294	1, 858, 025	1, 299, 414
New Jersey	0	1	2, 000	-----	0	0	0
Pennsylvania	14	33	25, 000	7, 000	100, 000	800, 000	1, 000, 000
South Atlantic Division:							
Maryland	0	20	7, 000	1, 500	44, 000	688, 000	369, 000
Virginia	0	12	1, 000	-----	2, 000	130, 000	102, 000
North Central Division:							
Illinois	0	3	6, 000	-----	16, 000	150, 000	42, 580
Western Division:							
California	0	15	5, 300	-----	10, 000	300, 000	75, 000

TABLE 24.—*Income of colleges for women, Division A.*

State.	Tuition fees.	From productive funds.	From other sources.	Total income.	Benefactions.
United States	\$700, 954	\$204, 787	\$254, 777	\$1, 160, 518	\$498, 448
North Atlantic Division	578, 930	172, 431	233, 658	985, 019	440, 448
South Atlantic Division	41, 300	26, 800	20, 600	88, 700	58, 000
North Central Division	26, 424	2, 451	519	29, 394	-----
Western Division	54, 300	3, 105	0	57, 405	-----
North Atlantic Division:					
Massachusetts	438, 836	75, 948	31, 082	545, 866	138, 830
New York	105, 094	46, 483	202, 576	354, 153	274, 118
New Jersey	8, 000	0	0	8, 000	2, 500
Pennsylvania	27, 000	50, 000	0	77, 000	25, 000
South Atlantic Division:					
Maryland	25, 300	21, 000	16, 600	62, 900	50, 000
Virginia	16, 000	5, 800	4, 000	25, 800	8, 000
North Central Division:					
Illinois	26, 424	2, 451	519	29, 394	-----
Western Division:					
California	54, 300	3, 105	0	57, 405	-----

TABLE 25.—*Professors and students in colleges for women, Division B.*

State.	Num- ber of institu- tions.	Professors and in- structors.		Students.					
		Male.	Fe- male.	Ele- men- tary.	Sec- ond- ary.	Colle- giate.	Grad- uate.	Total num- ber (ex- clud- ing dupli- cates).	Grad- uated in 1897.
United States.....	143	447	1,510	2,166	4,532	10,669	260	19,534	1,520
North Atlantic Division ..	14	64	203	83	1,138	808	23	2,272	216
South Atlantic Division ..	47	180	467	703	982	4,312	97	6,791	521
South Central Division ..	54	132	518	1,163	1,461	3,914	112	7,328	488
North Central Division ..	27	70	392	211	915	1,615	26	3,071	290
Western Division	1	1	20	6	26	20	2	72	5
North Atlantic Division:									
Maine	2	7	6	6	75	33	3	117	22
New Hampshire	1	5	7	0	150	30	0	180	26
Massachusetts	1	11	20	0	26	127	0	153	23
New York	1	5	49	41	520	146	12	719	43
New Jersey	1	5	6	11	18	10	0	57	6
Pennsylvania	8	31	115	25	349	462	8	1,046	96
South Atlantic Division:									
Maryland	4	20	47	34	65	214	3	474	47
Virginia	14	54	131	169	225	752	22	1,608	73
West Virginia	1	1	3	---	16	14	---	30	0
North Carolina	8	21	76	99	206	694	5	1,085	89
South Carolina	8	35	68	118	147	1,040	25	1,320	98
Georgia	12	49	142	283	323	1,598	42	2,274	214
South Central Division:									
Kentucky	11	24	110	254	241	868	8	1,371	100
Tennessee	13	45	157	327	421	1,046	61	2,076	115
Alabama	10	17	85	136	139	769	10	1,168	150
Mississippi	13	31	115	216	445	809	26	1,818	87
Louisiana	3	7	20	91	107	141	---	339	8
Texas	3	7	23	114	83	221	7	446	25
Arkansas	1	1	8	25	25	60	---	110	3
North Central Division:									
Ohio	6	8	95	3	207	309	4	680	58
Indiana	1	0	10	---	70	10	---	80	4
Illinois	3	10	29	46	90	203	4	410	39
Wisconsin	1	0	15	---	149	22	---	171	7
Minnesota	1	0	7	0	13	23	0	36	5
Missouri	13	47	123	128	317	971	16	1,452	165
Kansas	2	5	23	34	69	77	2	242	12
Western Division:									
California	1	1	20	6	36	20	2	72	5

TABLE 26.—*Students in various courses of study in colleges for women, Division B.*

State.	Students reported in collegiate departments.	Students pursuing courses leading to—					Students in—		
		A. B. degree.	Ph. B. degree.	M. E. L. or B. L. degree.	B. S. degree.	Other first degrees.	Pedagogy.	Music.	Art.
United States.....	10,669	3,071	5	1,958	984	160	702	7,843	2,132
North Atlantic Division..	808	235	-----	121	84	-----	39	639	165
South Atlantic Division..	4,312	1,379	-----	835	258	53	473	2,612	838
South Central Division..	3,914	1,151	2	1,083	516	54	139	2,985	830
North Central Division..	1,015	299	-----	359	119	50	21	1,547	304
Western Division.....	20	7	3	-----	7	3	10	60	15
North Atlantic Division:									
Maine.....	33	12	-----	-----	-----	-----	-----	10	4
New Hampshire.....	39	-----	-----	30	-----	-----	-----	-----	-----
Massachusetts.....	127	-----	-----	-----	-----	-----	-----	96	7
New York.....	146	-----	-----	-----	-----	-----	-----	-----	-----
New Jersey.....	10	3	-----	7	-----	-----	39	52	11
Pennsylvania.....	462	220	-----	84	84	-----	-----	591	143
South Atlantic Division:									
Maryland.....	214	22	-----	10	98	16	15	229	72
Virginia.....	752	142	-----	28	-----	-----	2	506	137
West Virginia.....	14	-----	-----	-----	-----	-----	-----	30	-----
North Carolina.....	694	265	-----	52	4	23	46	455	72
South Carolina.....	1,040	393	-----	110	70	14	12	435	272
Georgia.....	1,508	557	-----	195	86	-----	398	957	285
South Central Division:									
Kentucky.....	868	250	-----	50	136	-----	2	504	143
Tennessee.....	1,046	251	-----	238	131	18	42	610	170
Alabama.....	769	318	-----	386	27	10	25	538	163
Mississippi.....	800	226	2	330	103	26	90	888	280
Louisiana.....	141	34	-----	18	35	-----	-----	73	14
Texas.....	221	60	-----	61	75	-----	-----	324	45
Arkansas.....	60	12	-----	-----	6	-----	-----	50	15
North Central Division:									
Ohio.....	309	55	-----	-----	22	41	6	167	36
Indiana.....	10	10	-----	-----	-----	-----	-----	35	-----
Illinois.....	203	70	-----	-----	-----	-----	15	233	62
Wisconsin.....	22	5	-----	13	2	-----	-----	50	13
Minnesota.....	23	6	-----	-----	3	9	-----	12	5
Missouri.....	971	79	-----	346	92	-----	-----	916	159
Kansas.....	77	74	-----	-----	-----	-----	-----	134	29
Western Division:									
California.....	20	7	3	-----	7	3	10	60	15

TABLE 27.—Degrees conferred by colleges for women, Division B.

State.	M. E. L. or B. L.	A. B.	B. S.	A. M.	B. Mus.	B. Paint	L. A.	M. L. A.	B. Ped.	M. L.
United States.....	343	478	128	19	113	23	5	1	1	1
North Atlantic Division.....	37	30	12	4	5	-----	5	1	-----	-----
South Atlantic Division.....	80	209	39	3	49	14	-----	-----	1	1
South Central Division.....	151	183	53	8	31	7	-----	-----	-----	-----
North Central Division.....	75	56	20	4	27	2	-----	-----	-----	-----
Western Division.....	-----	-----	4	-----	1	-----	-----	-----	-----	-----
North Atlantic Division:	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Maine.....	-----	1	-----	2	-----	-----	5	-----	-----	-----
New Hampshire.....	2	-----	-----	-----	-----	-----	-----	1	-----	-----
New Jersey.....	6	-----	-----	-----	-----	-----	-----	-----	-----	-----
Pennsylvania.....	29	29	12	2	5	-----	-----	-----	-----	-----
South Atlantic Division:	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Maryland.....	4	1	3	1	3	-----	-----	-----	-----	-----
Virginia.....	26	11	14	-----	7	-----	-----	-----	-----	1
North Carolina.....	5	45	-----	-----	11	2	-----	-----	1	-----
South Carolina.....	20	51	4	2	5	-----	-----	-----	-----	-----
Georgia.....	25	101	18	-----	23	12	-----	-----	-----	-----
South Central Division:	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Kentucky.....	8	37	15	-----	3	-----	-----	-----	-----	-----
Tennessee.....	37	43	12	8	8	-----	-----	-----	-----	-----
Alabama.....	48	74	2	-----	10	6	-----	-----	-----	-----
Mississippi.....	45	15	16	-----	10	1	-----	-----	-----	-----
Louisiana.....	4	4	-----	-----	-----	-----	-----	-----	-----	-----
Texas.....	9	8	7	-----	-----	-----	-----	-----	-----	-----
Arkansas.....	-----	2	1	-----	-----	-----	-----	-----	-----	-----
North Central Division:	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Ohio.....	16	7	3	-----	2	-----	-----	-----	-----	-----
Indiana.....	1	1	1	-----	1	-----	-----	-----	-----	-----
Illinois.....	-----	9	-----	-----	-----	-----	-----	-----	-----	-----
Wisconsin.....	6	1	-----	-----	-----	-----	-----	-----	-----	-----
Minnesota.....	1	1	2	-----	-----	-----	-----	-----	-----	-----
Missouri.....	52	29	14	4	23	2	-----	-----	-----	-----
Kansas.....	-----	8	-----	-----	1	-----	-----	-----	-----	-----
Western Division:	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
California.....	-----	-----	4	-----	1	-----	-----	-----	-----	-----

TABLE 28.—*Property of colleges for women, Division B.*

State.	Volumes in libra- ries.	Value of scientific apparatus and libra- ries.	Value of grounds and build- ings.	Produc- tive funds.
United States	259,178	\$346,092	\$8,948,223	\$778,800
North Atlantic Division	49,205	70,455	1,255,723	253,500
South Atlantic Division	77,340	103,087	3,169,500	75,500
South Central Division	71,549	89,675	2,168,000	67,000
North Central Division	56,084	72,875	2,120,000	382,800
Western Division	5,000	10,000	235,000	0
North Atlantic Division:				
Maine	10,200	12,325	220,000	145,000
New Hampshire	3,000	4,000	76,200	28,500
Massachusetts	2,200	2,500	140,000	0
New York	6,905	24,455	219,523	40,000
New Jersey	2,500	-----	30,000	0
Pennsylvania	24,400	27,175	570,000	40,000
South Atlantic Division:				
Maryland	16,500	37,000	540,000	21,000
Virginia	15,490	13,237	843,000	0
West Virginia	350	-----	6,500	-----
North Carolina	15,000	24,200	493,000	12,000
South Carolina	9,700	6,400	349,000	0
Georgia	20,300	22,250	938,000	42,500
South Central Division:				
Kentucky	13,900	17,000	506,000	2,000
Tennessee	27,952	40,950	660,000	35,000
Alabama	8,957	6,750	330,000	0
Mississippi	14,805	14,125	436,000	0
Louisiana	1,500	2,000	91,000	30,000
Texas	3,935	8,250	120,000	0
Arkansas	500	600	25,000	-----
North Central Division:				
Ohio	23,700	34,000	690,000	94,000
Indiana	1,500	1,000	60,000	0
Illinois	6,000	8,150	220,000	5,000
Wisconsin	4,059	7,000	65,000	150,000
Minnesota	2,000	4,000	20,000	25,000
Missouri	13,825	15,925	725,000	108,800
Kansas	5,000	2,800	340,000	0
Western Division:				
California	5,000	10,000	235,000	0

TABLE 29.—*Income of colleges for women, Division B.*

State.	From produc- tive funds.	Tuition fees.	State or municipal appropri- ations.	From other sources.	Total in- come.	Benefac- tions.
United States	\$38,162	\$1,400,355	\$51,400	\$485,407	\$1,975,324	\$148,890
North Atlantic Division	11,442	213,907	100	156,468	381,917	24,815
South Atlantic Division	4,050	441,528	23,100	106,483	575,161	43,100
South Central Division	5,100	382,209	28,200	144,021	559,530	26,280
North Central Division	17,570	332,711	0	78,435	428,716	48,695
Western Division	0	30,000	0	0	30,000	6,000
North Atlantic Division:						
Maine	6,600	9,100	0	800	16,500	10,500
New Hampshire	1,000	4,000	0	15,000	20,000	-----
Massachusetts	0	15,000	0	60,000	75,000	0
New York	1,842	74,679	100	1,368	77,989	300
New Jersey	0	8,560	0	0	8,560	0
Pennsylvania	2,000	102,568	0	79,300	183,868	14,015
South Atlantic Division:						
Maryland	1,000	53,000	0	10,000	64,000	20,800
Virginia	0	118,785	0	21,230	140,015	400
West Virginia	-----	3,000	-----	-----	3,000	-----
North Carolina	500	72,643	0	28,753	101,896	8,400
South Carolina	0	52,200	0	36,500	88,700	-----
Georgia	2,550	141,900	23,100	10,000	177,550	13,500
South Central Division:						
Kentucky	0	96,450	0	10,350	106,800	200
Tennessee	2,100	111,700	0	43,000	156,800	0
Alabama	0	58,400	0	35,000	93,400	2,500
Mississippi	0	79,100	25,000	26,371	130,471	12,180
Louisiana	3,000	10,500	3,200	1,300	18,000	1,000
Texas	0	23,059	0	20,500	43,559	10,000
Arkansas	-----	3,000	-----	7,500	10,500	400
North Central Division:						
Ohio	5,800	92,860	0	0	98,660	16,580
Indiana	0	7,500	0	3,500	11,000	4,000
Illinois	250	63,000	0	10,000	73,250	2,500
Wisconsin	6,000	11,801	0	14,785	32,586	2,000
Minnesota	800	5,600	0	0	6,400	1,000
Missouri	4,720	130,750	0	43,150	178,620	22,615
Kansas	0	21,200	0	7,000	28,200	-----
Western Division:						
California	0	30,000	0	0	30,000	6,000

TABLE 30.—*Professors and students in schools of technology.*

State or Territory.	Number of institutions.	Professors and instructors.						Students.									
		Preparatory departments.		College departments.		Total number (excluding duplicates).		Preparatory departments.		College departments.		Graduate departments.				Total number (excluding duplicates).	
												Resident.	Non-resident.				
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	48	76	14	1,036	62	1,094	90	2,038	409	8,717	1,017	190	77	26	2	11,261 2,233	
North Atlantic Division	13	12	0	367	13	377	13	244	0	2,905	180	13	0	0	0	3,243 229	
South Atlantic Division	11	20	1	201	1	211	1	359	15	1,632	12	46	0	0	0	2,037 27	
South Central Division	5	16	1	85	0	99	1	529	49	893	25	30	0	1	0	1,453 74	
North Central Division	11	13	4	271	31	290	50	423	158	2,600	526	78	53	24	2	3,192 1,358	
Western Division	8	15	8	112	17	117	25	483	187	687	274	23	24	1	0	1,336 595	
North Atlantic Division:																	
Maine	1	0	0	30	1	30	1	0	0	290	17	0	0	0	0	298 19	
New Hampshire	1	0	0	21	0	21	0	0	0	65	19	0	0	0	0	106 28	
Vermont	1	0	0	8	0	8	0	0	0	47	0	0	0	0	0	47 0	
Massachusetts	3	0	0	174	1	174	1	0	0	1,470	71	11	0	0	0	1,481 71	
Rhode Island	1	0	0	19	6	19	6	0	0	99	46	0	0	0	0	99 46	
Connecticut	1	0	0	8	4	8	4	0	0	84	23	0	0	0	0	84 23	
New York	23	0	0	77	1	77	1	0	0	437	4	0	0	0	0	471 42	
New Jersey	2	12	0	30	0	40	0	244	0	413	0	0	0	0	0	657 0	
South Atlantic Division:																	
Delaware	1	2	0	3	0	4	0	24	6	10	2	0	0	0	0	34 8	
Maryland	2	1	0	76	0	77	0	26	0	343	0	0	0	0	0	369 0	
District of Columbia	1	0	0	9	0	9	0	0	0	47	0	0	0	0	0	47 0	
Virginia	3	0	0	42	0	45	0	19	0	480	0	31	0	0	0	530 0	
North Carolina	3	9	1	28	1	29	1	50	9	249	10	7	0	0	0	306 19	
South Carolina	2	4	0	29	0	33	0	200	0	363	0	8	0	0	0	571 0	
Georgia	1	1	0	14	0	14	0	40	0	140	0	0	0	0	0	180 0	
South Central Division:																	
Alabama	1	3	0	30	0	31	0	43	0	306	12	16	0	0	0	365 12	
Mississippi	2	12	0	24	0	36	0	453	10	249	2	7	0	1	0	710 12	
Texas	1	0	0	22	0	22	0	0	0	390	0	7	0	0	0	297 0	
Oklahoma	1	1	1	9	0	10	1	33	39	48	11	0	0	0	0	81 50	
North Central Division:																	
Ohio	1	0	0	20	0	20	0	0	0	240	0	4	0	0	0	244 0	
Indiana	2	0	0	78	6	78	6	0	0	663	61	24	23	4	1	691 83	
Illinois	1	10	2	33	1	43	17	198	83	133	23	0	0	0	0	353 725	
Michigan	2	0	0	45	12	45	12	0	0	463	43	11	2	0	0	519 45	
Iowa	1	1	0	42	13	42	13	16	11	432	97	10	3	4	0	462 111	
North Dakota	1	1	0	14	1	15	1	105	37	28	14	3	0	0	0	136 51	
South Dakota	2	0	0	29	3	20	3	45	19	230	78	9	0	13	0	297 97	
Kansas	1	2	2	19	5	27	8	59	8	411	210	17	25	3	1	490 244	
Western Division:																	
Montana	1	0	2	11	3	11	5	27	15	10	6	0	0	0	0	80 54	
Colorado	2	0	1	32	3	32	4	58	28	252	55	9	1	0	0	383 113	
New Mexico	2	0	0	14	2	15	3	64	23	45	22	1	0	0	0	132 43	
Utah	1	7	1	16	4	18	6	240	73	86	36	10	7	0	0	348 140	
Washington	1	6	1	20	1	22	3	94	48	117	48	0	0	0	0	212 104	
Oregon	1	0	0	19	4	19	4	0	0	177	107	3	16	1	0	181 136	

TABLE 31.—*Students in various courses of study in schools of technology.*

State or Territory.	Students reported in col- legiate departments.	Students reported as pursuing courses lead- ing to—								Students in business courses.	
		B. S. degree.	B. C. E. degree.	B. M. E. degree.	B. E. E. degree.	B. Agr. degree.	E. M. degree.	B. L. degree.	Other first de- grees.	Male.	Female.
United States	9,734	5,453	333	633	457	177	291	78	347	115	40
North Atlantic Division	3,085	1,476	226	315	75	111	—	—	14	—	—
South Atlantic Division	1,644	954	—	10	110	2	—	—	17	—	—
South Central Division	918	809	—	—	—	—	—	—	—	—	—
North Central Division	3,126	1,793	107	195	270	64	139	52	209	28	15
Western Division	951	421	—	113	2	—	152	26	107	87	25
North Atlantic Division:											
Maine	307	81	66	52	70	4	—	—	8	—	—
New Hampshire	84	84	—	—	—	—	—	—	—	—	—
Vermont	47	14	26	—	5	—	—	—	2	—	—
Massachusetts	1,541	1,198	—	—	—	—	—	—	4	—	—
Rhode Island	145	90	—	—	—	—	—	—	—	—	—
Connecticut	107	—	—	—	—	107	—	—	—	—	—
New York	441	9	134	—	—	—	—	—	—	—	—
New Jersey	413	—	—	263	—	—	—	—	—	—	—
South Atlantic Division:											
Delaware	12	7	—	—	—	2	—	—	3	—	—
Maryland	343	75	—	—	—	—	—	—	14	—	—
District of Columbia	47	—	—	—	—	—	—	—	—	—	—
Virginia	480	421	—	—	—	—	—	—	—	—	—
North Carolina	259	223	—	—	—	—	—	—	—	—	—
South Carolina	383	228	—	—	—	—	—	—	—	—	—
Georgia	140	—	—	10	110	—	—	—	—	—	—
South Central Division:											
Alabama	313	247	—	—	—	—	—	—	—	—	—
Mississippi	251	215	—	—	—	—	—	—	—	—	—
Texas	290	290	—	—	—	—	—	—	—	—	—
Oklahoma	59	57	—	—	—	—	—	—	—	—	—
North Central Division:											
Ohio	240	240	—	—	—	—	—	—	—	—	—
Indiana	724	206	80	142	121	15	—	—	138	—	—
Illinois	156	—	—	23	74	—	—	—	59	—	—
Michigan	506	314	—	—	—	—	139	—	—	—	—
Iowa	529	138	27	30	75	49	—	52	12	—	—
North Dakota	42	34	—	—	—	—	—	—	—	—	—
South Dakota	308	240	—	—	—	—	—	—	—	28	15
Kansas	621	621	—	—	—	—	—	—	—	—	—
Western Division:											
Montana	16	6	—	3	—	—	—	—	—	25	17
Colorado	307	153	—	—	2	—	152	—	—	—	—
New Mexico	67	41	—	—	—	—	—	—	2	25	3
Utah	122	122	—	—	—	—	—	—	—	37	5
Washington	165	31	—	—	—	—	—	26	—	—	—
Oregon	284	68	—	110	—	—	—	—	105	—	—

TABLE 32.—*Preparation of freshmen of schools of technology.*

State or Territory.	Institutions reporting preparation of freshmen.	Number of freshmen included.	Freshmen prepared by—							
			Preparatory departments of colleges.		Private preparatory schools.		Public high schools.		Private study.	
			Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States.....	24	2,024	254	12.55	263	12.99	1,423	70.31	84	4.15
North Atlantic Division.....	4	129	0	0	31	24.03	98	75.97	0	0
South Atlantic Division.....	4	228	94	41.23	99	43.42	34	14.91	1	.44
South Central Division.....	12	97	15	15.46	2	2.06	80	82.48	0	0
North Central Division.....	8	1,250	81	6.48	110	8.80	1,005	80.40	54	4.32
Western Division.....	6	320	64	20.00	21	6.56	206	64.38	29	9.06
North Atlantic Division:										
New Hampshire.....	1	22	0	0	3	13.64	19	86.36	0	0
Vermont.....	1	19	0	0	13	68.42	6	31.58	0	0
Massachusetts.....	1	80	0	0	15	18.75	65	81.25	0	0
New York.....	1	8	0	0	0	0	8	100.00	0	0
South Atlantic Division:										
Delaware.....	1	12	11	91.67	0	0	1	8.33	0	0
North Carolina.....	2	152	31	20.39	59	65.13	21	13.82	1	.66
South Carolina.....	1	64	52	81.25	0	0	12	18.75	0	0
South Central Division:										
Alabama.....	1	65	15	23.08	2	3.08	48	73.84	0	0
Oklahoma.....	1	32	0	0	0	0	32	100.00	0	0
North Central Division:										
Ohio.....	1	240	0	0	15	6.25	220	91.67	5	2.08
Indiana.....	2	246	17	6.91	47	19.11	149	60.57	33	13.41
Michigan.....	2	206	30	14.56	25	12.14	151	73.30	0	0
Iowa.....	1	153	20	13.07	23	15.03	94	61.44	16	10.46
North Dakota.....	1	17	14	82.35	0	0	3	17.65	0	0
Kansas.....	1	388	0	0	0	0	388	100.00	0	0
Western Division:										
Montana.....	1	10	4	40.00	0	0	6	60.00	0	0
Colorado.....	1	67	0	0	18	26.86	22	32.84	27	40.30
New Mexico.....	2	18	8	44.44	0	0	10	55.56	0	0
Utah.....	1	68	52	76.47	3	4.41	11	16.18	2	2.94
Oregon.....	1	157	0	0	0	0	157	100.00	0	0

TABLE 33.—*Degrees conferred on men by schools of technology.*

State or Territory.	B. S.	B. Agr.	B. M. E.	B. C. E.	B. E. E.	B. Min. E.	Ph. B.	E. E.	C. E.	M. E.	E. M.	M. S.	Ph. D.
United States	724	24	29	15	11	1	1	3	20	73	22	39	1
North Atlantic Division	269	14	6	8	-----	-----	1	-----	15	62	-----	8	-----
South Atlantic Division	95	-----	9	-----	-----	-----	-----	-----	4	2	-----	2	-----
South Central Division	94	-----	-----	-----	-----	-----	-----	1	-----	-----	-----	11	-----
North Central Division	238	6	5	7	11	1	-----	-----	1	9	5	17	1
Western Division	28	4	9	-----	-----	-----	-----	2	-----	-----	17	1	-----
North Atlantic Division:													
Maine	11	-----	6	8	-----	-----	1	-----	1	1	-----	1	-----
New Hampshire	12	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	1	-----
Vermont	6	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Massachusetts	236	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	6	-----
Rhode Island	4	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Connecticut	-----	14	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
New York	-----	-----	-----	-----	-----	-----	-----	-----	14	-----	-----	-----	-----
New Jersey	-----	-----	-----	-----	-----	-----	-----	-----	-----	61	-----	-----	-----
South Atlantic Division:													
Maryland	17	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Virginia	24	-----	-----	-----	-----	-----	-----	-----	1	2	-----	2	-----
North Carolina	18	-----	-----	-----	-----	-----	-----	-----	3	-----	-----	-----	-----
South Carolina	36	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Georgia	-----	-----	9	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
South Central Division:													
Alabama	43	-----	-----	-----	-----	-----	-----	1	-----	-----	-----	8	-----
Mississippi	23	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	3	-----
Texas	26	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Oklahoma	2	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
North Central Division:													
Ohio	32	-----	-----	-----	-----	-----	-----	-----	1	-----	-----	4	-----
Indiana	93	-----	3	1	-----	-----	-----	-----	-----	9	-----	9	1
Illinois	21	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Michigan	30	-----	-----	-----	-----	-----	-----	-----	-----	-----	5	1	-----
Iowa	14	6	2	6	11	1	-----	-----	-----	-----	-----	-----	-----
North Dakota	1	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
South Dakota	15	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	1	-----
Kansas	32	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	2	-----
Western Division:													
Montana	2	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Colorado	11	-----	-----	-----	-----	-----	-----	2	-----	-----	17	-----	-----
New Mexico	4	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	1	-----
Utah	7	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Washington	4	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Oregon	-----	4	9	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

TABLE 34.—*Degrees conferred on women by schools of technology.*

State or Territory.	B. S.	B. Agr.	B. L.	B. H. E.	M. S.
United States	66	1	11	2	10
North Atlantic Division	7	1	-----	-----	-----
South Central Division	1	-----	-----	-----	-----
North Central Division	41	-----	9	-----	10
Western Division	17	-----	2	2	-----
North Atlantic Division:					
New Hampshire	4	-----	-----	-----	-----
Massachusetts	1	-----	-----	-----	-----
Rhode Island	2	-----	-----	-----	-----
Connecticut	-----	1	-----	-----	-----
South Central Division:					
Oklahoma	1	-----	-----	-----	-----
North Central Division:					
Indiana	4	-----	-----	-----	5
Michigan	3	-----	-----	-----	-----
Iowa	4	-----	9	-----	-----
South Dakota	7	-----	-----	-----	-----
Kansas	23	-----	-----	-----	5
Western Division:					
Montana	2	-----	-----	-----	-----
Colorado	5	-----	-----	-----	-----
Utah	7	-----	-----	-----	-----
Washington	3	-----	-----	-----	-----
Oregon	-----	-----	2	2	-----

TABLE 35.—*Property of schools of technology.*

State or Territory.	Number of fellow-ships.	Number of scholar-ships.	Libraries.		Value of scientific apparatus and libraries.	Value of grounds and buildings.	Productive funds.
			Bound volumes.	Pamphlets.			
United States.....	16	744	379,122	115,391	\$2,770,140	\$12,659,044	\$9,046,724
North Atlantic Division.....	2	368	158,475	37,961	1,184,155	4,908,447	2,723,252
South Atlantic Division.....	4	349	60,703	7,375	333,648	1,919,130	754,312
South Central Division.....	0	16	27,372	17,301	157,191	767,729	690,782
North Central Division.....	10	11	100,786	31,667	821,732	4,135,663	4,595,378
Western Division.....	0	0	31,786	21,087	273,414	928,075	283,000
North Atlantic Division:							
Maine.....	0	1	10,000	3,975	43,675	191,566	219,912
New Hampshire.....	0	54	4,600	3,000	47,000	183,881	116,000
Vermont.....	0	33	12,500	-----	7,500	35,000	0
Massachusetts.....	2	255	64,021	15,946	428,700	1,683,000	1,610,575
Rhode Island.....	0	0	5,660	5,600	69,336	182,000	50,000
Connecticut.....	0	0	5,281	-----	12,000	101,000	135,000
New York.....	0	0	46,313	9,440	520,944	2,125,000	141,765
New Jersey.....	0	25	10,100	-----	55,600	407,000	450,000
South Atlantic Division:							
Delaware.....	0	0	460	175	1,000	16,800	0
Maryland.....	0	26	37,969	400	127,252	875,496	105,000
District of Columbia.....	0	1	-----	-----	5,500	-----	-----
Virginia.....	4	254	12,900	5,600	112,000	420,000	364,312
North Carolina.....	0	0	1,874	400	15,000	135,554	125,000
South Carolina.....	0	68	7,500	800	32,896	321,280	160,000
Georgia.....	-----	-----	-----	-----	40,000	150,000	0
South Central Division:							
Alabama.....	0	16	11,011	1,741	90,245	143,813	253,500
Mississippi.....	0	0	8,211	12,160	20,600	279,431	228,282
Texas.....	0	0	4,750	3,400	31,346	319,435	209,000
Oklahoma.....	0	0	3,400	-----	15,000	25,000	0
North Central Division:							
Ohio.....	10	8	2,000	1,000	80,000	250,000	2,000,000
Indiana.....	0	0	15,750	5,292	297,000	544,000	850,000
Illinois.....	-----	-----	12,475	300	-----	2,000,000	-----
Michigan.....	0	3	32,503	6,900	226,189	454,463	562,000
Iowa.....	0	0	11,000	2,000	22,000	425,000	681,034
North Dakota.....	0	0	4,075	600	15,000	107,500	0
South Dakota.....	0	0	5,965	9,215	41,000	95,000	0
Kansas.....	-----	-----	17,018	6,360	140,543	259,700	502,344
Western Division:							
Montana.....	0	0	2,660	3,000	10,000	125,000	23,000
Colorado.....	0	0	13,872	8,626	107,414	291,275	150,000
New Mexico.....	0	0	3,379	1,950	36,000	95,000	0
Utah.....	0	0	4,899	3,175	50,000	166,800	0
Washington.....	0	0	4,036	1,836	45,000	150,000	-----
Oregon.....	0	0	3,060	2,500	25,000	100,000	110,000

TABLE 33.—*Income of schools of technology.*

State or Territory.	Tuition fees.	From productive funds.	State or municipal appropriations.	United States Government appropriations.	From other sources.	Total income.	Benefactions.
United States.....	\$420, 447	\$533, 569	\$724, 164	\$1, 613, 516	\$208, 494	\$3, 500, 190	\$135, 456
North Atlantic Division.....	309, 104	146, 452	168, 500	632, 618	51, 615	1, 308, 289	132, 206
South Atlantic Division.....	49, 403	44, 767	162, 950	403, 386	41, 149	701, 653	200
South Central Division.....	357	47, 290	64, 661	132, 512	34, 078	278, 898	-----
North Central Division.....	59, 242	282, 030	185, 095	223, 000	70, 411	819, 808	3, 000
Western Division.....	2, 341	13, 000	142, 958	222, 000	11, 241	391, 540	50
North Atlantic Division:							
Maine.....	0	5, 915	20, 000	37, 000	27, 535	90, 450	-----
New Hampshire.....	0	4, 800	5, 500	37, 000	4, 873	52, 173	100
Vermont.....	1, 000	0	3, 000	0	500	4, 500	-----
Massachusetts.....	243, 407	102, 839	50, 000	42, 593	4, 806	443, 645	103, 106
Rhode Island.....	0	1, 919	55, 000	37, 000	6, 000	99, 919	-----
Connecticut.....	0	4, 468	25, 000	29, 500	0	58, 968	-----
New York.....	27, 277	6, 511	0	449, 525	401	483, 714	-----
New Jersey.....	37, 420	20, 000	10, 000	0	7, 500	74, 920	29, 000
South Atlantic Division:							
Delaware.....	0	0	4, 000	4, 400	0	8, 400	200
Maryland.....	12, 228	6, 142	1, 200	313, 819	8, 715	342, 104	-----
District of Columbia.....	5, 983	0	0	0	3, 698	9, 681	-----
Virginia.....	8, 711	21, 859	45, 000	29, 667	24, 441	129, 678	-----
North Carolina.....	3, 981	7, 500	13, 750	29, 500	1, 795	56, 526	-----
South Carolina.....	15, 000	9, 266	76, 500	26, 000	0	126, 766	-----
Georgia.....	3, 500	0	22, 500	0	2, 500	28, 500	-----
South Central Division:							
Alabama.....	0	20, 280	8, 747	27, 012	5, 006	61, 045	0
Mississippi.....	357	12, 730	28, 414	37, 000	16, 220	94, 721	-----
Texas.....	0	14, 280	27, 500	31, 500	9, 361	82, 641	0
Oklahoma.....	0	0	0	37, 000	3, 491	40, 491	-----
North Central Division:							
Ohio.....	18, 000	45, 000	0	0	0	63, 000	-----
Indiana.....	9, 000	47, 000	58, 563	37, 000	29, 553	181, 116	3, 630
Illinois.....	30, 000	70, 000	0	0	0	100, 000	-----
Michigan.....	132	43, 780	51, 200	37, 000	17, 937	150, 049	-----
Iowa.....	0	47, 730	37, 232	38, 000	2, 287	125, 249	-----
North Dakota.....	0	0	5, 500	37, 000	3, 400	45, 900	0
South Dakota.....	2, 110	0	14, 500	37, 000	5, 964	59, 574	-----
Kansas.....	0	28, 550	18, 100	37, 000	11, 270	94, 920	-----
Western Division:							
Montana.....	1, 500	0	2, 500	37, 000	0	41, 000	-----
Colorado.....	0	5, 000	78, 000	37, 000	0	120, 000	0
New Mexico.....	841	0	24, 792	37, 000	431	63, 064	50
Utah.....	0	0	22, 000	37, 000	5, 812	64, 812	-----
Washington.....	-----	-----	15, 666	37, 000	3, 998	56, 664	-----
Oregon.....	0	8, 000	0	37, 000	1, 000	46, 000	-----

TABLE 37.—Statistics of universities and

	Location.	Name.	Religious denomination controlling.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
ALABAMA.								
1	Blountsville.....	Blount College.....	None	1890	1	1	4	2
2	Cullman.....	St. Bernard College.....	R. C.....	1892	3	0	12	0
3	East Lake.....	Howard College.....	Bapt.....	1841	1	0	7	0
4	Greensboro.....	Southern University.....	M. E. So.....	1859	1	0	7	0
5	Lafayette.....	Lafayette College.....	None.....	1885	0	3	2	0
6	Lineville.....	Lineville College.....	None.....	1890	0	2	3	1
7	Selma.....	Alabama Baptist Colored University.....	Bapt.....	1878	2	1	2	2
8	Spring Hill.....	Spring Hill College.....	R. C.....	1830	1	0	21	0
9	University.....	University of Alabama.....	None.....	1831	0	0	11	0
ARIZONA.								
10	Tucson.....	University of Arizona.....	None.....	1891	1	2	10	1
ARKANSAS.								
11	Arkadelphia.....	Arkadelphia Methodist College.....	M. E.....	1890	0	1	4	5
12	do.....	Ouachita Baptist College.....	Bapt.....	1886	1	2	4	2
13	Batesville.....	Arkansas College.....	Presb.....	1872	1	1	5	0
14	Clarksville.....	Arkansas Cumberland College.....	Cumb. Presb.....	1891	0	2	4	2
15	Conway.....	Hendrix College.....	M. E. So.....	1884	3	0	5	0
16	Fayetteville.....	Arkansas Industrial University.....	None.....	1872	8	8	20	4
17	Little Rock.....	Philander Smith College.....	M. E.....	1877	0	4	3	0
18	Mountain Home.....	Mountain Home Baptist College.....	Bapt.....	1893	0	1	3	4
19	Searcy.....	Searcy College.....	Presb.....	1886	5	0	5	0
CALIFORNIA.								
20	Berkeley.....	University of California.....	None.....	1869	0	0	114	0
21	Claremont.....	Pomona College.....	Cong.....	1888	5	2	8	2
22	College Park.....	University of the Pacific.....	M. E.....	1851	3	4	8	2
23	Los Angeles.....	Occidental College.....	Presb.....	1887	4	3	3	2
24	do.....	St. Vincent's College.....	R. C.....	1865	4	0	11	0
25	Oakland.....	California College.....	Bapt.....	1870	4	4	4	4
26	Pasadena.....	Throop Polytechnic Institute.....	None.....	1891	12	5	6	1
27	San Francisco.....	St. Ignatius College.....	R. C.....	1855	6	0	15	0
28	Santa Clara.....	Santa Clara College.....	R. C.....	1851	2	0	22	0
29	Santa Rosa.....	Pacific Methodist College.....	M. E. So.....	1861	1	1	4	4
30	Stanford University.....	Leland Stanford Junior University.....	None.....	1891	0	0	85	10
31	University.....	University of Southern California.....	M. E.....	1880	15	7	9	4
COLORADO.								
32	Boulder.....	University of Colorado.....	None.....	1877	8	2	25	2
33	Colorado Springs.....	Colorado College.....	Cong.....	1874	15	3	25	8
34	Denver.....	College of the Sacred Heart.....	R. C.....	1876	1	0	14	0
35	University Park.....	University of Denver.....	M. E.....	1864	6	2	11	2
CONNECTICUT.								
36	Hartford.....	Trinity College.....	P. E.....	1824	0	0	20	0
37	Middletown.....	Wesleyan University.....	M. E.....	1831	0	0	26	0
38	New Haven.....	Yale University.....	Cong.....	1701	0	0	145	0
DELAWARE.								
39	Newark.....	Delaware College.....	None.....	1834	0	0	13	0
DIST. OF COLUMBIA.								
40	Washington.....	Catholic University of America.....	R. C.....	1889	0	0	16	0
41	do.....	Columbian University.....	Bapt.....	1921	6	0	60	0
42	do.....	Gallaudet College.....	None.....	1864	11	2	11	2
43	do.....	Georgetown University.....	R. C.....	1791	11	0	23	0
44	do.....	Gonzaga College.....	R. C.....	1820	8	0	9	0
45	do.....	Howard University.....	None.....	1867	3	0	7	1

colleges for men and for both sexes.

Professors and instructors.				Students.															
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).					
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Resident.		Nonresident.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24				
0	0	5	3	168	98	48	37	0	0	0	0	0	0	216	135	1			
3	0	18	0	12	0	88	0	0	0	0	0	22	0	122	0	2			
0	0	8	0	30	0	127	0	0	0	0	0	0	0	157	0	3			
0	0	8	0	30	0	145	4	0	0	0	0	0	0	175	4	4			
0	0	2	3	50	60	40	45	0	0	0	0	0	0	90	105	5			
0	0	3	3	50	40	65	50	0	0	0	0	0	0	115	90	6			
0	0	5	4	95	104	1	3	0	0	0	0	0	0	96	107	7			
0	0	22	0	8	0	121	0	0	0	0	0	0	0	129	0	8			
12	0	23	0	0	0	125	5	1	0	0	0	178	0	304	5	9			
0	0	11	3	64	53	27	8	0	0	0	0	0	0	91	61	10			
0	0	4	5	38	74	27	71	0	0	0	0	0	0	65	145	11			
0	0	5	4	65	65	75	75	0	0	0	0	0	0	140	140	12			
0	0	6	1	22	15	26	12	0	0	0	0	0	0	48	27	13			
0	0	4	4	38	38	11	6	0	0	0	0	0	0	50	60	14			
0	0	8	0	2	2	51	18	0	0	0	0	0	0	133	20	15			
0	0	22	10	222	110	136	80	0	0	0	0	0	0	358	190	16			
0	0	3	4	38	21	12	0	0	0	0	0	0	0	50	21	17			
0	0	3	5	25	20	34	42	0	0	0	0	0	0	59	62	18			
0	0	5	0	31	20	36	0	0	0	0	0	0	0	67	0	19			
208	1	257	1	0	0	825	551	66	46	5	2	512	41	1,470	741	20			
0	0	8	2	65	43	51	28	1	0	0	0	0	0	117	71	21			
0	0	15	9	90	59	27	12	0	0	0	0	0	0	103	95	22			
0	0	4	3	41	10	6	3	0	0	0	0	0	0	47	13	23			
0	0	15	0	56	0	74	0	0	0	0	0	0	0	130	0	24			
0	0	4	4	32	25	11	4	0	0	0	0	0	0	43	29	25			
0	0	12	5	84	32	6	2	0	0	0	0	0	0	150	50	26			
0	0	21	0	274	0	257	0	0	0	0	0	0	0	531	0	27			
0	0	24	0	17	0	221	0	0	0	0	0	0	0	238	0	28			
0	0	4	4	30	32	30	15	0	0	0	0	0	0	60	47	29			
0	0	85	10	0	0	628	366	63	34	0	0	0	0	691	400	30			
23	1	50	13	147	93	76	35	0	0	0	0	90	10	325	180	31			
84	0	103	4	126	150	115	76	17	12	0	0	104	0	362	238	32			
0	0	25	8	63	47	54	56	0	0	0	6	0	0	128	129	33			
0	0	15	0	114	0	32	0	0	0	0	0	0	0	146	0	34			
54	0	80	9	45	40	44	31	0	1	11	3	150	15	255	237	35			
0	0	20	0	0	0	127	0	1	0	0	0	0	0	128	0	36			
0	0	26	0	0	0	235	61	10	1	0	0	0	0	245	62	37			
76	0	224	0	0	0	1,736	0	198	29	0	0	455	0	2,403	92	38			
0	0	13	0	0	0	76	0	1	0	0	0	0	0	77	0	39			
13	0	29	0	0	0	0	0	17	0	0	0	67	0	84	0	40			
98	0	231	0	52	0	215	73	31	5	0	0	580	0	878	78	41			
0	0	11	2	17	16	32	24	0	0	0	0	0	0	49	40	42			
71	0	136	0	129	0	122	0	34	0	0	0	360	0	634	0	43			
0	0	15	0	105	0	38	0	0	0	0	0	0	0	143	0	44			
45	1	58	8	103	14	32	12	0	0	0	0	243	13	445	96	45			

TABLE 37.—Statistics of universities and

Location.	Name.	Religious denomination controlling.	Year of first opening.	Professors and instructors.			
				Preparatory department.		Collegiate department.	
				Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8
FLORIDA.							
46 De Land	John B. Stetson University	Bapt.	1883	4	7	8	3
47 Lake City	Florida State Agricultural College..	None	1884	2	0	8	3
48 Leesburg	Florida Conference College	M. E. So	1886	3	2	4	1
49 St. Leo	St. Leo Military College	R. C.	1890	1	0	5	0
50 Tallahassee	Seminary West of the Suwanee River.	None	1857	1	0	4	12
51 Winter Park	Rollins College	None	1886	9	8	9	8
GEORGIA.							
52 Athens	University of Georgia	None	1801	0	0	10	0
53 Atlanta	Atlanta Baptist College	Bapt.	1897	4	1	4	1
54 do	Atlanta University	None	1869	3	4	3	2
55 do	Morris Brown College	A. M. E.	1885	0	6	5	0
56 Bowdon	Bowdon College	None	1857	0	1	1	1
57 Dahlonga	North Georgia Agricultural College.	None	1873	5	3	5	3
58 Macon	Mercer University	Bapt.	1837	1	0	9	0
59 Oxford	Emory College	M. E. So	1837	2	0	13	0
60 South Atlanta	Clark University	M. E.	1868	5	6	5	0
61 Wrightsville	Nannie Lou Warthen College	M. E. So	1888	1	1	2	1
62 Young Harris	Young L. G. Harris College	M. E.	1885	0	2	4	1
IDAHO.							
63 Moscow	University of Idaho	None	1892	10	6	12	2
ILLINOIS.							
64 Abingdon	Hedding College	M. E.	1853	5	7	7	1
65 Bloomington	Illinois Wesleyan University	M. E.	1850	6	2	11	1
66 Bourbonnais	St. Viateur's College	R. C.	1868	6	0	25	0
67 Carlinville	Blackburn University	Presb.	1861	5	2	5	2
68 Carthage	Carthage College	Luth.	1870	2	3	7	0
69 Champaign	University of Illinois	None	1868	5	1	79	5
70 Chicago	St. Ignatius College	R. C.	1869	3	0	15	0
71 do	University of Chicago	Bapt.	1892	8	2	145	10
72 Effingham	Austin College	None	1891	5	1	8	2
73 Elmhurst	Evangelical Proseminary	Ger. Ev.	1871	1	0	7	0
74 Eureka	Eureka College	Christian	1855	2	0	8	0
75 Evanston	Northwestern University	M. E.	1855	9	6	41	3
76 Ewing	Ewing College	Bapt.	1867	3	3	4	0
77 Fulton	Northern Illinois College	None	1865	12	2	12	2
78 Galesburg	Knox College	None	1837	8	5	15	5
79 do	Lombard University	Univ.	1852	2	2	9	3
80 Hoopeson	Greer College	None	1891	4	7	3	2
81 Jacksonville	Illinois College	None	1829	7	0	12	0
82 Lake Forest	Lake Forest University	Presb.	1876	9	14	14	0
83 Lebanon	McKendree College	M. E.	1828	8	0	8	0
84 Lincoln	Lincoln University	Cumb. Presb.	1866	2	1	4	1
85 Monmouth	Monmouth College	U. Presb.	1856	9	6	9	6
86 Naperville	Northwestern College	Ev. Assn.	1861	3	1	6	1
87 Peru	St. Bede College	R. C. Assn.	1891	3	0	4	0
88 Quincy	Chaddock College	M. E.	1876	6	3	6	3
89 do	St. Francis Solanus College	R. C.	1860	2	0	12	0
90 Rock Island	Augustana College	Luth.	1860	11	1	10	0
91 Teutopolis	St. Joseph's Diocesan College *	R. C.	1862	3	0	9	0
92 Upper Alton	Shurtleff College	Bapt.	1827	7	6	9	0
93 Westfield	Westfield College	U. B.	1865	5	1	6	1
94 Wheaton	Wheaton College	Cong.	1860	11	7	11	7
INDIANA.							
95 Bloomington	Indiana University	None	1820	0	0	52	1
96 Crawfordsville	Wabash College	None	1832	6	0	20	0
97 Fort Wayne	Concordia College	Luth.	1839	7	0	7	0

* Statistics of 1895-96.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.															
Profes- sional de- partments.		Total num- ber (ex- cluding duplicates).		Preparatory department.		Collegiate department.		Graduate depart- ment.				Profes- sional de- partments.		Total num- ber (ex- cluding duplicates).					
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Resident.		Nonresi- dent.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24				
0	0	12	10	59	95	9	7	0	0	0	0	0	0	68	102	46			
0	0	11	5	46	7	59	24	2	0	0	0	0	0	151	47	47			
0	0	7	3	50	40	12	7	0	0	0	0	0	0	62	47	48			
0	0	6	0	24	0	14	0	0	0	0	0	0	0	38	0	49			
0	0	4	2	15	20	35	50	0	0	0	0	0	0	50	70	50			
0	0	9	8	34	32	15	17	0	2	0	0	0	0	49	51	51			
15	0	34	0	0	0	248	0	11	0	0	0	193	0	449	0	52			
0	0	4	1	34	0	9	0	0	0	0	0	0	0	43	0	58			
0	0	9	10	76	7	20	10	0	0	0	0	0	0	96	144	54			
0	0	5	6	110	192	11	0	0	0	0	0	16	0	167	255	55			
0	0	1	2	28	20	30	27	0	0	0	0	0	0	58	47	56			
0	0	5	3	89	43	35	13	0	0	0	0	0	0	125	64	57			
4	0	14	0	46	0	181	0	0	0	0	0	16	0	233	0	58			
5	0	15	0	39	0	235	0	0	0	0	0	7	0	281	0	59			
0	0	5	6	35	34	6	3	0	0	0	0	0	0	41	37	60			
0	0	2	3	85	68	23	28	0	0	0	0	0	0	108	107	61			
0	0	4	5	75	58	142	60	0	0	0	0	0	0	217	118	62			
0	0	17	6	117	72	39	21	2	2	0	0	0	0	158	95	63			
0	0	12	8	110	85	32	13	0	0	0	0	0	0	142	98	64			
7	0	23	10	112	39	71	33	0	0	0	0	60	2	701	666	65			
4	0	39	0	60	0	150	0	0	0	0	0	16	0	241	0	66			
0	0	5	2	32	17	7	4	0	0	0	0	0	0	39	21	67			
0	0	9	3	31	65	33	16	0	0	0	0	0	0	67	123	68			
8	0	92	6	136	43	492	134	41	6	9	1	175	6	882	193	69			
0	0	18	0	22	0	454	0	0	0	0	0	0	0	476	0	70			
15	0	168	12	143	81	521	557	505	212	0	0	319	18	1,488	868	71			
0	0	8	2	100	80	60	61	0	0	0	0	0	0	160	141	72			
0	0	8	0	19	0	86	0	0	0	0	0	0	0	134	0	73			
0	0	12	3	58	27	56	26	0	1	0	0	37	2	127	83	74			
168	24	235	36	332	155	303	193	14	6	0	3	1,302	165	2,000	508	75			
0	0	4	5	47	17	24	4	0	0	0	0	0	0	71	21	76			
0	0	12	2	96	100	15	20	0	0	0	0	0	0	123	120	77			
0	0	19	13	98	54	165	147	1	1	2	1	0	0	202	358	78			
8	2	9	5	16	13	33	29	0	0	0	0	18	2	70	90	79			
0	0	4	7	150	110	25	15	0	0	0	0	0	0	175	125	80			
0	0	15	0	115	0	93	0	0	0	0	0	0	0	208	0	81			
122	0	144	14	97	169	60	25	1	1	3	0	1,874	0	2,035	135	82			
1	0	13	1	83	24	27	9	0	0	17	0	15	0	183	124	83			
0	0	8	2	49	26	23	19	0	0	1	0	0	0	86	84	84			
3	0	16	4	117	47	56	16	6	0	0	0	43	2	152	139	85			
2	0	10	0	44	0	13	0	0	0	0	0	2	0	256	120	86			
4	0	10	3	22	33	18	2	0	0	0	0	7	1	59	0	87			
0	0	13	0	16	0	184	0	0	0	0	0	0	0	200	0	89			
5	0	20	5	66	21	109	11	1	0	16	1	62	0	356	156	90			
0	0	12	0	17	0	168	0	0	0	0	0	0	0	185	0	91			
0	0	13	6	91	55	48	24	0	0	0	0	0	0	139	79	92			
0	0	8	3	50	19	25	18	1	1	0	0	0	0	90	67	93			
0	0	11	7	72	41	36	37	0	0	0	0	0	0	145	131	94			
3	0	55	1	0	0	501	294	45	14	0	0	90	0	636	308	95			
0	0	20	0	72	0	115	0	5	0	0	0	0	0	192	0	96			
0	0	7	0	54	0	99	0	0	0	0	0	0	0	153	0	97			

TABLE 37.—Statistics of universities and

	Location.	Name.	Religious denomination controlling.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
INDIANA—continued.								
98	Franklin	Franklin College	Bapt.	1834	7	2	7	2
99	Greencastle	De Pauw University	M. E.	1837	6	1	15	2
100	Hanover	Hanover College	Presb.	1832	6	1	10	1
101	Irvington	Butler College	None	1855	3	2	14	3
102	Merom	Union Christian College	Christian	1859	3	1	5	1
103	Moores Hill	Moores Hill College	M. E.	1856	8	1	5	0
104	Notre Dame	University of Notre Dame	R. C.	1842	8	0	36	0
105	Richmond	Earlham College	Friends	1847	2	2	10	3
106	Ridgeville	Ridgeville College	Cong.	1867	3	1	4	1
107	St. Meinrad	St. Meinrad College	R. C.	1857	3	0	10	0
108	Upland	Taylor University	M. E.	1847	1	1	5	3
INDIAN TERRITORY.								
109	Bacone	Indian University	Bapt.	1880	2	3	2	1
110	Muskogee	Henry Kendall College	Presb.	1894	3	6	3	6
IOWA.								
111	Cedar Rapids	Coe College	Presb.	1882	4	3	4	3
112	Charles City	Charles City College	M. E.	1891	5	0	3	0
113	Clinton	Wartburg College	Luth.	1868	7	0	7	0
114	College Springs	Amity College	None	1855	6	2	8	7
115	Decorah	Luther College	Luth.	1861	12	0	12	0
116	Des Moines	Des Moines College	Bapt.	1865	1	4	7	3
117	do	Drake University	Christian	1880	8	3	14	0
118	Fairfield	Parsons College	Presb.	1876	1	2	12	2
119	Fayette	Upper Iowa University	M. E.	1857	4	2	8	2
120	Grimmell	Iowa College	Cong.	1848	2	4	20	4
121	Hopkinton	Lenox College	Presb.	1859	2	3	4	4
122	Indianola	Simpson College	M. E.	1867	5	7	6	3
123	Iowa City	State University of Iowa	None	1856	0	0	44	4
124	Mount Pleasant	German College	M. E.	1873	1	0	1	0
125	do	Iowa Wesleyan University*	M. E.	1844	0	2	12	3
126	Mount Vernon	Cornell College	M. E.	1857	4	7	16	4
127	Oskaloosa	Oskaloosa College	Christian	1862	2	3	2	5
128	do	Penn College	Friends	1873	1	2	7	2
129	Pella	Central University of Iowa	Bapt.	1853	1	1	7	5
130	Sioux City	Morningside College	M. E.	1890	7	5	6	5
131	Storm Lake	Buena Vista College	Presb.	1891	2	0	2	0
132	Tabor	Tabor College	Cong.	1866	5	2	8	4
133	Toledo	Western College	U. B.	1856	1	0	6	1
KANSAS.								
134	Atehison	Midland College	Luth.	1887	3	4	8	2
135	do	St. Benedict's College	R. C.	1858	9	0	11	0
136	Baldwin	Baker University	M. E.	1858	4	3	8	6
137	Dodge City	Soule College	M. E.	1893	2	1	6	1
138	Emporia	College of Emporia	Presb.	1883	5	1	7	1
139	Highland	Highland University	Presb.	1857	7	5	6	2
140	Holton	Campbell University*	None	1882	13	4	13	4
141	Lawrence	University of Kansas	None	1866	0	0	40	4
142	Leocompton	Lane University	U. B.	1865	5	0	5	0
143	Lindsborg	Bethany College	Luth.	1881	18	5	18	5
144	Ottawa	Ottawa University	Bapt.	1865	7	2	6	2
145	St. Marys	St. Mary's College	R. C.	1869	12	0	8	0
146	Salina	Kansas Wesleyan University	M. E.	1886	4	2	4	3
147	Sterling	Cooper Memorial College	U. Presb.	1887	3	1	5	0
148	Topeka	Washburn College	Cong.	1865	6	3	9	2
149	Wichita	Fairmount College	Cong.	1892	3	3	8	1
150	Winfield	St. John's Lutheran College	Luth.	1892	4	1	4	1
151	do	Southwest Kansas College	M. E.	1886	11	4	11	4

* Statistics of 1895-96.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.															
Profes- sional de- partments.		Total num- ber (ex- cluding duplicates).		Preparatory department.		Collegiate department.		Graduate depart- ment.				Profes- sional de- partments.		Total num- ber (ex- cluding duplicates).					
								Resident.		Nonresi- dent.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
9	10	11	12	13	14	15	16	17	18	19	20	1	22	23	24				
0	0	8	4	59	38	67	65	8	8	0	0	0	0	146	119				
7	0	23	9	147	117	207	142	9	6	0	0	40	1	403	307				
0	0	10	1	20	12	60	10	1	1	0	0	0	0	83	37				
0	0	17	5	60	36	66	65	8	1	2	0	0	0	136	102				
2	1	6	3	41	24	25	15	3	1	4	0	18	7	181	72				
0	0	8	1	57	26	31	19	0	1	0	1	0	0	97	55				
9	0	56	0	387	0	200	0	0	0	0	0	43	0	630	0				
1	1	10	3	15	8	108	97	3	2	1	0	12	8	131	112				
0	0	6	1	40	30	5	3	0	0	0	0	0	0	45	33				
7	0	14	0	14	0	55	0	0	0	0	0	46	0	115	0				
2	0	8	4	28	22	30	12	2	0	0	0	52	2	145	36				
0	0	2	3	22	28	3	4	0	0	0	0	0	0	25	32				
0	0	3	6	33	42	8	10	0	0	0	0	0	0	41	52				
0	0	8	5	20	17	32	26	1	0	0	0	0	0	53	43				
0	0	8	0	45	11	4	4	0	0	0	0	0	0	100	57				
0	0	7	0	42	0	26	0	0	0	0	0	0	0	68	0				
1	0	8	7	49	51	20	17	0	0	2	0	6	0	107	103				
0	0	12	0	103	0	89	0	0	0	0	0	0	0	192	0				
0	0	8	5	37	23	41	24	0	0	0	0	0	0	78	47				
28	0	45	3	120	160	157	150	2	0	3	0	232	66	400	385				
0	0	12	2	13	17	70	40	4	0	1	0	0	0	90	72				
0	0	17	8	75	54	108	59	2	1	6	0	0	0	219	186				
0	0	20	10	82	73	132	117	14	6	0	0	0	0	240	245				
0	0	6	7	31	32	29	12	0	1	0	1	0	0	60	46				
0	0	9	9	199	170	49	41	0	0	0	0	0	0	253	279				
83	4	93	8	0	0	375	169	40	18	24	15	710	30	1,099	232				
1	0	1	0	6	6	5	1	0	0	0	0	15	0	26	7				
0	0	12	4	56	31	64	57	0	0	0	0	0	0	146	194				
0	0	20	11	126	130	155	122	4	0	0	0	0	0	285	252				
0	0	2	5	30	32	14	9	0	0	0	0	0	0	44	41				
0	0	9	7	75	59	70	47	1	2	0	0	0	0	147	131				
0	0	8	6	67	61	19	9	0	0	0	0	0	0	86	70				
0	0	7	5	95	81	6	5	0	0	0	0	0	0	101	86				
0	0	5	1	12	5	5	2	0	0	0	0	0	0	75	73				
0	0	13	6	42	44	32	38	0	0	0	0	0	0	74	82				
0	0	10	4	66	30	42	18	0	0	0	0	0	0	148	90				
0	0	8	4	32	27	35	11	2	0	0	0	0	0	69	38				
1	0	21	0	91	0	63	0	0	0	0	0	6	0	160	0				
0	0	12	9	177	111	96	51	3	3	15	4	0	0	320	212				
0	0	8	2	62	49	18	14	2	0	2	0	0	0	84	63				
0	0	8	1	18	17	40	35	0	0	1	0	0	0	59	52				
0	0	7	5	19	35	10	9	0	0	0	0	0	0	29	44				
0	0	13	4	249	300	54	62	0	0	0	0	0	0	303	362				
17	1	50	6	0	0	378	224	25	12	5	1	201	7	629	375				
0	0	5	1	35	20	18	4	0	0	0	0	6	0	62	63				
0	0	18	5	40	13	41	15	0	5	0	0	0	0	252	170				
0	0	11	5	90	79	54	41	0	0	0	0	0	0	178	293				
0	0	25	0	164	0	52	0	0	0	0	0	0	0	216	0				
0	0	5	3	40	12	21	15	1	0	1	0	0	0	63	27				
0	0	8	3	28	42	19	23	0	0	0	0	0	0	73	138				
0	0	9	6	75	31	76	43	1	0	1	0	0	0	154	99				
0	0	11	4	42	62	22	29	0	0	0	0	0	0	64	91				
0	0	4	1	25	17	17	1	0	0	0	0	0	0	42	18				
0	0	11	4	126	133	18	6	0	1	0	0	0	0	144	140				

TABLE 37.—Statistics of universities and

Location.	Name.	Religious denomination controlling.	Year of first opening.	Professors and instructors.				
				Preparatory department.		Collegiate department.		
				Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	
KENTUCKY.								
152	Barbourville	Union College	M. E.	1886	0	1	3	2
153	Berea	Berea College	None	1855	15	12	15	12
154	Bowling Green	Ogden College	None	1877	4	0	4	0
155	Danville	Centre College	Presb.	1819	2	0	9	0
156	Georgetown	Georgetown College	Bapt.	1829	2	4	9	5
157	Glasgow	Liberty College	Bapt.	1875	2	4	2	4
158	Hopkinsville	South Kentucky College	Christian	1849	0	2	5	3
159	Lexington	Agricultural and Mechanical College of Kentucky.	None	1866	4	0	20	0
160	.....do.....	Kentucky University	Christian	1836	2	1	9	1
161	Richmond	Central University	Presb.	1874	9	6	10	1
162	Russellville	Bethel College	Bapt.	1854	0	0	6	0
163	St. Marys	St. Mary's College	R. C.	1820	9	0	9	0
164	Winchester	Kentucky Wesleyan College	M. E. So	1860	3	3	8	0
LOUISIANA.								
165	Baton Rouge	Louisiana State University	None	1860	2	0	17	0
166	Convent	Jefferson College	R. C.	1865	1	0	13	0
167	Jackson	Centenary College of Louisiana	M. E. So	1811	2	0	5	0
168	Keachie	Keachie College	Bapt.	1856	0	0	4	4
169	New Orleans	College of the Immaculate Conception.*	R. C.	1847	5	0	12	0
170	.....do.....	Leland University	Bapt.	1870	3	5	3	5
171	.....do.....	New Orleans University	M. E.	1873	4	3	4	2
172	.....do.....	Straight University	Cong	1869	2	2	2	2
173	.....do.....	Tulane University	None	1834	0	5	29	10
MAINE.								
174	Brunswick	Bowdoin College	Cong	1802	0	0	20	0
175	Lewiston	Bates College	Free Bapt ..	1863	0	0	13	1
176	Waterville	Colby University	Bapt.	1818	0	0	13	1
MARYLAND.								
177	Annapolis	St. John's College	None	1789	4	0	10	0
178	Baltimore	Johns Hopkins University	None	1876	0	0	74	0
179	.....do.....	Loyola College	R. C.	1852	8	0	6	0
180	.....do.....	Morgan College	M. E.	1876	3	1	3	2
181	Chestertown	Washington College	None	1783	5	2	5	2
182	Ellicott City	Rock Hill College	R. C.	1857	8	0	10	0
183	.....do.....	St. Charles College	R. C.	1848	9	0	15	0
184	Mount St. Marys	Mount St. Mary's College	R. C.	1808	18	0	14	0
185	New Windsor	New Windsor College	Presb.	1843	2	2	3	3
186	Westminster	Western Maryland College	M. P.	1863	1	2	11	6
MASSACHUSETTS.								
187	Amherst	Amherst College	None	1821	0	0	34	0
188	Boston	Boston College	R. C.	1863	13	0	16	0
189	.....do.....	Boston University	M. E.	1872	0	0	21	2
190	Cambridge	Harvard University	None	1638	0	0	219	0
191	Springfield	French American College	None	1885	5	3	5	3
192	Tufts College	Tufts College	Univ	1855	6	0	36	0
193	Williamstown	Williams College	None	1793	0	0	29	0
194	Worcester	Clark University	None	1889	0	0	11	0
195	.....do.....	College of the Holy Cross	R. C.	1843	12	0	14	0
MICHIGAN.								
196	Adrian	Adrian College	M. P.	1859	1	1	6	2
197	Albion	Albion College	M. P.	1843	5	2	10	1
198	Alma	Alma College	Presb.	1887	6	5	6	5

* Statistics of 1895-96.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.															
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).					
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Resident.		Nonresident.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24				
0	0	3	3	54	39	9	5	0	0	0	0	0	0	63	44	152			
0	0	15	12	274	229	49	21	0	0	0	0	0	0	323	250	153			
0	0	4	0	46	0	34	0	0	0	0	0	0	0	89	0	154			
3	0	14	0	50	0	184	0	0	0	0	0	0	0	241	0	155			
0	0	11	9	127	77	124	71	0	0	0	0	33	0	216	149	156			
0	0	2	4	35	22	27	13	0	0	0	0	0	0	76	42	157			
0	0	5	5	20	10	50	45	0	0	0	0	0	0	70	55	158			
0	0	24	0	68	20	104	79	4	2	1	0	0	0	177	101	159			
4	0	20	2	10	1	152	37	4	0	3	0	137	0	486	63	160			
16	0	35	7	200	160	115	10	3	0	3	0	388	0	689	170	161			
0	0	6	0	0	0	138	0	0	0	0	0	0	0	138	0	162			
0	0	9	0	31	0	29	0	0	0	0	0	0	0	60	0	163			
0	0	11	3	29	12	72	18	0	0	0	0	0	0	101	30	164			
0	0	19	0	93	0	127	0	0	0	0	0	0	0	220	0	165			
0	0	14	0	13	0	90	0	0	0	0	0	0	0	103	0	166			
0	0	6	0	25	0	45	0	0	0	0	0	0	0	70	0	167			
0	0	4	4	0	0	43	50	0	0	0	0	0	0	43	50	168			
0	0	23	0	117	0	195	0	0	0	21	0	0	0	333	0	169			
0	0	3	5	24	15	19	7	0	0	0	0	2	0	45	22	170			
10	0	13	3	19	5	10	6	0	0	0	0	36	2	65	13	171			
3	0	5	2	15	32	5	1	0	0	0	0	7	1	27	34	172			
28	0	55	15	0	76	157	180	7	76	0	0	446	6	610	338	173			
13	0	32	0	0	0	255	0	0	0	0	0	122	0	377	0	174			
6	0	19	1	0	0	140	106	0	0	0	0	35	2	163	107	175			
0	0	13	1	0	0	131	80	0	0	0	0	0	0	131	80	176			
0	0	14	0	36	0	108	0	0	0	0	0	0	0	144	0	177			
35	0	109	0	0	0	176	0	210	0	0	0	105	29	491	29	178			
0	0	14	0	119	0	56	0	0	0	0	0	0	0	175	0	179			
2	0	4	3	18	8	10	0	0	0	0	0	2	0	30	8	180			
0	0	5	2	22	10	35	5	0	0	0	0	0	0	60	32	181			
0	0	18	0	91	0	51	0	0	0	0	0	0	0	142	0	182			
0	0	17	0	86	0	144	0	0	0	0	0	0	0	230	0	183			
5	0	22	0	94	0	76	0	0	0	0	0	43	0	202	0	184			
0	0	4	3	14	6	21	10	0	0	0	0	0	0	35	16	185			
0	0	11	6	57	31	79	69	0	0	0	0	0	0	140	108	186			
0	0	34	0	0	0	411	0	3	0	1	0	0	0	415	0	187			
0	0	17	0	271	0	151	0	0	0	0	0	0	0	443	0	188			
90	0	111	5	0	0	101	301	72	19	0	0	662	71	936	391	189			
191	0	394	0	0	0	2,122	0	279	0	16	0	1,260	0	3,674	0	190			
0	0	5	3	52	20	9	0	0	0	0	0	0	0	61	20	191			
50	0	86	0	6	0	194	51	5	1	0	0	174	41	379	93	192			
0	0	29	0	0	0	361	0	3	0	21	0	0	0	385	0	193			
0	0	11	0	0	0	0	0	38	0	0	0	0	0	38	0	194			
0	0	26	0	142	0	219	0	0	0	0	0	0	0	361	0	195			
2	0	8	3	41	11	33	33	0	0	0	0	28	0	77	44	196			
0	0	19	13	64	28	113	85	8	4	8	8	0	0	242	235	197			
0	0	7	8	22	20	26	14	0	0	0	0	0	0	58	100	198			

TABLE 37.—Statistics of universities and

	Location.	Name.	Religious denomination controlling.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
MICHIGAN—cont'd.								
199	Ann Arbor.....	University of Michigan.....	None.....	1837	0	0	97	5
200	Battle Creek.....	Battle Creek College.....	7th-D. Adv.....	1874	1	11	10	2
201	Benzonia.....	Benzonia College*.....	Cong.....	1890	5	3	4	4
202	Detroit.....	Detroit College.....	R. C.....	1877	12	0	15	0
203	Hillsdale.....	Hillsdale College.....	Free Bapt.....	1855	6	1	6	2
204	Holland.....	Hope College.....	Reformed.....	1865	14	1	14	0
205	Kalamazoo.....	Kalamazoo College.....	Bapt.....	1855	0	1	8	2
206	Olivet.....	Olivet College.....	Cong.....	1859	5	1	8	2
MINNESOTA.								
207	Collegeville.....	St. John's University.....	R. C.....	1867	5	0	24	0
208	Hamline.....	Hamline University.....	M. E.....	1854	16	3	17	3
209	Minneapolis.....	Augsburg Seminary.....	Luth.....	1869	6	0	8	0
210	.....do.....	University of Minnesota.....	None.....	1868	0	0	92	13
211	Northfield.....	Carleton College.....	Cong.....	1870	1	3	10	3
212	.....do.....	St. Olaf College.....	Luth.....	1875	6	3	6	3
213	St. Paul.....	Macalester College.....	Presb.....	1885	6	0	7	1
214	St. Peter.....	Gustavus Adolphus College.....	Luth.....	1862	6	1	9	1
215	Winnebago City.....	Parker College.....	Free Bapt.....	1888	0	1	2	1
MISSISSIPPI.								
216	Clinton.....	Mississippi College.....	Bapt.....	1852	2	0	8	1
217	Daleville.....	University Institute.....	None.....	1865	2	2	3	1
218	Holly Springs.....	Rust University.....	M. E.....	1869	2	2	3	1
219	Jackson.....	Millsaps College.....	M. E.....	1892	2	0	8	0
220	University.....	University of Mississippi.....	None.....	1848	0	0	14	1
MISSOURI.								
221	Albany.....	Central Christian College.....	Christian.....	1892	1	0	3	0
222	.....do.....	Northwest Missouri College.....	M. E. So.....	1892	1	1	5	3
223	Bolivar.....	Southwest Baptist College.....	Bapt.....	1878	1	1	4	1
224	Bowling Green.....	Pike College.....	None.....	1882	0	2	2	6
225	Cameron.....	Missouri Wesleyan College.....	M. E.....	1883	0	2	4	1
226	Canton.....	Christian University.....	Christian.....	1855	0	0	11	1
227	Cape Girardeau.....	St. Vincent's College.....	R. C.....	1843	4	0	4	0
228	Columbia.....	University of the State of Missouri.....	None.....	1842	0	0	56	3
229	Edinburg.....	Grand River Christian Union College.....	Christian.....	1858	2	2	4	4
230	Fayette.....	Central College.....	M. E. So.....	1857	6	1	8	0
231	Fulton.....	Westminster College.....	Presb.....	1853	2	0	8	0
232	Glasgow.....	Pritchett College.....	None.....	1866	3	3	5	4
233	Lagrange.....	Lagrange College.....	Bapt.....	1858	2	4	6	4
234	Liberty.....	William Jewell College.....	Bapt.....	1849	11	0	10	0
235	Marshall.....	Missouri Valley College.....	Cumb. Presb.....	1889	8	3	8	3
236	Morrisville.....	Morrisville College.....	M. E. So.....	1872	3	1	4	0
237	Neosho.....	Searritt Collegiate Institute.....	M. E. So.....	1888	0	2	3	1
238	Parkville.....	Park College.....	Presb.....	1875	3	8	8	0
239	St. Louis.....	Christian Brothers College.....	R. C.....	1851	8	0	9	0
240	.....do.....	St. Louis University.....	R. C.....	1829	9	0	12	0
241	.....do.....	Washington University.....	None.....	1859	30	37	27	0
242	Springfield.....	Drury College.....	Cong.....	1873	2	4	7	2
243	Tarkio.....	Tarkio College.....	U. Presb.....	1883	3	0	5	3
244	Trenton.....	Avalon College.....	U. B.....	1868	1	2	2	2
245	Warrenton.....	Central Wesleyan College.....	M. E.....	1864	3	1	7	1
MONTANA.								
246	Deer Lodge.....	College of Montana*.....	Presb.....	1878	5	4	5	4
247	Helena.....	Montana Wesleyan University.....	M. E.....	1890	4	5	4	5
248	Missoula.....	University of Montana.....	None.....	1895	5	3	5	3

* Statistics of 1895-96.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.															
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).					
								Resident.		Nonresident.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24				
100	1	161	6	0	0	951	516	43	33	3	2	1,243	96	2,231	647				
0	0	11	13	104	117	96	67	0	0	0	0	0	0	200	184				
0	0	9	7	43	71	6	8	0	0	0	0	0	0	49	79				
0	0	15	0	161	0	81	0	0	0	0	0	0	0	242	0				
4	0	16	3	69	54	55	40	0	1	0	0	42	33	166	128				
0	0	14	1	170	27	94	3	0	0	0	0	0	0	264	30				
0	0	9	3	46	17	69	28	1	4	0	0	0	0	116	58				
0	0	15	7	78	100	77	70	0	0	0	0	0	0	167	202				
4	0	33	0	30	0	171	0	0	0	0	0	30	0	231	0				
41	0	56	3	80	31	90	71	1	0	3	3	101	12	275	117				
2	0	8	0	70	0	84	0	0	0	0	0	33	0	187	0				
80	0	172	13	0	1,020	510	129	37	0	0	0	716	30	1,919	728				
0	0	13	8	67	68	67	75	0	2	2	0	0	0	138	159				
0	0	6	3	58	17	39	3	0	0	0	0	0	0	97	26				
0	0	8	1	44	13	42	5	0	0	0	0	0	0	86	18				
0	0	13	2	62	19	56	9	0	0	0	0	0	0	159	68				
0	0	2	2	10	11	4	3	0	0	0	0	0	0	60	43				
0	0	10	1	50	0	170	0	1	0	7	0	0	0	223	0				
0	0	3	3	23	31	47	29	0	0	0	0	0	0	70	60				
0	0	5	3	85	101	7	2	0	0	0	0	0	0	92	103				
2	0	12	0	80	0	123	0	0	0	0	0	28	0	203	0				
5	0	19	1	0	0	191	56	6	1	17	3	42	0	256	40				
4	0	6	3	15	5	30	5	0	0	0	0	9	0	73	29				
0	0	6	4	25	30	47	53	0	2	2	3	13	0	75	88				
0	0	5	2	36	24	29	20	0	0	0	0	0	0	65	44				
0	0	2	8	20	30	35	80	0	0	0	0	0	0	55	110				
0	0	4	3	52	31	11	5	0	0	0	0	0	0	63	36				
0	0	12	1	0	0	61	23	0	0	1	0	0	0	72	36				
0	0	4	0	12	0	10	0	0	0	0	0	0	0	22	0				
14	0	59	3	0	0	419	89	14	3	0	0	185	0	677	128				
0	0	6	6	40	30	30	20	0	0	0	0	0	0	80	50				
0	0	12	1	74	7	70	2	0	0	4	0	0	0	148	9				
0	0	10	0	32	0	74	0	0	0	1	0	0	0	107	0				
0	0	5	4	37	38	12	13	0	4	0	0	0	0	49	55				
0	0	9	7	20	20	50	60	0	0	0	0	0	0	70	80				
0	0	18	0	161	0	163	0	0	0	7	0	0	0	331	0				
0	0	8	3	80	61	63	31	0	0	0	0	0	0	143	92				
0	0	4	4	41	39	17	12	0	0	0	0	0	0	58	51				
0	0	3	6	50	62	20	28	0	0	0	0	0	0	70	90				
0	0	11	8	134	118	73	44	0	0	5	2	0	0	212	154				
0	0	24	0	210	0	110	0	0	0	0	0	0	0	430	0				
0	0	21	0	260	0	67	0	0	0	0	0	0	0	327	0				
65	0	122	37	542	353	95	56	0	0	0	0	348	1	985	410				
0	0	9	6	125	72	50	30	0	0	0	0	0	0	175	102				
0	0	10	6	36	42	39	36	0	0	0	0	0	0	108	147				
0	0	3	4	30	20	25	15	0	0	0	0	0	0	86	100				
2	0	13	2	100	40	35	11	0	0	0	0	51	0	210	73				
0	0	5	4	22	12	16	6	0	0	0	0	0	0	38	34				
0	0	4	5	39	65	3	2	0	0	0	0	0	0	42	67				
0	0	5	3	63	63	20	30	0	0	0	0	0	0	83	93				

TABLE 37.—Statistics of universities and

	Location.	Name.	Religious denomination controlling.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
1		2	3	4	5	6	7	8
NEBRASKA.								
249	Bellevue	University of Omaha.....	Presb.....	1880	3	3	4	2
250	Bethany.....	Cotner University*.....	Christian.....	1888	2	0	5	6
251	College View.....	Union College.....	7th D. Adv.....	1891	2	2	8	1
252	Crete.....	Doane College.....	Cong.....	1872	5	1	5	1
253	Fairfield.....	Fairfield College.....	Christian.....	1884	6	3	6	3
254	Hastings.....	Hastings College.....	Presb.....	1882	2	1	5	1
255	Lincoln.....	University of Nebraska.....	None.....	1871	14	3	50	7
256	Neligh.....	Gates College.....	Cong.....	1882	5	2	5	2
257	Omaha.....	Creighton University.....	R. C.....	1878	7	0	7	0
258	University Place.....	Nebraska Wesleyan University.....	M. E.....	1888	8	9	8	9
259	York.....	York College.....	U. B.....	1890	3	3	3	3
NEVADA.								
260	Reno.....	State University of Nevada.....	None.....	1886	7	3	13	3
NEW HAMPSHIRE.								
261	Hanover.....	Dartmouth College.....	Cong.....	1770	0	0	34	0
NEW JERSEY.								
262	Newark.....	St. Benedict's College.....	R. C.....	1868	1	0	5	0
263	New Brunswick.....	Rutgers College.....	Reformed.....	1766	6	4	27	0
264	Princeton.....	Princeton University.....	None.....	1746	0	0	81	0
265	South Orange.....	Seton Hall College.....	R. C.....	1856	7	0	15	0
NEW YORK.								
266	Alfred.....	Alfred University.....	7th D. Bapt.....	1836	10	6	14	4
267	Allegany.....	St. Bonaventure's College.....	R. C.....	1859	14	0	14	0
268	Annandale.....	St. Stephen's College.....	P. E.....	1860	2	0	6	0
269	Brooklyn.....	Adelphi College.....	None.....	1896	7	34	14	5
270	do.....	Polytechnic Institute of Brooklyn.....	None.....	1855	30	3	19	0
271	do.....	St. Francis College*.....	R. C.....	1859	16	0	7	0
272	do.....	St. John's College*.....	R. C.....	1870	9	0	10	0
273	Buffalo.....	Canisius College.....	R. C.....	1870	24	0	10	0
274	Canton.....	St. Lawrence University.....	Univ.....	1858	0	0	7	0
275	Clinton.....	Hamilton College.....	None.....	1812	0	0	18	0
276	Geneva.....	Hobart College.....	P. E.....	1822	0	0	21	0
277	Hamilton.....	Colgate University.....	Bapt.....	1819	10	0	18	0
278	Ithaca.....	Cornell University.....	None.....	1868	0	0	177	1
279	New York.....	College of St. Francis Xavier.....	R. C.....	1847	16	0	11	0
280	do.....	College of the City of New York.....	None.....	1847	18	0	35	0
281	do.....	Columbia University.....	None.....	1754	0	0	134	0
282	do.....	Manhattan College.....	R. C.....	1863	11	0	19	0
283	do.....	New York University.....	None.....	1831	0	0	44	0
284	do.....	St. John's College.....	R. C.....	1846	5	0	23	0
285	Niagara University.....	Niagara University.....	R. C.....	1856	11	0	11	0
286	Rochester.....	University of Rochester.....	Bapt.....	1850	0	0	14	0
287	Schenectady.....	Union College.....	None.....	1795	0	0	29	0
288	Syracuse.....	Syracuse University.....	M. E.....	1871	0	0	28	2
NORTH CAROLINA.								
289	Belmont.....	St. Mary's College.....	R. C.....	1878	5	0	8	0
290	Chapel Hill.....	University of North Carolina.....	None.....	1795	0	0	24	0
291	Charlotte.....	Biddle University.....	Presb.....	1868	4	0	6	0
292	Davidson.....	Davidson College.....	Presb.....	1837	0	0	10	0
293	Durham.....	Trinity College.....	M. E. So.....	1851	0	0	10	0
294	Elon College.....	Elon College.....	Christian.....	1890	6	5	6	5
295	Guilford College.....	Guilford College.....	Friends.....	1837	1	3	5	4
296	Hickory.....	Lenoir College.....	Luth.....	1891	0	3	0	3
297	Mars Hill.....	Mars Hill College.....	Bapt.....	1856	0	1	2	1

* Statistics of 1895-96.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.															
Profes- sional de- partments.		Total num- ber (ex- cluding duplicates).		Preparatory department.		Collegiate department.		Graduate depart- ment.				Profes- sional de- partments.		Total num- ber (ex- cluding duplicates)					
								Resident.		Nonresi- dent.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24				
44	0	50	5	30	20	20	7	0	0	0	0	161	0	207	27				
13	0	23	6	35	33	20	10	0	0	0	0	49	3	107	120				
0	0	10	3	90	60	25	53	0	0	0	0	50	0	165	113				
0	0	8	2	31	20	42	30	0	0	0	0	0	0	72	50				
0	0	6	3	34	27	15	5	0	0	0	0	0	0	49	32				
0	0	7	2	38	30	32	16	0	0	0	0	0	0	70	46				
12	0	71	7	117	78	491	390	70	43	0	0	74	2	752	513				
0	0	6	4	13	10	10	7	0	0	0	0	0	0	72	112				
37	0	51	0	138	0	60	0	0	0	0	0	46	6	244	6				
0	0	8	9	169	158	51	45	0	0	0	0	0	0	220	203				
0	0	3	3	50	60	9	10	0	0	0	0	0	0	87	80				
0	0	14	4	69	44	93	50	0	0	0	0	0	0	169	186				
15	0	48	0	0	0	469	0	6	0	0	0	145	0	620	0				
0	0	9	0	35	0	58	0	0	0	0	0	0	0	93	0				
0	0	31	4	100	35	165	0	3	0	0	0	0	0	268	35				
0	0	81	0	0	0	912	0	130	0	3	0	0	0	1,045	0				
0	0	18	0	42	0	60	0	0	0	0	0	34	0	136	0				
5	1	17	8	69	80	30	13	2	3	0	0	3	0	96	89				
4	0	18	0	89	0	36	0	0	0	0	0	49	0	174	0				
0	0	6	0	22	0	50	0	0	0	0	0	0	0	72	0				
0	0	21	39	83	130	7	50	0	0	0	0	0	0	90	180				
0	0	36	3	581	0	83	0	8	0	0	0	0	0	672	0				
0	0	26	0	229	0	31	0	0	0	0	0	0	0	260	0				
0	0	13	0	83	0	114	0	0	0	0	0	0	0	197	0				
0	0	34	0	268	0	40	0	0	0	0	0	0	0	308	0				
5	0	12	0	0	0	58	37	0	0	13	5	16	8	85	48				
0	0	18	0	0	0	142	0	0	0	0	0	0	0	142	0				
0	0	21	0	0	0	83	0	0	0	0	0	0	0	83	0				
9	0	37	0	150	0	162	0	1	0	0	0	50	0	363	0				
15	0	177	1	0	0	1,152	245	130	28	3	0	247	3	1,531	276				
0	0	27	0	337	0	166	0	95	0	0	0	0	0	505	0				
0	0	53	0	721	0	787	0	0	0	0	0	0	0	1,508	0				
155	0	289	0	0	0	752	0	164	0	0	0	1,005	0	1,921	0				
0	0	30	0	476	0	181	0	0	0	0	0	0	0	657	0				
94	0	145	0	0	0	218	0	83	0	0	0	975	34	1,344	104				
0	0	23	0	139	0	80	0	0	0	0	0	0	0	219	0				
35	0	46	0	43	0	101	0	10	0	0	0	108	0	262	0				
0	0	14	0	0	0	185	0	0	0	0	0	0	0	185	0				
61	0	90	0	0	0	220	0	1	0	0	0	347	0	568	0				
53	0	93	13	0	0	252	219	22	24	0	0	131	7	437	698				
3	0	14	0	43	0	40	0	0	0	0	0	12	0	93	0				
4	0	28	0	0	0	340	1	9	4	3	0	117	0	462	5				
5	0	11	0	153	0	53	0	0	0	0	0	20	0	222	0				
0	0	10	0	0	0	154	0	2	0	18	0	0	0	174	0				
0	0	10	0	0	0	135	4	2	0	0	0	0	0	137	4				
0	0	6	5	42	14	32	12	0	0	0	0	0	0	74	36				
0	0	5	6	39	21	47	25	0	0	0	0	0	0	86	46				
1	0	1	6	40	44	13	7	0	0	0	0	5	0	63	51				
0	0	2	3	44	31	51	43	0	0	0	0	0	0	95	74				

TABLE 37.—Statistics of universities and

	Location.	Name.	Religious denomination controlling.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
NORTH CAROLINA—continued.								
298	Mount Pleasant....	North Carolina College	Luth	1859	1	0	3	0
299	Newton	Catawba College.....	Reformed....	1851	4	2	4	2
300	Raleigh	Shaw University	Bapt.....	1865	2	4	2	2
301	Rutherford College.	Rutherford College	None	1853	1	1	5	1
302	Salisbury	Livingstone College	A. M. E	1882	3	4	4	0
303	Wake Forest.....	Wake Forest College.....	Bapt.....	1834	0	0	12	0
304	Weaverville.....	Weaverville College*.....	M. E. So	1873	3	2	3	2
NORTH DAKOTA.								
305	Fargo	Fargo College	Cong	1887	6	2	6	2
306	University	University of North Dakota	None	1884	7	1	9	1
307	Wahpeton	Red River Valley University	M. E.	1892	1	1	2	2
OHIO.								
308	Akron	Buchtel College	Univ	1872	1	4	8	2
309	Alliance	Mount Union College.....	M. E.	1846	7	4	9	2
310	Athens	Ohio University	None	1804	5	4	13	3
311	Berea	Baldwin University	M. E.	1846	7	2	8	2
312	.....do.....	German Wallace College.....	M. E.	1864	2	0	5	0
313	Cedarville	Cedarville College	Ref. Presb ..	1894	3	1	3	1
314	Cincinnati	St. Joseph's College.....	R. C	1872	5	0	7	0
315	.....do.....	St. Xavier College.....	R. C	1840	12	0	9	0
316	.....do.....	University of Cincinnati	None	1873	0	0	27	4
317	Cleveland	St. Ignatius College.....	R. C	1886	6	0	7	0
318	.....do.....	Western Reserve University	None	1826	6	1	33	8
319	Columbus	Capital University	Luth	1850	3	0	8	0
320	.....do.....	Ohio State University	None	1870	0	0	65	1
321	Defiance	Defiance College	None	1885	3	0	1	0
322	Delaware	Ohio Wesleyan University	M. E.	1844	11	8	20	2
323	Findlay	Findlay College	Ch. of God ..	1886	4	1	4	1
324	Gambier	Kenyon College	P. E	1825	7	0	9	0
325	Granville	Denison University	Bapt.....	1831	7	0	14	0
326	Hiram	Hiram College	Christian	1850	11	2	12	2
327	Lima	Lima College	Luth	1893	3	2	6	2
328	Marietta	Marietta College	None	1835	7	4	13	3
329	New Athens	Franklin College	None	1825	3	3	4	3
330	New Concord	Muskingum College	U. Presb	1837	6	1	6	0
331	Oberlin	Oberlin College	None	1833	7	10	20	3
332	Oxford	Miami University	None	1824	7	0	10	0
333	Richmond	Richmond College	None	1835	3	1	3	0
334	Rio Grande	Rio Grande College	Free Bapt ..	1876	3	2	3	2
335	Scio	Scio College	M. E.	1866	5	0	7	1
336	Springfield	Wittenberg College	Luth	1845	2	2	7	0
337	Tiffin	Heidelberg University	Reformed....	1850	4	1	8	0
338	Westerville	Otterbein University	U. B	1847	2	1	9	2
339	Wilberforce	Wilberforce University	A. M. E	1856	4	2	4	2
340	Wilmington	Wilmington College	Friends	1870	2	2	3	3
341	Wooster	University of Wooster	Presb	1870	5	2	11	1
342	Yellow Springs	Antioch College	None	1852	5	1	8	1
OKLAHOMA.								
343	Norman	University of Oklahoma	None	1892	8	2	8	2
OREGON.								
344	Eugene	University of Oregon	None	1876	9	4	13	4
345	Forest Grove	Pacific University	Cong	1848	7	2	7	1
346	Lafayette	Lafayette Seminary	Un. Evang ..	1889	1	1	3	1
347	McMinnville	McMinnville College	Bapt.....	1859	0	2	3	2
348	Newberg	Pacific College	Friends	1891	3	2	4	0
349	Philomath	Philomath College	U. B	1867	1	1	3	0
350	Salem	Willamette University	M. E.	1844	5	4	4	3
351	University Park	Portland University	M. E.	1891	4	1	5	1

* Statistics of 1895-96.

colleges for men and for both sexes.—Continued.

Professors and instructors.				Students.															
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).					
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Resident.		Nonresident.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24				
0	0	4	0	38	0	31	0	0	0	0	0	0	0	69	0	298			
0	0	8	4	61	51	38	5	0	0	0	0	0	0	99	56	299			
12	0	23	8	98	151	15	4	0	0	0	0	90	1	196	163	300			
0	0	6	1	20	10	60	25	0	0	0	0	0	0	80	35	301			
0	0	7	4	30	74	14	6	0	0	0	0	0	0	74	94	302			
1	0	13	0	0	0	210	0	0	0	0	0	23	0	263	0	303			
0	0	3	2	75	50	65	35	0	0	0	0	0	0	140	85	304			
0	0	6	2	59	53	10	3	0	0	0	0	0	0	60	56	305			
0	0	12	1	82	51	40	26	0	0	2	0	0	0	124	77	306			
0	0	3	3	47	55	14	4	0	0	0	0	0	0	61	59	307			
0	0	9	6	42	46	34	55	1	1	0	0	0	0	77	102	308			
0	0	13	5	111	70	86	30	1	2	41	1	0	0	269	156	309			
0	0	17	7	115	103	80	70	0	0	0	0	0	0	195	173	310			
1	0	8	2	40	29	58	24	0	1	3	0	4	0	105	54	311			
0	0	7	0	78	20	35	3	0	0	0	0	37	0	150	23	312			
0	0	6	2	7	4	18	10	0	0	0	0	0	0	39	30	313			
0	0	12	0	125	0	75	0	0	0	0	0	0	0	200	0	314			
0	0	25	0	235	0	107	0	49	0	0	0	0	0	439	0	315			
50	0	77	4	0	0	168	165	18	14	9	2	306	0	495	182	316			
0	0	13	0	147	0	38	0	0	0	0	0	0	0	185	0	317			
65	0	100	9	66	37	162	128	16	12	0	0	235	0	531	177	318			
3	0	8	0	28	0	61	0	0	0	0	0	39	0	128	0	319			
12	0	77	1	0	0	753	174	21	4	0	0	130	2	839	180	320			
0	0	4	0	57	62	1	0	0	0	0	0	0	0	58	62	321			
36	1	73	17	336	145	330	243	6	17	32	2	84	9	796	560	322			
0	0	4	1	39	21	16	5	0	0	0	0	0	0	55	26	323			
4	0	19	0	66	0	65	0	0	0	0	0	20	0	142	0	324			
0	0	19	0	123	23	108	75	2	0	0	0	0	0	233	98	325			
0	0	14	2	141	66	94	28	2	0	2	0	0	0	239	94	326			
0	0	8	4	20	25	7	11	0	0	0	0	0	0	85	165	327			
0	0	17	7	68	39	79	42	1	0	0	0	0	0	136	113	328			
0	0	7	3	19	16	55	25	0	0	0	0	0	0	74	41	329			
0	0	10	4	53	20	56	27	0	0	0	0	0	0	128	85	330			
49	21	241	165	212	208	2	6	0	0	0	0	64	2	585	698	331			
0	0	14	0	81	5	36	0	0	0	0	0	0	0	117	5	332			
0	0	6	1	25	15	9	2	0	0	0	0	0	0	56	17	333			
0	0	3	2	48	32	8	8	0	0	0	0	0	0	54	40	334			
0	0	13	5	89	55	63	40	0	1	0	0	0	0	343	128	335			
3	0	12	2	45	38	144	22	0	0	20	2	40	0	249	62	336			
5	0	22	2	62	46	53	24	0	0	15	1	22	6	167	92	337			
0	0	12	5	60	50	63	43	1	0	1	0	0	0	140	115	338			
5	0	13	7	14	8	29	12	0	0	0	0	15	0	176	158	339			
0	0	4	4	38	33	27	21	0	2	0	0	0	0	66	63	340			
0	0	16	3	79	47	142	103	0	0	194	8	0	0	415	158	341			
0	0	13	2	46	46	17	9	5	0	0	0	0	0	68	55	342			
0	0	8	2	88	70	8	4	0	0	0	0	0	0	96	74	343			
14	0	28	4	150	114	70	36	0	2	0	0	108	0	323	152	344			
0	0	9	2	81	43	17	13	2	0	0	0	0	0	105	78	345			
0	0	3	1	8	16	13	15	0	0	0	0	0	0	21	31	346			
0	0	3	3	15	5	26	29	0	0	0	0	0	0	41	34	347			
0	0	4	2	30	21	36	14	0	0	0	0	0	0	69	50	348			
0	0	3	1	18	14	5	7	0	1	0	0	0	0	23	22	349			
37	0	44	8	85	82	19	9	0	0	7	0	43	8	252	309	350			
5	0	14	2	89	60	16	5	0	2	0	0	6	0	111	67	351			

TABLE 37.—Statistics of universities and

Location.	Name.	Religious denomination controlling.	Year of first opening.	Professors and instructors.			
				Preparatory department.		Collegiate department.	
				Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8
PENNSYLVANIA.							
352 Allegheny	Western University of Pennsylvania	None	1819	0	0	20	0
353 Allentown	Muhlenberg College	Luth	1867	3	0	9	0
354 Annville	Lebanon Valley College	U. B	1866	6	5	6	5
355 Beatty	St. Vincent College	R. C	1846	12	0	10	0
356 Beaver Falls	Geneva College	Ref. Presb	1849	1	1	6	0
357 Bethlehem	Moravian College	Moravian	1807	0	0	6	0
358 Carlisle	Dickinson College	M. E	1783	3	1	15	0
359 Chester	Pennsylvania Military College	None	1862			14	0
360 Collegeville	Ursinus College	Reformed	1870	11	4	13	1
361 Easton	Lafayette College	Presb	1832	0	0	29	0
362 Gettysburg	Pennsylvania College	Luth	1832	4	0	12	0
363 Greenville	Thiel College	Luth	1870	4	1	8	1
364 Grove City	Grove City College	None	1884	3	2	9	3
365 Haverford	Haverford College	Friends	1833	0	0	17	0
366 Lancaster	Franklin and Marshall College	Reformed	1836	5	0	13	0
367 Lewisburg	Bucknell University	Bapt	1846	4	4	17	0
368 Lincoln University	Lincoln University	Presb	1854	0	0	8	0
369 Meadville	Allegheny College	M. E	1817	6	3	11	1
370 New Berlin	Central Pennsylvania College	Un. Evang	1855	2	0	4	1
371 New Wilmington	Westminster College	U. Presb	1852	4	3	11	3
372 Philadelphia	Central High School	None	1837	0	0	38	0
373 ..do	La Salle College	R. C	1867	0	0	9	0
374 ..do	University of Pennsylvania	None	1740	0	0	108	0
375 Pittsburg	Duquesne College	None	1891	5	1	6	2
376 ..do	Holy Ghost College	R. C	1878	3	0	13	0
377 Selinsgrove	Susquehanna University	Luth	1858	1	0	6	0
378 South Bethlehem	Lehigh University	None	1866	0	0	40	0
379 State College	Pennsylvania State College	None	1859	1	0	46	2
380 Swarthmore	Swarthmore College	Friends	1869	0	0	15	3
381 Villanova	Villanova College	R. C	1842	4	0	7	0
382 Volant	Volant College	None	1890	6	1	6	1
383 Washington	Washington and Jefferson College	Presb	1802	7	0	13	0
RHODE ISLAND.							
384 Providence	Brown University	Bapt	1764	0	0	76	0
SOUTH CAROLINA.							
385 Charleston	College of Charleston	None	1785	0	0	6	0
386 Clinton	Presbyterian College of South Carolina	Presb	1850	2	0	6	0
387 Columbia	Allen University	A. M. E	1880	4	0	4	0
388 ..do	South Carolina College	None	1805	0	0	10	0
389 Due West	Erskine College	A. R. Presb	1839	1	0	6	0
390 Greenville	Furman University	Bapt	1852	2	0	8	0
391 Newberry	Newberry College	Luth	1858	1	0	7	0
392 Orangeburg	Claffin University	M. E	1869	6	10	3	1
393 Spartanburg	Wofford College	M. E. So	1854	2	0	8	0
SOUTH DAKOTA.							
394 East Pierre	Pierre University	Presb	1883	2	4	3	2
395 Hot Springs	Black Hills College	M. E	1890	3	4	5	3
396 Mitchell	Dakota University	M. E	1885	5	4	5	1
397 Vermillion	University of South Dakota	None	1882	12	6	10	1
398 Yankton	Yankton College	Cong	1882	8	1	8	1
TENNESSEE.							
399 Athens and Chattanooga	U. S. Grant University	M. E	1867	4	3	4	1
400 Bristol	King College	Presb	1867	1	0	4	0
401 Clarksville	Southwestern Presbyterian University	Presb	1855	0	0	9	0

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.															
Profes- sional de- partments.		Total num- ber (ex- cluding duplicates).		Preparatory department.		Collegiate department.		Graduate depart- ment.				Profes- sional de- partments.		Total num- ber (ex- cluding duplicates).					
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24				
94	0	114	0	0	0	148	6	1	0	0	0	530	2	679	8	352			
0	0	12	0	44	0	102	0	0	0	0	0	0	0	146	0	353			
0	0	6	5	32	44	34	14	0	0	0	0	0	0	66	58	354			
5	0	27	0	122	0	133	0	0	0	0	0	42	0	297	0	355			
0	0	7	1	68	32	52	15	0	1	0	0	0	0	120	43	356			
4	0	6	0	0	0	27	0	0	0	2	0	17	0	46	0	357			
5	0	23	1	102	14	187	17	0	0	5	4	75	0	339	35	358			
0	0	14	0	38	0	84	0	0	0	0	0	0	0	122	0	359			
6	0	19	5	86	23	76	4	0	0	0	0	24	0	186	27	360			
0	0	29	0	0	0	274	0	11	0	21	0	0	0	306	0	361			
0	0	16	0	77	20	151	8	0	0	13	1	0	0	241	29	362			
0	0	8	1	27	12	42	15	2	0	0	0	0	0	85	32	363			
0	0	13	9	141	47	120	42	1	0	0	0	0	0	377	282	364			
0	0	17	0	0	0	104	0	5	0	0	0	0	0	109	0	365			
5	0	23	0	77	4	182	0	2	0	10	0	58	0	329	4	366			
0	0	22	7	94	84	188	37	0	0	0	0	0	0	291	134	367			
8	0	10	0	0	0	137	0	0	0	0	0	49	0	186	0	368			
0	0	17	4	121	26	135	47	0	0	0	0	0	0	256	73	369			
0	0	7	1	27	3	36	9	0	0	0	0	0	0	63	12	370			
0	0	12	3	36	21	84	50	0	0	0	0	0	0	120	71	371			
0	0	38	0	0	0	1,038	0	18	0	0	0	0	0	1,056	0	372			
0	0	16	0	130	0	58	0	0	0	0	0	0	0	188	0	373			
159	0	242	0	0	0	626	291	137	24	0	0	1,774	4	2,492	319	374			
0	0	11	3	16	19	40	60	0	0	0	0	0	0	56	79	375			
2	0	18	0	20	0	178	0	0	0	0	0	8	0	216	0	376			
2	0	11	1	80	15	56	3	0	0	0	0	10	0	146	18	377			
0	0	40	0	0	0	347	0	4	0	14	0	0	0	365	0	378			
0	0	46	2	35	6	239	10	4	0	0	0	0	0	334	16	379			
0	0	15	8	0	0	78	94	0	0	0	0	0	0	78	94	380			
5	0	14	0	33	0	90	0	0	0	0	0	17	0	140	0	381			
0	0	6	1	28	37	54	46	0	0	0	0	0	0	82	83	382			
0	9	16	0	72	0	228	0	1	0	0	0	0	0	301	0	383			
0	0	76	0	0	0	671	127	34	18	46	12	0	0	751	157	384			
0	0	6	0	0	0	36	0	0	0	0	0	0	0	36	0	385			
0	0	6	0	11	5	31	20	2	0	0	0	0	0	44	25	386			
3	0	4	0	4	3	4	0	0	0	0	0	8	0	16	3	387			
1	0	11	0	0	0	132	16	0	0	0	0	14	0	146	16	388			
0	0	7	0	39	0	101	0	3	0	0	0	0	0	143	0	389			
0	0	10	0	57	0	111	2	0	0	0	0	0	0	168	2	390			
0	0	8	0	41	0	74	0	1	0	4	0	0	0	120	0	391			
0	0	9	11	263	250	9	2	0	0	0	0	0	0	272	252	392			
0	0	10	0	43	0	155	0	0	0	0	0	0	0	198	0	393			
0	0	3	3	14	58	9	4	0	0	0	0	0	0	23	62	394			
0	0	5	3	22	24	10	8	0	0	1	0	0	0	33	32	395			
0	0	7	5	44	26	24	15	0	0	0	0	0	0	68	41	396			
0	0	14	7	94	103	29	28	1	1	0	0	0	0	154	171	397			
0	0	9	4	75	57	30	20	0	0	0	0	0	0	109	126	398			
29	0	37	4	155	106	40	9	0	0	0	0	161	0	356	115	399			
0	0	5	0	10	0	65	0	0	0	0	0	0	0	75	0	400			
6	0	11	0	0	0	130	0	0	0	0	0	30	0	147	0	401			

TABLE 37.—Statistics of universities and

Location.	Name.	Religious denomination controlling.	Year of first opening.	Professors and instructors.				
				Preparatory department.		Collegiate department.		
				Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	
TENNESSEE—cont'd.								
402	Harriman	American Temperance University..	None	1893	4	6	12	0
403	Hiwassee College ..	Hiwassee College	M. E.	1849	0	0	3	0
404	Jackson	Southwestern Baptist University...	Bapt.	1847	2	1	9	1
405	Knoxville	Knoxville College	U. Presb.	1875	5	14	5	14
406	do	University of Tennessee	None	1794	0	0	24	0
407	Lebanon	Cumberland University	Cumb.Presb ..	1842	3	0	9	0
408	McKenzie	Bethel College	Cumb.Presb ..	1850	4	4	2	1
409	Maryville	Maryville College	Presb.	1819	3	3	8	0
410	Memphis	Christian Brothers College	R. C.	1871	4	0	10	0
411	Milligan	Milligan College	Christian	1882	2	1	4	1
412	Mossy Creek	Carson and Newman College *	Bapt.	1851	6	3	6	3
413	Nashville	Central Tennessee College	M. E.	1866	3	1	3	1
414	do	Fisk University	Cong.	1866	5	8	7	4
415	do	Roger Williams University	Bapt.	1863	5	6	5	1
416	do	University of Nashville	None	1785	4	5	28	0
417	do	Vanderbilt University	M. E. So.	1875	0	0	34	0
418	Sewanee	University of the South	P. E.	1868	4	0	10	0
419	Spencer	Burritt College	Christian	1848	2	1	2	1
420	Sweetwater	Sweetwater College	None	1874	2	0	2	0
421	Tusculum	Greeneville and Tusculum College..	Presb.	1794	5	3	5	3
422	Washington College	Washington College	Presb.	1795	1	1	4	2
TEXAS.								
423	Austin	St. Edward's College	R. C.	1881	18	0	5	0
424	do	University of Texas	None	1883	0	0	26	4
425	Brownwood	Howard Payne College	Bapt.	1890	3	2	3	0
426	Campbell	Henry College	None	1892	0	0	9	4
427	Fort Worth	Fort Worth University	M. E.	1881	5	4	8	4
428	do	Polytechnic College	M. E. So.	1891	1	1	7	8
429	Galveston	St. Mary's University	R. C.	1854	1	0	7	0
430	Georgetown	Southwestern University	M. E.	1873	3	2	9	5
431	Marshall	Wiley University	M. E.	1873	2	1	2	1
432	San Antonio	St. Louis College	R. C.	1894	10	0	4	0
433	Sherman	Austin College	Presb.	1850	9	0	9	0
434	Tehuacana	Trinity University	Cumb. Presb ..	1869	4	3	6	0
435	Waco	Add-Ran Christian University *	Christian	1873	1	1	6	5
436	do	Baylor University	Bapt.	1845	6	4	10	2
437	do	Paul Quinn College	A. M. E.	1881	3	3	3	3
UTAH.								
438	Logan	Brigham Young College *	L. D. S.	1878	14	0	14	0
439	Salt Lake City	University of Utah	None	1850	14	3	15	2
VERMONT.								
440	Burlington	University of Vermont and State Agricultural College.	None	1800	0	0	30	0
441	Middlebury	Middlebury College	None	1800	0	0	11	0
VIRGINIA.								
442	Ashland	Randolph Macon College	M. E. So.	1832	0	0	10	0
443	Bridgewater	Bridgewater College	Dunkard	1882	7	2	4	0
444	Charlottesville	University of Virginia	None	1825	0	0	24	0
445	Emory	Emory and Henry College	M. E. So.	1838	2	0	6	0
446	Fredericksburg	Fredericksburg College	Presb.	1893	4	0	10	3
447	Hampden Sidney ..	Hampden Sidney College	None	1776	0	0	7	0
448	Lexington	Washington and Lee University ..	None	1749	0	0	15	0
449	Richmond	Richmond College	Bapt.	1832	0	0	15	0
450	Salem	Roanoke College	Luth.	1853	1	0	10	0
451	Williamsburg	College of William and Mary	None	1693	0	0	9	0

* Statistics of 1895-96.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.											
Profes- sional de- partments.		Total num- ber (ex- cluding duplicates).		Preparatory department.		Collegiate department.		Graduate depart- ment.				Profes- sional de- partments.		Total num- ber (ex- cluding duplicates).	
								Resident.		Nonresi- dent.					
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
0	0	17	6	113	44	31	25	0	0	0	0	13	0	227	149
0	0	3	0	0	0	20	10	0	0	0	0	0	0	20	10
0	0	10	1	28	0	127	22	0	0	0	0	60	0	223	47
0	0	14	14	46	47	11	10	0	0	0	0	0	0	57	57
37	0	58	0	0	0	225	58	12	3	0	0	238	0	466	61
8	0	20	0	51	0	81	0	0	0	13	0	126	5	255	5
0	0	4	4	65	60	30	20	0	0	0	0	0	0	95	80
0	0	11	3	143	74	83	38	0	0	0	0	0	0	226	112
0	0	16	0	60	0	80	0	0	0	0	0	0	0	169	0
0	0	6	1	52	25	55	24	0	0	0	0	0	0	107	49
0	0	6	3	75	37	89	40	0	0	0	0	0	0	164	77
23	0	26	10	26	18	17	3	0	0	0	0	203	4	363	201
4	0	9	8	59	11	47	7	0	0	0	0	7	0	112	18
0	0	5	6	108	115	19	3	0	0	0	0	0	0	127	118
18	0	40	5	150	200	208	336	0	0	0	0	204	2	462	538
60	0	90	0	0	0	191	30	35	3	0	0	424	0	641	33
20	0	34	0	93	0	124	0	0	0	0	0	116	0	333	0
0	0	4	5	60	34	40	22	0	0	0	0	0	0	100	56
0	0	4	0	35	0	45	0	0	0	0	0	0	0	80	0
0	0	5	3	70	40	30	12	0	0	0	0	0	0	100	52
0	0	5	3	42	30	30	23	0	0	0	0	0	0	72	53
0	0	23	0	75	0	61	0	0	0	0	0	0	0	136	0
22	0	48	4	0	0	215	107	8	5	0	0	429	2	652	114
1	0	5	5	43	41	33	16	0	0	0	0	21	10	89	75
0	0	9	4	0	0	165	105	0	0	0	0	0	0	165	105
23	0	32	15	109	73	23	12	1	0	0	0	135	2	268	87
0	0	7	8	115	80	70	33	0	0	0	0	0	0	185	113
0	0	8	0	30	0	95	0	0	0	0	0	0	0	125	0
0	0	12	7	107	30	172	78	0	0	0	0	0	0	286	139
1	0	3	1	27	3	8	1	0	0	0	0	10	0	45	4
0	0	14	0	80	0	15	0	0	0	0	0	0	0	95	0
0	0	9	0	44	0	72	0	0	0	0	0	0	0	116	0
0	0	8	3	70	35	60	16	0	0	0	0	0	0	130	51
1	0	8	6	40	45	36	28	0	0	0	0	15	0	91	73
0	0	14	8	220	112	112	91	1	1	3	0	0	0	336	194
0	0	5	3	12	5	16	9	0	0	0	0	7	1	42	17
0	0	14	0	183	127	4	0	0	0	0	0	0	0	187	127
0	0	19	3	68	37	74	84	0	1	0	0	0	0	277	289
22	0	52	0	0	0	218	50	2	1	0	0	221	0	486	51
0	0	11	0	0	0	59	47	0	1	0	0	0	0	59	48
0	0	10	0	0	0	113	3	6	0	4	0	0	0	123	3
0	0	7	2	67	67	10	0	0	0	0	0	0	0	77	67
32	0	55	0	0	0	224	0	30	0	0	0	270	0	504	0
0	0	8	0	7	0	101	0	0	0	0	0	0	0	108	0
0	0	12	3	18	26	40	60	0	0	0	0	0	0	58	86
0	0	7	0	0	0	110	0	2	0	0	0	0	0	112	0
3	0	18	0	0	0	119	0	0	0	0	0	54	0	173	0
2	0	17	0	0	0	179	0	0	0	0	0	36	0	215	0
0	0	11	0	32	0	103	5	0	0	0	0	0	0	163	7
0	0	9	0	0	0	40	0	0	0	0	0	5	0	151	0

TABLE 37.—Statistics of universities and

	Location.	Name.	Religious denomination controlling.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	WASHINGTON.							
452	Burton	Vashon College.....	None	1892	1	4	5	2
453	Colfax.....	Colfax College*	Bapt.....	1885	2	2	3	2
454	College Place.....	Walla Walla College.....	7th D. Ad	1892	1	2	7	3
455	Seattle	University of Washington	None	1862	0	0	16	2
456	Spokane	Gonzaga College	R. C	1887	1	0	13	0
457	Sumner	Whitworth College	Presb	1890	1	1	3	2
458	Tacoma	Puget Sound University.....	M. E.	1890	2	2	10	3
459	Walla Walla	Whitman College.....	Cong	1866	6	1	7	1
	WEST VIRGINIA.							
460	Barboursville	Barboursville College.....	M. E. So	1888	1	0	3	4
461	Bethany	Bethany College	Christian ...	1841	0	0	8	4
462	Morgantown	West Virginia University	None	1867	4	0	21	0
	WISCONSIN.							
463	Appleton	Lawrence University.....	M. E.	1849	2	4	12	5
464	Beloit	Beloit College	Cong	1847	6	0	20	0
465	Franklin	Mission House	Reformed....	1859	9	0	8	0
466	Madison	University of Wisconsin.....	None	1849	0	0	84	10
467	Milton	Milton College	7th D. Bapt.	1844	5	1	6	1
468	Milwaukee.....	Marquette College.....	R. C	1881	4	0	5	0
469	Ripon	Ripon College	None	1853	10	7	10	7
470	St. Francis.....	Seminary of St. Francis of Sales	R. C	1856	0	0	9	0
471	Watertown	Northwestern University.....	Luth	1865	3	0	5	0
	WYOMING.							
472	Laramie.....	University of Wyoming.....	None	1887	11	3	11	3

* Statistics of 1895-96.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.															
Profes- sional de- partments.		Total num- ber (ex- cluding duplicates).		Preparatory department.		Collegiate department.		Graduate depart- ment.				Profes- sional de- partments.		Total num- ber (ex- cluding duplicates).					
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Resident.		Nonresi- dent.									
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24				
0	0	5	4	44	21	24	15	0	0	0	0	0	0	68	36	452			
0	0	3	2	62	40	13	5	0	0	0	0	0	0	75	45	453			
0	0	8	5	20	35	10	15	0	0	0	0	0	0	30	50	454			
0	0	16	2	0	0	158	101	5	4	0	0	2	1	165	106	455			
0	0	14	0	24	0	109	0	0	0	0	0	0	0	133	0	456			
0	0	3	3	18	7	17	10	0	0	0	0	0	0	35	17	457			
0	0	12	5	84	56	12	6	0	2	0	0	0	0	96	64	458			
0	0	8	4	51	31	17	11	0	0	0	0	0	0	68	100	459			
0	0	3	4	5	5	40	43	0	0	0	0	0	0	47	48	460			
0	0	8	4	0	0	77	42	1	0	0	0	0	0	78	42	461			
3	0	28	0	152	0	184	43	0	0	0	0	102	1	422	43	462			
0	0	14	9	70	45	46	45	0	0	7	0	0	0	160	112	463			
0	0	26	0	238	0	143	55	0	0	0	0	0	0	381	55	464			
3	0	17	0	21	0	48	0	0	0	0	0	29	0	98	0	465			
16	0	103	14	0	0	667	323	75	16	12	7	267	9	1,234	416	466			
0	0	7	1	43	45	23	23	0	0	0	0	0	0	66	68	467			
0	0	11	0	100	0	77	0	0	0	0	0	0	0	243	0	468			
0	0	10	7	50	65	45	24	1	1	0	0	0	0	96	90	469			
5	0	14	0	0	0	115	0	0	0	0	0	100	0	215	0	470			
0	0	8	0	59	1	84	12	0	0	0	0	0	0	143	13	471			
0	0	11	3	14	18	41	33	3	3	2	0	0	0	66	94	472			

TABLE 37.—Statistics of universities and colleges

	Name.	Expenses in collegiate department.		Living ex-penses.		Number of follo-wings.		Library.		Value of scientific ap-paratus and library.
		Tuition fee.	Other fees.	Lowest.	Moderate.	Number of follo-wings.	Number of schol-ar-ships.	Bound volumes.	Pamphlets.	
	2	25	26	27	28	29	30	31	32	33
	ALABAMA.									
1	Blount College.....	\$40	\$2	\$100	\$150	0	0	100	150	.....
2	St. Bernard College.....	40	5	140	140	0	0	2,000	150	\$1,000
3	Howard College.....	60	8	120				1,500		1,000
4	Southern University.....	50	8	72	108	0	38	10,000		30,000
5	Lafayette College.....	13	0	85	100	0	0	300	250	100
6	Lineville College.....	27	1	60	70	0	0	0	0	0
7	Alabama Baptist Colored Uni-versity.....							500		1,000
8	Spring Hill College.....	(b)	14	α 300	α 300	0	0	16,000	2,000	35,000
9	University of Alabama.....	(b)				0	0	12,000	2,000	50,000
	ARIZONA.									
10	University of Arizona.....			150	160			2,600		40,000
	ARKANSAS.									
11	Arkadelphia Methodist College.....	50	2	100	125			500	100	2,000
12	Onachita Baptist College.....	50	5	65	105	0	0	2,500	500	4,000
13	Arkansas College.....	50	5	90	115	0	0	3,300	1,200	2,500
14	Arkansas Cumberland College.....	40	6	70	85	0	0	1,600		1,250
15	Hendrix College.....	60	4	90	110			4,000	2,500	6,000
16	Arkansas Industrial University.....	(c)	3-5	72	90	0	0	7,400	4,900	20,000
17	Philander Smith College.....	0	8	75	90			800		
18	Mountain Home Baptist College.....	50	2	65	80			500	1,100	1,200
19	Searcy College.....	50	8	175	200	0	0	1,000	500	800
	CALIFORNIA.									
20	University of California.....	0				6	78	68,900		365,000
21	Pomona College.....	60	3		160					2,800
22	University of the Pacific.....	50		125	160		4	4,500	100	7,000
23	Occidental College.....	60		225	275			100		200
24	St. Vincent's College.....	50		200	200		1	3,000	500	1,500
25	California College.....	70		200	200		3	3,400	800	3,000
26	Throop Polytechnic Institute.....	105	4	140	220	0	25	1,500	1,000	20,000
27	St. Ignatius College.....	80	26					25,000	5,000	60,000
28	Santa Clara College.....			α 350	α 350	0	0	23,000	3,000	80,000
29	Pacific Methodist College.....	70	18	200				2,000		2,000
30	Leland Stanford Junior Uni-versity.....	0	20-30	225	275	0	0	36,000	15,000	100,000
31	University of Southern Cali-fornia.....	60	5	125	160	0	2	4,000	3,000	10,000
	COLORADO.									
32	University of Colorado.....	(d)	6	135	350	0	0	15,000	2,000	50,000
33	Colorado College.....	35	8	150	250	0	10	26,000	5,000	33,978
34	College of the Sacred Heart.....			α 220	α 220		18	15,000		14,000
35	University of Denver.....	30	3-23	120	200		4	8,400	3,500	41,000
	CONNECTICUT.									
36	Trinity College.....	100		250	650	1	53	40,000	7,000	15,000
37	Wesleyan University.....	75	33	198	270		3	47,000		130,255
38	Yale University.....	155-165		185	345	26	32	250,000		500,000
	DELAWARE.									
39	Delaware College.....	(e)	11	133	150	0	0	8,500	8,300	46,500

α Includes tuition.

b Free to residents; \$40 to nonresidents.

c Free to residents; \$30 to nonresidents.

for men and for both sexes—Continued.

Value of grounds and buildings.	Amount of productive funds.	Income.						Benefactions.
		From tuition fees.	From productive funds.	From State or municipal appropriations.	From United States Government.	From other sources.	Total income.	
34	35	36	37	38	39	40	41	42
\$7,000								1
56,000	0	\$18,000	0	0	0	0	\$18,000	2
150,000	0	10,000	0	0	0	0	10,000	3
100,000	\$65,000	5,000	\$5,200	0	0	0	10,200	4
15,000	0	4,000	0	0	0	0	4,000	5
4,500	0	1,800	0	\$350	0	0	2,150	6
30,000	0	872	0	0	0	\$3,933	4,805	7
400,000	0	40,000	0	0	0	0	40,000	8
300,000	300,000	0	24,000	0	0	3,000	27,000	9
85,000	0	120	0	11,996	\$37,000	0	49,116	10
55,000								11
75,000	0	900	0	0	0	0	900	12
25,000	5,500	1,700	200	0	0	1,200	3,100	13
25,000	20,000	2,796	396	0	0	0	3,192	14
60,000	0	2,960	0	0	0	760	3,660	15
227,000	130,000	2,000	10,400	27,106	31,000	609	71,106	16
30,000	0	1,200	0	0	0	2,200	3,400	17
15,000	0	3,000	0	0	0	0	3,000	18
50,000	0	3,350	0	0	0	0	3,350	19
1,710,353	1,933,225	0	111,911	177,761	37,000	12,179	338,851	20
47,500	5,500	5,800	475	0	0	631	6,906	21
175,000		13,034	800	0	0	5,199	19,033	22
0	0	1,000	0	0	0	0	1,000	23
40,000	0							24
50,000	35,000	2,100	1,200	0	0	700	4,000	25
70,000	0	12,600	0	0	0	0	12,600	26
800,000	0	4,560	0	0	0	0	4,560	27
95,000	0							28
30,000	0	4,791	0	0	0	0	4,791	29
2,000,000	3,600,000	20,280	180,000	0	0	0	202,280	30
150,000	100,000	16,000	5,000	0	0	4,000	25,000	31
184,500	80,000	4,000	4,030	60,000	0	0	68,000	32
207,806	269,206	7,289	14,410	0	0	772	22,471	33
200,000	0	30,000	0	0	0	0	30,000	34
650,000		14,663	11,175	0	0	6,572	32,410	35
1,200,000	700,000	18,026	29,386	0	0	688	48,100	36
531,300	1,172,533	18,931	57,463	0	0	26,238	102,632	37
5,000,000	3,979,762	481,701	197,175	0	0	25,568	704,444	38
88,700	83,000	360	4,980	0	32,600	1,260	39,200	39

d Free to residents; \$20 to nonresidents.

e Free to residents; \$60 to nonresidents.

TABLE 37.—Statistics of universities and colleges

	Name.	Expenses in collegiate department.		Living ex-penses.		Number of fellow-ships.	Number of scholar-ships.	Library.		Value of scientific apparatus and library.
		Tuition fee.	Other fees.	Lowest.	Moderate.			Bound volumes.	Pamphlets.	
	2	25	26	27	28	29	30	31	32	33
DISTRICT OF COLUMBIA.										
40	Catholic University of America.....	.....	.....	\$250	\$300	3	12	1,800	.....	\$30,000
41	Columbian University.....	\$100	\$10	.....	.....	0	14	12,000	.....	50,000
42	Gallaudet College.....	.....	.....	250	.....	.....	.....	4,000	.....	.....
43	Georgetown University.....	60	2	175	325	.....	5	61,000	45,612	87,000
44	Gonzaga College.....	40	10	.....	.....	.....	.....	10,000	3,500	5,000
45	Howard University.....	.....	.....	100	.....	.....	.....	13,000	.....	500
FLORIDA.										
46	John B. Stetson University.....	60	0	184	250	0	3	7,000	.....	10,000
47	Florida State Agricultural College.	(a)	.....	92	.....	.....	3	2,596	2,200	10,000
48	Florida Conference College.....	50	4	40	90	.....	.....	2,000	2,000	.....
49	St. Leo Military College.....	50	20	100	150	.....	1	2,000	300	1,000
50	Seminary West of the Suwanee River.	0	5	130	240	.....	.....	750	250	1,000
51	Rollins College.....	48	.....	138	.....	.....	.....	3,500	.....	5,000
GEORGIA.										
52	University of Georgia.....	0	15-35	186	250	1	0	27,000	.....	60,000
53	Atlanta Baptist College.....	12	0	75	.....	0	0	3,000	1,000	1,600
54	Atlanta University.....	16	0	80	80	0	0	9,400	600	10,000
55	Morris Brown College.....	9	.....	52	70	.....	.....	1,200	300	2,000
56	Bowdon College.....	27	.....	63	72	.....	.....	150	100	1,000
57	North Georgia Agricultural College.	0	5	96	120	0	0	5,000	2,000	7,000
58	Mercer University.....	40	.....	130	165	.....	.....	8,000	3,000	7,000
59	Emory College.....	60	3	80	110	1	10	20,000	4,000	30,000
60	Clark University.....	0	1	90	.....	.....	.....	1,000	200	1,500
61	Nannie Lou Warthen College.....	20	0	102	128	0	0	143	265	0
62	Young L. G. Harris College.....	0	15	72	.....	.....	.....	.....	.....	400
IDAHO.										
63	University of Idaho.....	(b)	.....	90	150	0	0	3,500	9,500	35,000
ILLINOIS.										
64	Hedding College.....	38	9	140	175	0	24	2,000	1,000	2,000
65	Illinois Wesleyan University.....	39	8	76	133	0	2	7,000	3,000	75,000
66	St. Viator's College.....	.....	30	c 200	c 200	.....	.....	7,000	1,000	2,000
67	Blackburn University.....	40	2	80	100	.....	.....	3,000	2,000	3,000
68	Carthage College.....	32	.....	111	130	.....	.....	5,000	200	4,000
69	University of Illinois.....	0	23	157	232	5	32	30,100	6,350	180,000
70	St. Ignatius College.....	40	.....	180	.....	.....	.....	20,800	.....	75,000
71	University of Chicago.....	120	.....	200	300	72	100	300,000	60,000	360,000
72	Austin College.....	32	15	60	110	.....	.....	2,000	.....	3,000
73	Evangelical Proseminary.....	.....	.....	c 150	.....	.....	.....	1,297	48	900
74	Eureka College.....	39	.....	100	150	.....	.....	3,013	1,990	8,000
75	Northwestern University.....	69	5	140	232	3	71	33,068	20,000	47,000
76	Ewing College.....	30	5	85	125	.....	.....	3,500	1,000	2,000
77	Northern Illinois College.....	40	40	60	83	.....	.....	800	200	500
78	Knox College.....	45	25	.....	.....	.....	.....	10,000	.....	6,000
79	Lombard University.....	(d)	12	76	133	.....	17	7,000	2,000	12,000
80	Greer College.....	50	.....	89	140	.....	.....	2,000	1,000	1,500
81	Illinois College.....	50	0	120	135	.....	.....	10,000	5,000	.....
82	Lake Forest University.....	60	.....	158	200	.....	.....	13,000	.....	.....
83	McKendree College.....	36	.....	67	124	0	0	8,000	2,000	2,000
84	Lincoln University.....	10	15	150	200	0	0	2,000	1,000	1,500
85	Monmouth College.....	30	10	100	130	.....	2	20,000	.....	3,000
86	Northwestern College.....	18	15	125	200	.....	.....	4,000	500	12,000
87	St. Bede College.....	60	.....	.....	140	0	0	2,000	.....	.....
88	Chaddock College.....	40	15	108	.....	.....	.....	1,500	.....	1,500

a Free to residents; \$20 to nonresidents.

b Free to residents; \$15 to nonresidents.

for men and for both sexes—Continued.

Value of grounds and buildings.	Amount of productive funds.	Income.						Benefactions.	
		From tuition fees.	From productive funds.	From State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
34	35	36	37	38	39	40	41	42	
\$1,000,000	\$641,020	\$1,848	\$41,185	0	0	\$17,285	\$60,318	\$200,000	40
900,000	224,532	40,513	37,632	0	0	0	78,145	0	41
700,000	0	4,597	0	0	\$64,000	335	68,932	.....	42
1,152,500	30,000	118,912	1,134	0	0	0	120,046	14,843	43
75,000	0	2,000	0	0	0	0	2,000	3,000	44
600,000	165,000	6,914	8,000	0	32,600	7,000	54,514	.....	45
250,000	96,000	3,972	6,000	0	0	20,099	30,071	8,000	46
32,885	153,800	1,897	9,107	\$2,500	11,000	0	24,504	.....	47
15,000	0	2,500	0	0	0	800	3,300	.....	48
25,000	0	3,000	0	0	0	2,000	5,000	1,000	49
25,000	65,000	800	3,000	2,000	0	0	5,800	.....	50
67,000	6,000	4,100	210	.....	.....	.....	4,310	.....	51
500,000	382,000	3,007	33,914	3,625	22,000	1,248	63,794	0	52
53,500	30,000	562	1,250	0	0	1,300	3,112	5,565	53
250,000	10,461	2,000	580	0	0	364	2,944	22,290	54
75,000	0	900	0	0	0	7,100	8,000	.....	55
2,000	0	600	0	400	0	0	1,000	1,000	56
30,000	0	750	0	6,000	0	250	7,000	0	57
200,000	235,700	5,420	6,775	0	0	1,700	13,895	.....	58
125,000	208,000	8,600	11,500	0	0	0	20,100	31,000	59
500,000	0	.....	.....	.....	.....	.....	.....	.....	60
8,000	0	1,962	0	240	0	0	2,202	0	61
25,000	0	1,500	0	0	0	5,000	6,500	20,000	62
125,000	6,638	340	500	6,000	37,000	0	43,840	100	63
125,000	50,000	3,600	1,500	0	0	0	4,500	.....	64
125,000	187,000	29,000	4,335	0	0	1,275	34,610	10,300	65
200,000	0	.....	0	0	0	0	.....	.....	66
80,000	26,500	1,175	2,201	0	0	72	3,448	315	67
40,000	35,000	2,591	2,039	0	0	3,350	8,000	.....	68
750,000	458,513	34,916	23,241	121,215	37,000	10,220	226,592	.....	69
200,000	0	11,345	0	0	0	0	11,345	.....	70
2,660,000	5,000,000	176,000	237,773	0	0	47,300	461,073	200,000	71
40,000	0	6,000	0	0	0	0	6,000	.....	72
109,000	0	4,584	0	0	0	14,858	19,442	3,882	73
150,000	45,000	7,500	2,200	0	0	2,500	12,200	.....	74
1,401,500	2,458,449	189,500	47,800	0	0	1,049,200	1,286,500	540	75
25,000	.....	.....	.....	.....	.....	.....	.....	.....	76
50,000	0	1,500	0	0	0	0	1,500	.....	77
200,936	171,907	14,744	8,633	0	0	1,913	25,290	.....	78
60,000	165,000	2,000	11,000	0	0	0	13,000	.....	79
120,000	50,000	6,000	3,600	0	0	0	9,000	.....	80
195,000	130,000	8,000	8,000	0	0	0	16,000	40,000	81
450,000	550,000	.....	.....	.....	.....	.....	.....	50,000	82
65,000	25,000	3,106	1,473	0	0	150	4,729	3,025	83
40,000	49,000	228	3,300	0	0	1,470	4,998	4,400	84
77,166	120,000	8,000	7,853	0	0	0	15,853	40,000	85
85,000	85,000	4,000	5,000	0	0	12,000	21,000	10,000	86
100,000	0	4,300	0	0	0	0	4,300	.....	87
.....	.....	.....	.....	.....	.....	.....	.....	.....	88

c Includes tuition.

d \$3.50 per study per term.

TABLE 37.—Statistics of universities and colleges

	Name.	Expenses in collegiate department.		Living ex- penses.		Number of fellow- ships.	Number of scholar- ships.	Library.		Value of scientific ap- paratus and library.
		Tuition fee.	Other fees.	Lowest.	Moderate.			Bound volumes.	Pamphlets.	
	2	25	26	27	28	29	30	31	32	33
ILLINOIS—continued.										
89	St. Francis Solanus College	\$30	\$20	\$130	\$130	...	...	4,000	2,000	\$6,500
90	Augustana College	36	...	129	160	0	0	16,000	5,000	30,000
91	St. Joseph's Diocesan College* .....	...	...	...	...	0	0	5,000	...	6,000
92	Shurtleff College	36	3	...	...	...	14	8,200	2,000	10,000
93	Westfield College	15	15	100	140	0	0	2,700	1,000	3,000
94	Wheaton College	36	...	150	175	...	8	2,500	...	2,500
INDIANA.										
95	Indiana University	18	...	120	150	0	0	25,000	...	40,000
96	Wabash College	24	23	108	130	1	0	33,500	10,000	94,000
97	Concordia College	40	...	72	...	...	...	3,700	...	1,250
98	Franklin College	24	18	95	133	...	...	10,500	500	22,000
99	De Pauw University .....	...	36	180	200	...	...	18,325	800	30,000
100	Hanover College	0	21	125	175	...	...	11,500	...	20,000
101	Butler College	36	...	175	215	0	0	6,000	...	10,000
102	Union Christian College	18	12	75	100	...	...	3,000	500	1,000
103	Moores Hill College	37	...	120	150	...	...	3,000	100	5,000
104	University of Notre Dame .....	...	a	300	...	0	0	50,000	...	75,000
105	Earlham College	65	...	140	175	0	22	6,500	...	25,000
106	Ridgeville College	27	...	54	75	...	...	3,000	1,000	2,000
107	St. Meinrad College .....	...	...	...	...	...	...	13,000	2,000	18,250
108	Taylor University	36	...	...	72	...	...	2,000	1,000	8,000
INDIAN TERRITORY.										
109	Indian University	18	0	90	...	0	0	450	100	100
110	Henry Kendall College	22	...	112	...	...	10	600	...	1,000
IOWA.										
111	Coe College	37	...	125	150	...	...	2,500	1,000	10,000
112	Charles City College	39	...	78	100	...	4	1,200	500	130
113	Warburg College	40	...	85	...	...	...	2,000	...	2,500
114	Amity College	30	...	80	100	...	...	2,600	300	4,000
115	Luther College	0	12	66	...	...	...	8,495	...	11,000
116	Des Moines College	36	3	126	172	...	50	4,000	500	4,700
117	Drake University	40	...	...	...	...	...	4,500	1,500	20,000
118	Parsons College	38	...	250	300	...	19	5,000	...	10,000
119	Upper Iowa University	36	...	57	76	...	5	5,000	1,000	15,000
120	Iowa College	50	20	230	300	0	20	23,000	...	6,000
121	Lenox College	30	...	135	175	...	...	2,400	1,500	3,500
122	Simpson College	31	6	95	135	...	...	3,200	1,800	7,000
123	State University of Iowa	25	0	130	200	4	2	43,000	15,000	225,000
124	German College .....	...	...	110	150	...	...	800	...	400
125	Iowa Wesleyan University* .....	...	...	...	...	...	...	4,000	1,000	1,000
126	Cornell College	41	0	30	...	0	15	15,089	3,000	20,000
127	Oskaloosa College	32	...	90	110	0	0	2,500	500	2,500
128	Penn College	36	...	100	150	1	3	4,600	1,200	8,500
129	Central University of Iowa	8	5	134	150	...	...	4,000	...	5,000
130	Morningside College	33	...	95	114	0	0	1,000	...	2,000
131	Buena Vista College	36	4	150	175	...	...	400	400	1,000
132	Tabor College	39	...	150	250	4	18	8,000	1,000	9,000
133	Western College	36	...	80	100	...	...	4,000	...	2,000
KANSAS.										
134	Midland College	40	...	150	200	...	...	4,000	1,000	4,000
135	St. Benedict's College	40	...	...	160	...	1	15,000	2,000	...
136	Baker University	30	0	45	75	...	...	5,000	2,000	20,000
137	Souls College	30	3	108	125	...	...	1,200	200	500
138	College of Emporia	30	...	150	200	0	0	4,000	500	5,000
139	Highland University	28	6	100	125	0	0	5,000	...	3,500
140	Campbell University* .....	...	...	...	...	0	0	600	...	...
141	University of Kansas	0	...	125	250	0	4	27,000	...	220,000

* Statistics of 1895-96.

for men and for both sexes—Continued.

Value of grounds and buildings.	Amount of productive funds.	Income.						Benefactions.	
		From tuition fees.	From productive funds.	From State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
34	35	36	37	38	39	40	41	42	
\$135,000	0	\$5,000	0	0	0	0	\$6,000	89	
210,000	\$60,000	11,173	\$3,559	0	0	\$16,671	31,403	\$3,733	90
100,000	0	22,000	0	0	0	0	22,000		91
100,000	112,527	6,500	5,500	0	0	500	12,500	4,790	92
25,000	-----	3,000	1,600	0	0	300	4,900	-----	93
133,000	40,000	6,600	2,000	0	0	10,840	19,440	8,988	94
200,000	690,000	11,000	30,000	\$80,000	0	0	121,000	-----	95
225,000	449,840	7,800	22,000	0	0	0	29,800	75,000	96
100,000	-----	-----	-----	-----	-----	12,400	12,400	-----	97
68,000	191,000	4,500	12,500	0	0	0	17,000	11,000	98
320,000	216,000	18,920	11,480	0	0	0	30,400	900	99
100,000	175,000	0	10,000	0	0	2,500	12,500	-----	100
150,000	250,000	5,000	18,000	0	0	0	23,000	-----	101
25,000	40,000	2,877	2,286	0	0	602	5,765	155	102
53,000	16,871	3,200	1,800	0	0	627	5,627	-----	103
2,000,000	0	175,000	0	0	0	0	175,000	0	104
150,000	102,000	11,998	5,000	0	0	18,601	35,599	-----	105
40,000	0	700	0	0	0	300	1,000	2,500	106
125,000	0	12,000	0	0	0	0	12,000	-----	107
42,000	0	3,600	0	0	0	2,000	5,600	3,000	108
25,000	0	500	0	0	0	2,000	2,500	110	109
12,000	0	5,600	0	0	0	0	5,600	-----	110
95,000	40,000	-----	-----	-----	-----	-----	-----	-----	111
40,000	16,000	2,800	900	0	0	1,000	4,700	500	112
75,000	0	3,042	0	0	0	6,829	9,871	-----	113
50,000	30,000	3,600	2,400	0	0	0	6,000	-----	114
80,000	8,527	1,581	526	0	0	0	2,107	-----	115
40,000	56,796	2,229	3,699	0	0	914	6,842	10,565	116
145,000	159,830	29,096	9,434	0	0	415	38,945	-----	117
90,000	170,000	3,500	9,000	0	0	0	12,500	-----	118
100,000	57,000	10,000	2,000	0	0	0	12,000	1,500	119
100,000	275,000	22,000	21,000	0	0	2,000	45,000	3,500	120
31,000	8,000	2,966	450	0	0	125	3,541	-----	121
100,000	64,825	8,875	3,531	0	0	1,929	14,385	-----	122
400,000	230,000	56,361	16,016	76,000	0	0	148,377	-----	123
20,000	26,000	800	1,600	0	0	0	2,400	-----	124
300,000	60,000	3,400	3,500	0	0	4,000	10,900	-----	125
215,000	100,000	20,426	4,357	0	0	577	25,360	3,225	126
20,000	-----	-----	-----	-----	-----	-----	-----	-----	127
75,000	30,000	6,770	1,200	0	0	650	8,620	3,000	128
37,000	25,000	-----	-----	-----	-----	-----	-----	-----	129
50,000	0	3,000	0	0	0	1,500	4,500	20,000	130
26,000	0	2,000	0	0	0	0	2,000	-----	131
45,000	83,000	3,450	6,621	0	0	0	10,071	3,653	132
68,000	0	5,000	0	0	0	2,000	7,000	-----	133
46,500	24,000	3,524	1,787	0	0	5,487	10,798	-----	134
80,000	40,000	8,000	1,000	0	0	3,000	12,000	6,000	136
100,000	0	1,100	0	0	0	800	1,900	2,300	137
100,000	0	2,000	0	0	0	8,000	10,000	12,000	138
20,000	40,000	800	2,700	0	0	0	3,500	200	139
40,000	0	10,000	0	0	0	0	10,000	-----	140
450,000	135,000	345	7,000	100,800	0	875	109,020	0	141

a Includes tuition.

TABLE 37.—Statistics of universities and colleges

	Name.	Expenses in collegiate department.		Living expenses.		Number of fellow-ships.		Library.		Value of scientific apparatus and library.
		Tuition fee.	Other fees.	Lowest.	Moderate.	Number of fellow-ships.	Number of scholar-ships.	Bound volumes.	Pamphlets.	
	2	25	26	27	28	29	30	31	32	33
	KANSAS—continued.									
142	Lane University	\$27	.....	\$75	\$100	0	0	600	150	\$1,000
143	Bethany College	40	\$5	68	.....	0	0	5,000	1,000	2,000
144	Ottawa University	30	8	116	150	0	0	3,000	2,000	7,000
145	St. Mary's College	30	.....	170	.....	.....	.....	7,300	.....	.....
146	Kansas Wesleyan University	33	5	80	133	0	1	3,000	1,000	500
147	Cooper Memorial College	30	3	80	125	0	0	500	300	1,000
148	Washburn College	40	0	100	175	.....	.....	7,000	5,000	10,000
149	Fairmount College	30	.....	111	150	.....	.....	8,000	20,000	11,000
150	St. John's Lutheran College .....	.....	.....	.....	.....	.....	.....	342	84	450
151	Southwest Kansas College	30	.....	60	100	0	10	2,500	200	3,000
	KENTUCKY.									
152	Union College	38	.....	114	140	.....	.....	1,061	.....	.....
153	Berea College	0	.....	65	86	.....	.....	12,000	3,500	9,000
154	Ogden College	40	10	100	120	0	40	2,900	1,056	6,500
155	Centre College	50	16	125	250	.....	49	12,154	2,593	10,000
156	Georgetown College	45	5	75	150	.....	10	12,000	3,000	15,000
157	Liberty College	40	0	110	125	0	0	0	0	35
158	South Kentucky College	40	.....	100	110	.....	.....	2,000	.....	1,500
159	Agricultural and Mechanical College of Kentucky	20	0	200	250	2	0	2,732	186	50,000
160	Kentucky University	2	20	95	152	.....	.....	15,000	1,200	15,000
161	Central University	60	10	112	165	.....	.....	5,000	2,000	6,000
162	Bethel College	55	.....	.....	100	20	20	8,000	1,000	5,000
163	St. Mary's College .....	.....	.....	175	200	20	2	4,000	2,000	4,000
164	Kentucky Wesleyan College	30	20	125	200	0	0	2,500	1,500	3,000
	LOUISIANA.									
165	Louisiana State University	0	7	126	138	0	0	20,000	2,000	90,000
166	Jefferson College .....	.....	.....	250	.....	9	9	3,030	1,500	8,000
167	Cenatary College of Louisiana	50	5	90	135	0	0	2,500	.....	500
168	Keachie College	50	4	120	150	.....	.....	1,200	.....	1,500
169	College of the Immaculate Conception.* .....	.....	.....	.....	.....	.....	.....	15,000	2,000	.....
170	Leland University	0	8	90	.....	0	0	1,000	.....	1,000
171	New Orleans University .....	.....	.....	80	.....	.....	.....	5,000	500	2,000
172	Straight University	8	0	96	120	0	0	2,500	1,000	250
173	Tulane University	105	.....	.....	.....	0	198	20,000	5,000	56,000
	MAINE.									
174	Bowdoin College	75	.....	114	152	0	98	60,259	800	100,000
175	Bates College	50	15	100	150	0	46	18,000	.....	25,000
176	Colby University	60	30	114	152	0	80	32,600	10,000	75,000
	MARYLAND.									
177	St. John's College	75	13	150	170	0	67	6,500	.....	5,000
178	Johns Hopkins University	150	.....	199	228	21	72	80,000	30,000	241,000
179	Loyola College	50	.....	.....	.....	12	12	35,000	.....	60,000
180	Morgan College	12	0	.....	62	0	8	3,000	150	1,200
181	Washington College	50	0	130	140	0	32	2,500	.....	3,000
182	Rock Hill College	60	8	200	230	.....	.....	7,200	450	4,500
183	St. Charles College .....	.....	.....	.....	.....	.....	.....	15,650	.....	.....
184	Mount St. Mary's College .....	.....	.....	300	.....	.....	.....	15,000	1,000	5,000
185	New Windsor College	45	.....	155	.....	.....	.....	2,000	500	1,000
186	Western Maryland College	45	.....	180	.....	.....	.....	5,000	.....	3,000
	MASSACHUSETTS.									
187	Amherst College	110	.....	200	250	3	90	69,000	15,000	250,000
188	Boston College	60	.....	.....	.....	53	53	30,000	.....	5,000
189	Boston University	110	.....	144	270	2	169	21,000	.....	30,000
190	Harvard University	150	.....	372	472	24	238	490,300	490,300	1,000,000

* Statistics of 1895-96.

a Includes tuition.

for men and for both sexes—Continued.

Value of grounds and buildings.	Amount of productive funds.	Income.						Benefactions.	
		From tuition fees.	From productive funds.	From State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
34	35	36	37	38	39	40	41	42	
\$40,000	-----	\$1,600	0	0	0	\$400	\$2,300	0	142
125,000	0	10,000	0	0	0	2,000	12,000	-----	143
65,000	\$84,000	4,500	\$6,720	0	0	2,000	13,220	-----	144
180,000	-----	-----	-----	-----	-----	-----	-----	0	145
50,000	8,000	6,500	500	0	0	0	7,000	\$1,800	146
26,000	25,000	3,000	1,500	0	0	1,000	5,500	1,300	147
285,000	80,000	7,021	5,797	0	0	1,170	13,988	1,555	148
60,000	0	2,000	0	0	0	0	2,000	15,000	149
35,000	0	517	0	0	0	0	517	-----	150
60,000	0	6,122	0	0	0	0	6,122	20,000	151
10,000	8,000	1,700	380	0	0	0	2,080	500	152
114,000	101,568	3,517	4,403	0	0	0	7,920	28,135	153
40,000	130,000	1,009	6,580	0	0	748	8,337	0	154
100,000	250,000	6,000	14,000	0	0	0	20,000	-----	155
150,000	225,000	9,000	13,000	0	0	0	22,000	500	156
25,000	0	2,000	0	0	0	0	2,000	0	157
75,000	0	-----	-----	-----	-----	-----	-----	6,000	158
129,000	165,000	1,429	0	\$32,429	\$33,810	5,152	72,820	0	159
250,000	203,479	5,085	11,593	0	0	232	16,910	-----	160
150,000	175,000	5,000	6,000	0	0	2,000	13,000	20,000	161
55,000	80,000	4,000	5,000	0	0	800	9,800	-----	162
65,000	0	12,000	0	0	0	0	12,000	-----	163
75,000	35,000	6,250	1,750	0	0	0	8,000	10,000	164
300,000	318,313	740	14,556	16,317	25,654	0	57,267	0	165
100,000	0	28,800	0	0	0	0	28,800	-----	166
75,000	50,000	2,000	2,500	0	0	600	5,100	-----	167
30,000	0	1,500	0	0	0	4,600	6,100	2,500	168
175,000	92,500	0	3,500	0	0	0	3,500	3,500	170
100,000	0	0	0	0	0	9,660	9,660	-----	171
125,000	6,000	4,000	300	0	0	0	4,300	250	172
808,000	1,477,000	24,644	80,000	0	0	0	104,644	-----	173
500,000	549,415	28,085	21,588	0	0	0	49,673	17,500	174
150,000	338,000	9,000	21,000	0	0	0	30,000	17,000	175
200,000	495,500	14,430	18,353	0	0	0	32,783	2,503	176
200,000	0	4,000	0	9,000	0	4,000	17,000	1,000	177
939,000	3,000,000	47,000	100,000	0	0	0	147,000	57,000	178
300,000	-----	-----	-----	-----	-----	-----	-----	-----	179
50,000	22,000	2,000	1,000	0	0	5,600	8,600	1,300	180
60,000	25,000	2,500	1,500	7,000	0	0	11,000	-----	181
65,000	0	24,000	0	0	0	0	24,000	0	182
200,000	0	53,903	0	0	0	0	53,903	-----	183
150,000	0	50,000	0	0	0	0	50,000	-----	184
30,000	0	3,000	0	0	0	0	3,000	5,000	185
125,000	0	-----	-----	-----	-----	-----	-----	-----	186
750,000	1,500,000	43,000	63,000	0	0	0	106,000	100,000	187
400,000	0	25,000	0	0	0	0	25,000	-----	188
800,000	787,000	63,000	88,000	0	0	0	151,000	3,450	189
4,000,000	8,963,053	549,575	405,159	0	0	186,246	1,140,980	445,906	190

TABLE 37.—Statistics of universities and colleges

	Name.	Expenses in collegiate department.		Living ex-penses.		Number of fellow-ships.	Number of scholar-ships.	Library.		Value of scientific apparatus and library.
		Tuition fee.	Other fees	Lowest.	Moderate.			Bound volumes.	Pamphlets.	
	2	25	26	27	28	29	30	31	32	33
MASSACHUSETTS—continued.										
191	French American College			a\$140				850	225	\$3,000
192	Tufts College	\$100	\$10	163	\$286	2	56	35,000	8,000	70,000
193	Williams College	105	8	350	500		8	40,000	15,000	40,000
194	Clark University					16	16	16,000	3,000	
195	College of the Holy Cross	60	25	190			5	18,000	7,000	20,000
MICHIGAN.										
196	Adrian College	45			126			6,000		1,500
197	Albion College	21		100	150			11,100	500	50,000
198	Alma College	32		136	160		9	15,000	10,000	22,000
199	University of Michigan	b30	0	200	300	3	16	112,275	18,083	700,000
200	Battle Creek College	35		105	125			4,000		5,000
201	Benzonia College							6,000	1,000	500
202	Detroit College	40				0	0	9,500		
203	Hillsdale College	2	17	125	200			9,490	3,880	23,002
204	Hope College	18		130	150			10,000	2,000	
205	Kalamazoo College	25	5	115	150		3	6,253	3,287	3,500
206	Olivet College	22	23	125	200			25,500	25,000	46,243
MINNESOTA.										
207	St. John's University			a200				6,000	1,000	2,000
208	Hamline University	30	6	150	250			6,000	500	7,000
209	Augsburg Seminary	15	10		50			1,500		
210	University of Minnesota	0	5	200	300	1		50,000	17,000	145,000
211	Carleton College	26	6	125	175	0	0	15,000		50,000
212	St. Olaf College	0	10	95	125	0	0	1,750	500	4,130
213	Macalester College							6,500		3,000
214	Gustavus Adolphus College	32	5	80	150	0	0	6,929	2,000	15,000
215	Parker College	10	10	75	100			400	200	500
MISSISSIPPI.										
216	Mississippi College	30	5	120	160			8,000		2,500
217	University Institute	40	5	80	90			3,000	2,500	2,500
218	Rust University	15	0	24	40			2,700	3,000	3,500
219	Millsaps College	30	5	80	150		3	3,000	2,000	1,200
220	University of Mississippi	0	16	105	175	3	6	14,000	2,000	50,000
MISSOURI.										
221	Central Christian College	40	5	170	210			125	60	175
222	Northwest Missouri College	55	10	86	104		7	1,000	500	200
223	Southwest Baptist College	36		76	95			800	250	1,200
224	Pike College	40	0	150	175			600	100	500
225	Missouri Wesleyan College	37	0	100	125	0	0	1,100	20	600
226	Christian University	39	3	80	100			500	400	1,000
227	St. Vincent College			a175				12,000	2,000	18,000
228	University of the State of Mis-souri	20		76	104	4	6	26,971	34,203	140,000
229	Grand River Christian Union College	36		72	90			1,000	500	
230	Central College	50		100	200	1	2	5,500	1,000	15,000
231	Westminster College	50	0	80	140			6,000	1,800	13,000
232	Pritchett College	46		130	175	0	13	450		16,000
233	La Grange College	40		95	114			5,000	1,000	1,000
234	William Jewell College	40	10	90	150	20		9,000		8,000
235	Missouri Valley College	40	6	80	120	62		2,700	1,300	8,000
236	Morrisville College	40	2	90	100	0	0	800	200	1,300
237	Scarritt Collegiate Institute	42				0	0	2,000	200	3,000
238	Park College	30		60	150	23		6,000	1,450	1,000
239	Christian Brothers College	50	12	250	275	0	0	20,000	2,000	5,800
240	St. Louis University	60	10					30,000		
241	Washington University	150		200	300	30		5,000		178,000
242	Drury College	48	3	120	160	0	5	23,000	20,000	10,000

* Statistics of 1895-96.

a Includes tuition.

for men and for both sexes—Continued.

Value of grounds and buildings.	Amount of productive funds.	Income.						Benefactions.	
		From tuition fees.	From productive funds.	From State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
34	35	36	37	38	39	40	41	42	
\$50,000	0	\$1,671	0	0	0	0	\$1,671	\$12,218	191
600,000	\$1,300,000	23,018	\$62,368	0	0	0	85,386	80,000	192
439,950	853,391	34,115	42,651	0	0	\$582	77,348	27,299	193
267,138	0	19,800	0	0	0	1,033	20,833		194
									195
140,000	85,000	13,500	5,100	0	0	0	18,600		196
125,000	200,000	12,000	12,000	0	0	5,000	29,000		197
51,000	83,500	3,250	4,390	0	0	3,000	10,640	6,700	198
1,200,000	546,000	169,810	38,500	\$197,000	0	16,325	421,635	5,000	199
100,000	0	16,373	0	0	0	3,662	20,035	0	200
57,000	0	1,700	0	0	0	1,300	3,000		201
160,000	0	8,000	0	0	0	0	8,000		202
67,000	240,300	21	14,432	0	0	0	14,453	8,000	203
80,000	234,344	2,821	6,700	0	0	2,400	11,921	100,000	204
60,000	228,452	3,415	12,231	0	0	1,065	16,711	2,563	205
158,757	75,000	17,000	6,000	0	0	0	23,000	6,610	206
300,000	0	17,000	0	0	0	23,000	40,000		207
198,000	109,110	6,578	4,500	0	0	3,535	14,613		208
100,000	40,000	2,500	2,000	0	0	0	4,500	4,000	209
1,652,500	1,201,238	55,000	49,266	82,333	\$38,000	59,492	284,091	15,000	210
200,000	200,000	11,070	13,369	0	0	1,359	25,798	42,045	211
82,600	4,000	1,690	240	0	0	47	1,977	5,783	212
200,000	8,000	3,000	500	0	0	6,500	10,000		213
60,000	0	6,412	0	0	0	6,777	13,189	26,794	214
25,000	61,000	700	2,000	0	0	0	2,700	3,000	215
50,000	43,500	7,500	2,460	0	0	0	9,960		216
20,000	0	3,200	0	460	0	0	3,660		217
125,000	0	1,800	0	0	0	5,000	6,800		218
75,000	107,000	4,500	6,500	0	0	0	11,000	12,000	219
220,000	540,000	5,200	32,643	5,000	0	0	42,843	0	220
30,000	8,000	3,500	640	0	0	0	4,140		221
35,000	0	8,000	0	0	0	1,000	9,000	3,000	222
25,000	2,000	1,900	140	0	0	0	2,040		223
16,000	0								224
30,000	1,303	5,000	0	0	0	0	5,000		225
40,000	15,000	2,200	900	0	0	0	3,100	100	226
75,000	0	1,200	0	0	0	0	1,200		227
898,000	1,229,839	13,687	61,168	66,318	35,804	6,400	183,377		228
25,000		3,400	0	0	0	1,000	4,400		229
150,000	130,000	6,125	5,175	0	0	0	11,300		230
35,000	209,710	4,127	9,326	0	0	0	13,453	577	231
50,000	77,000	2,750	6,300	0	0	0	9,050	275	232
45,000	10,030	2,300	500	0	0	350	3,150	2,000	233
100,000	205,000	8,000	13,000	0	0	3,000	24,000	10,000	234
125,000	115,000	5,000	9,000	0	0	5,000	19,000	2,000	235
10,000	0	2,500	0	0	0	0	2,500		236
30,000	0	5,000	0	0	0	0	5,000		237
350,000	425,000								238
600,000	0	60,000	0	0	0	0	60,000	0	239
500,000	0	20,000	0	0	0	0	20,000	0	240
650,000	953,000	120,000	40,000	0	0	0	160,000		241
200,000	225,000	7,000	13,400	0	0	600	21,000	5,300	242

b To residents; \$40 to nonresidents.

TABLE 37.—Statistics of universities and colleges

	Name.	Expenses in collegiate department.		Living ex-penses.		Number of fellow-ships.		Library.		Value of scientific apparatus and library.
		Tuition fee.	Other fees.	Lowest.	Moderate.	Number of fellow-ships.	Number of scholar-ships.	Bound volumes.	Pamphlets.	
2		25	26	27	28	29	30	31	32	33
MISSOURI—continued.										
243	Tarkio College	\$30	\$5	\$116	\$170	—	—	1,031	1,000	\$4,000
244	Avalon College	40	—	80	100	0	0	1,000	—	2,000
245	Central Wesleyan College	36	4	90	125	3	0	5,000	1,000	500
MONTANA.										
246	College of Montana*	—	—	—	—	—	—	2,000	4,000	3,000
247	Montana Wesleyan University..	50	—	275	310	0	0	800	1,000	1,200
248	University of Montana	0	10	150	200	—	—	1,600	700	8,000
NEBRASKA.										
249	University of Omaha	36	7	86	95	—	10	2,500	250	3,000
250	Cotner University*	—	—	—	—	—	—	500	200	600
251	Union College	35	5	110	120	0	0	1,269	100	1,500
252	Doane College	24	4	100	150	—	7	7,300	4,500	10,000
253	Fairfield College	32	0	100	150	—	—	300	200	500
254	Hastings College	27	—	120	200	—	5	3,500	1,000	1,500
255	University of Nebraska	0	5	—	—	18	2	30,500	—	150,000
256	Gatea College	29	—	100	150	0	6	5,050	—	6,000
257	Creighton University	0	10	150	200	—	—	7,500	200	25,000
258	Nebraska Wesleyan University	—	20	—	—	—	—	3,000	—	5,000
259	York College	18	—	100	125	0	0	500	100	500
NEVADA.										
260	State University of Nevada	0	—	216	300	0	0	5,892	3,620	26,178
NEW HAMPSHIRE.										
261	Dartmouth College	100	6	146	285	—	—	75,000	20,000	100,000
NEW JERSEY.										
262	St. Benedict's College	60	—	—	—	—	—	1,000	250	—
263	Rutgers College	75	24	171	228	0	—	34,560	5,000	—
264	Princeton University	150	—	320	440	7	99	123,307	—	—
265	Seton Hall College	—	30	350	—	—	5	10,000	1,000	20,000
NEW YORK.										
266	Alfred University	38	—	135	200	0	—	10,622	3,908	38,000
267	St. Bonaventure's College	—	—	200	—	0	2	7,347	510	5,000
268	St. Stephen's College	0	0	225	225	0	48	16,000	2,000	28,300
269	Adelphi College	170	0	—	—	0	5	6,350	0	19,478
270	Polytechnic Institute of Brook- lyn	200	0	200	250	0	1	7,250	—	26,500
271	St. Francis College*	—	—	—	—	0	4	4,100	1,055	12,000
272	St. John's College*	—	—	—	—	0	2	7,200	3,000	4,900
273	Canisius College	40	—	160	—	0	12	20,115	—	6,080
274	St. Lawrence University	50	2	108	144	0	25	11,873	5,701	24,000
275	Hamilton College	75	18	200	300	1	40	36,000	16,000	100,000
276	Hobart College	75	31	162	180	0	52	34,172	6,812	65,000
277	Colgate University	60	21	90	150	0	63	26,047	—	86,000
278	Cornell University	100-125	—	133	190	22	567	186,680	30,400	1,021,460
279	College of St. Francis Xavier.	60	—	—	—	0	26	37,400	—	45,000
280	College of the City of New York.	0	2	—	—	0	0	30,673	673	102,000
281	Columbia University	150	5	175	350	30	205	235,000	65,000	755,000
282	Manhattan College	75	0	250	275	0	15	9,110	2,499	24,570
283	New York University	100	20	200	275	2	40	37,111	—	117,884
284	St. John's College	—	10	330	—	0	1	36,000	—	64,000
285	Niagara University	100	—	—	—	0	4	7,500	1,000	16,000
286	University of Rochester	75	—	114	152	0	42	31,583	—	69,913
287	Union College	75	5	—	200	—	111	31,000	—	87,000
288	Syracuse University	60	18	114	171	1	45	40,582	13,361	162,160

* Statistics of 1895-96.

for men and for both sexes—Continued.

Value of grounds and buildings.	Amount of productive funds.	Income.						Benefactions.
		From tuition fees.	From productive funds.	From State or municipal appropriations.	From United States Government.	From other sources.	Total income.	
34	35	36	37	38	39	40	41	42
\$80,000	\$59,000	\$4,980	\$1,951	0	0	\$1,912	\$8,843	\$1,489
50,000	0	2,500	0	0	0	0	2,500	6,000
92,000	60,000	5,900	5,000	0	0	200	11,100	1,000
80,000	0							
75,000	0	12,000	0	0	0	700	12,700	18,000
50,000		1,350	9,000	\$7,500	0	0	17,850	
125,000	0	11,600	0	0	0	2,000	13,600	7,000
100,000	0	2,000	0	0	0	200	2,200	
150,000	0	4,226	0	0	0	4,331	8,557	61
132,000	66,779	2,335	4,551	0	0	1,200	8,086	9,255
30,000	0	2,000	0	0	0	0	2,000	
85,000	15,000	2,000	1,200	0	0	500	3,700	3,300
500,000	1,000,000			158,072	\$37,000	0	195,072	
25,000	25,000	1,250	1,250	0	0	0	2,500	
250,000	150,000	3,500	10,000	0	0	0	13,500	
150,000	0	7,000	0	0	0	0	7,000	
40,000	0	1,300	0	0	0	800	2,100	
145,332	95,000	0	5,080	15,625	37,000	312	58,017	1,000
400,000	1,634,773	36,000	50,000	0	0	2,000	88,000	58,000
30,000	0	5,580	0	0	0	0	5,580	
				0	37,000		64,814	
500,000	0	8,000	0	0	0	42,000	50,000	
80,000	273,956	4,135	15,174	759	0	11,553	31,621	21,270
100,000	8,000	19,500	320	0	0	0	19,820	0
254,820	155,322	0	7,060	0	0	19,760	27,720	50,000
492,318	0	30,480	0	140	0	7,529	38,149	9,090
575,000	85,000	92,997	3,551	100	0	2,947	99,595	2,100
156,000	0	15,354	0	0	0	25,612	40,966	
320,000	0	28,500	0	0	0	1,500	30,000	
258,005	0	11,800	0	0	0	25,010	36,810	9,700
109,000	340,980	2,423	17,271	0	0	808	20,592	7,015
400,000	350,000	8,000	19,000	200	0	7,800	35,000	60,000
162,300	378,297	3,900	12,044	0	0	3,722	19,666	37,325
604,000	1,720,671	11,875	39,713	0	0	3,301	54,889	60,133
1,723,136	6,276,075	117,449	319,246	0	37,000	54,509	528,204	
750,000	0	26,458	0	0	0	0	26,458	
665,000	44,550	0	1,929	162,500	0	0	164,429	0
4,110,000	9,400,000	293,952	381,804	0	0	50,990	726,786	275,053
620,714	0	14,842	0	0	0	28,149	42,982	0
2,992,346	550,798	120,465	93,835	0	0	0	214,300	457,174
840,000	0	9,000	0	0	0	0	9,000	0
200,000	0	27,000	0	0	0	0	27,000	
398,130	685,568	11,956	64,308	0	0	0	76,264	42
500,000	1,200,000	8,710	38,474	0	0	75,968	123,152	
969,500	806,562	40,135	21,676	0	0	33,756	95,567	30,384

a Includes tuition.

TABLE 37.—Statistics of universities and colleges

Name.	Expenses in collegiate department.		Living expenses.		Number of fellowships.	Number of scholarships.	Library.		Value of scientific apparatus and library.
	Tuition fee.	Other fees.	Lowest.	Moderate.			Bound volumes.	Pamphlets.	
2	25	26	27	28	29	30	31	32	33
NORTH CAROLINA.									
289 St. Mary's College.....			a\$200		2		7,800	1,250	\$12,000
290 University of North Carolina...	\$60	\$23		\$250	78		40,000	10,000	75,000
291 Biddle University.....			75	100			8,500	1,000	250
292 Davidson College.....	60	15	63	90	13		11,000	3,000	10,000
293 Trinity College.....	50	12	175	200	4		13,000		4,000
294 Elon College.....	50		125	140			1,200		2,100
295 Guilford College.....	56		115		0	1	4,000		5,000
296 Lenoir College.....	36	1	63	72	0	0	100	200	0
297 Mars Hill College.....	36	1	54	60			500	1,000	0
298 North Carolina College.....	40	4	75	90			4,000	400	1,600
299 Catawba College.....	40	4	64	75			2,000	500	1,000
300 Shaw University.....	10		56				1,500		2,000
301 Rutherford College.....	30	0	50	75			2,500	1,000	2,000
302 Livingstone College.....	20	0	65	100	0	40	3,500	1,500	150
303 Wake Forest College.....	60	10	90	150			12,000	3,000	40,000
304 Weaverville College*							250	100	300
NORTH DAKOTA.									
305 Fargo College.....	30	2	95	133			2,000	1,000	2,500
306 University of North Dakota.....	0	5	115		0	0	5,500	4,000	25,000
307 Red River Valley University.....	30	6	100	120			500	200	1,500
OHIO.									
308 Buchtel College.....	40	6	124	133	0	51	7,000		30,000
309 Mt. Union College.....	30	3	130		0	0	5,000	1,000	5,000
310 Ohio University.....		9	109	175			14,000	1,000	40,000
311 Baldwin University.....	30		91	100	0	0	5,000	1,000	1,000
312 German Wallace College.....	20		125	160			2,300		4,000
313 Cedarville College.....	23	9	130	150	0	0	1,000	25	1,500
314 St. Joseph's College.....	60		190				10,000	3,000	
315 St. Xavier College.....	60	10			0	0	17,300	3,000	7,000
316 University of Cincinnati.....	(b)		114	228	12		10,000	6,000	50,000
317 St. Ignatius College.....	40	1			0	2	7,500		20,000
318 Western Reserve University.....	75		130	310			37,000	13,000	200,000
319 Capital University.....	40		125	150	12		6,000		5,800
320 Ohio State University.....	0	15	98	161	6		22,199	2,000	100,000
321 Defiance College.....			57	86	0	0	150	150	200
322 Ohio Wesleyan University.....	10	36	75	120	0	15	18,000	5,000	55,000
323 Findlay College.....	30	0	100	150	0	0	600	0	1,000
324 Kenyon College.....	75	30	130	275		11	32,000		10,100
325 Denison University.....	39	7	121		2	50	17,000	12,000	40,000
326 Hiram College*					0	0	5,971		5,550
327 Lima College.....	40	2	90	120			250	100	500
328 Marietta College.....	45	15	114	150		40	50,000	3,000	62,000
329 Franklin College.....	40	5	90	95			3,000		3,000
330 Muskingum College.....	38		87	100			3,000	800	300
331 Oberlin College.....	9	41	110	200			46,222	33,000	100,000
332 Miami University.....	0	18	150	200	0	0	14,000		15,000
333 Richmond College.....	39	3	100	150			3,000	200	500
334 Rio Grande College.....	28		80	100			1,000	500	1,000
335 Scio College.....	36	0	115	150			3,000	1,000	8,000
336 Wittenberg College.....	50	10	67	76			12,000	1,000	30,000
337 Heidelberg University.....	18	18	125	175	0	0	12,000	3,000	1,000
338 Otterbein University.....	35	1	120	200			8,000	2,000	6,000
339 Wilberforce University.....	17	5	68	100	1	8	5,500	1,000	9,000
340 Wilmington College.....	39	1	110	150			2,000	200	3,000
341 University of Wooster.....	45	15	125	150			19,496	3,000	30,000
342 Antioch College.....	30	8	84				7,000		7,000
OKLAHOMA.									
343 University of Oklahoma.....	0	6	100	160			3,000		5,000

* Statistics of 1895-96.

a Includes tuition.

for men and for both sexes—Continued.

Value of grounds and buildings.	Amount of productive funds.	Income.						Benefactions.
		From tuition fees.	From productive funds.	From State or municipal appropriations.	From United States Government.	From other sources.	Total income.	
34	35	36	37	38	39	40	41	42
\$100,000	0	\$16,000	0	0	0	0	\$16,000	289
300,000	\$115,000	17,000	\$6,000	\$20,000	0	\$500	43,500	290
150,000	7,000	4,000	240	0	0	3,760	8,000	291
150,000	120,000	6,000	8,000	0	0	3,090	17,000	292
200,000	125,000	2,000	2,000	0	0	21,000	25,000	\$130,000 293
50,000	100,000	5,000	2,000	0	0	2,000	9,000	294
100,000	50,000	6,000	2,000	0	0	0	8,000	10,000 295
25,000	0	1,500	0	0	0	0	1,500	1,400 296
10,000	0	3,380	0	0	0	0	3,380	200 297
15,000	15,000	1,200	800	0	0	0	2,000	100 298
10,000	13,000	2,500	700	0	0	0	3,200	750 299
180,000	28,000	3,045	1,109	0	0	0	4,154	11,343 300
10,000	0							301
125,000	2,500	1,100	200	0	0	7,560	8,860	2,700 302
100,000	201,979	7,900	11,282	0	0	1,878	21,060	5,344 303
1,500	0	2,500	0	0	0	0	2,500	304
47,000	30,000	2,000	1,000	0	0	8,000	11,000	5,000 305
100,000	0	0	0	30,000	0	3,000	33,000	0 306
43,000	0	1,243	0	0	0	1,457	2,700	307
200,000	225,000	3,600	12,500	0	0	4,150	20,250	400 308
200,000	75,000	9,000	2,500	0	0	0	11,500	309
250,000	150,000	3,500	8,000	30,500	0	0	42,000	310
120,000	77,000	3,400	5,200	0	0	0	8,600	0 311
70,000	72,000	4,994	4,320	0	0	0	9,314	312
14,000	25,000	1,000	1,000	0	0	1,000	3,000	1,000 313
50,000	0	12,000	0	0	0	3,000	15,000	314
100,000	0							315
250,000	1,490,000	1,405	1,250	55,440	0	0	58,095	316
150,000	0	0	0	0	0	0	0	1,000 317
703,000	1,200,000	40,000	72,000	0	0	0	112,000	50,000 318
125,000	0	4,000	0	0	0	9,000	13,000	319
2,000,000	549,370	22,113	32,952	118,907	\$22,000	2,727	198,699	300 320
20,000	0	2,000	0	0	0	1,000	3,000	0 321
507,000	406,000	22,000	29,000	0	0	4,000	55,000	97,500 322
100,000	30,000	2,300	1,200	0	0	2,000	5,500	5,000 323
262,188	340,375	1,162	12,251	0	0	3,330	16,743	324
190,000	410,000	6,500	22,000	0	0	2,500	31,000	325
109,000	125,000	8,145	7,450	0	0	1,575	17,170	326
50,000	0	5,000	0	0	0	0	5,000	327
160,000								328
12,000	0	2,500	0	0	0	0	2,500	329
22,000	36,500	4,400	2,300	0	0	815	7,515	330
1,500,000	998,403	74,965	52,362	0	0	7,466	134,793	48,631 331
120,000	0	0	10,000	17,000	0	1,200	28,200	332
40,000	0	2,000	0	0	0	1,000	3,000	333
40,000	69,000	2,000	4,140	0	0	0	6,140	1,121 334
50,000	0	7,500	0	0	0	0	7,500	335
200,000	200,000	9,000	11,000	0	0	1,000	21,000	336
125,000	100,000	1,000	3,902	0	0	3,148	8,050	6,000 337
65,000	82,000	4,700	4,600	0	0	1,500	10,800	4,000 338
105,500	21,518	1,822	2,000	15,150	0	8,216	27,188	0 339
20,000	50,000	3,500	2,500	0	0	500	6,500	0 340
150,000	300,000	13,000	13,000	0	0	4,000	30,000	1,600 341
100,000	70,000	4,369	1,725	0	0	0	6,094	342
65,000		0	7,800	19,500	0	0	27,300	380 343

b Free to residents; \$75 to nonresidents.

TABLE 37.—Statistics of universities and colleges

Name.	Expenses in collegiate department.		Living ex-penses.		Number of fellow-ships.	Number of scholar-ships.	Library.		Value of scientific apparatus and library.
	Tuition fee.	Other fees.	Lowest.	Moderate.			Bound volumes.	Pamphlets.	
2	25	26	27	28	29	30	31	32	33
OREGON.									
344 University of Oregon	\$10	0	\$100	\$130	.....	.....	6,000	.....	\$12,000
345 Pacific University	45	\$3	60	125	.....	.....	8,000	4,000	15,000
346 La Fayette Seminary	26	.....	67	76	.....	.....	200	500	600
347 McMinnville College	33	0	120	175	0	25	2,700	300	5,000
348 Pacific College	35	.....	.....	100	0	12	500	300	1,000
349 Philomath College	24	0	55	75	0	0	500	200	800
350 Willamette University	52	.....	60	110	.....	20	4,367	2,542	20,000
351 Portland University	50	.....	79	108	.....	.....	2,500	500	2,000
PENNSYLVANIA.									
352 Western University of Pennsyl-vania	100	5	150	200	....	24	15,000	3,000	107,000
353 Muhlenberg College	50	5	151	193	....	30	10,200	2,000	10,000
354 Lebanon Valley College	40	1	146	.....	.....	.....	4,500	200	600
355 St. Vincent College	60	0	140	140	0	0	50,000	.....	.....
356 Geneva College	39	.....	209	275	.....	.....	4,600	.....	.....
357 Moravian College	50	.....	.....	200	0	.....	6,000	.....	6,600
358 Dickinson College	6	50	140	180	....	1	44,000	.....	30,000
359 Pennsylvania Military College .....	.....	.....	.....	.....	.....	.....	1,800	.....	.....
360 Ursinus College	60	20	130	190	0	14	6,800	.....	12,000
361 Lafayette College	100	36	134	181	0	0	25,500	5,000	40,000
362 Pennsylvania College	30	26	100	150	.....	50	23,000	.....	75,000
363 Thiel College	50	.....	80	90	0	15	6,000	200	1,000
364 Grove City College	43	.....	85	95	.....	.....	3,000	1,000	8,000
365 Haverford College	150	.....	.....	350	0	35	33,000	7,000	80,000
366 Franklin and Marshall College	0	45	150	175	.....	.....	31,214	2,958	35,000
367 Bucknell University	50	35	.....	.....	.....	45	16,000	.....	.....
368 Lincoln University	25	29	77	77	0	.....	14,000	4,000	11,000
369 Allegheny College	0	15	100	150	9	0	14,000	10,000	100,000
370 Central Pennsylvania College	48	4	85	105	.....	2	4,663	300	4,500
371 Westminster College	36	.....	220	250	.....	4	12,000	2,000	100,000
372 Central High School .....	.....	.....	.....	.....	.....	.....	3,000	.....	12,000
373 La Salle College .....	.....	.....	.....	.....	.....	.....	8,000	800	6,000
374 University of Pennsylvania	160	.....	165	300	27	84	135,000	60,000	389,448
375 Duquesne College	75	.....	.....	250	.....	.....	2,000	1,000	5,000
376 Holy Ghost College	60	0	225	250	0	2	2,000	500	5,000
377 Susquehanna University	40	7	72	92	0	3	5,000	.....	5,000
378 Lehigh University	60	.....	310	400	0	.....	97,000	.....	50,000
379 Pennsylvania State College	0	0	.....	171	0	51	12,036	2,000	50,000
380 Swarthmore College	200	.....	.....	250	2	11	17,600	.....	30,000
381 Villanova College .....	.....	.....	250	.....	.....	.....	7,500	500	2,000
382 Volant College	24	.....	100	120	.....	.....	200	40	300
383 Washington and Jefferson Col-lege	24	36	129	157	.....	.....	13,000	.....	25,000
RHODE ISLAND.									
384 Brown University	105	45	200	300	1	100	90,000	20,000	540,000
SOUTH CAROLINA.									
385 College of Charleston	40	5	175	214	0	10	12,000	.....	13,000
386 Presbyterian College of South Carolina	40	5	110	125	0	0	800	1,000	600
387 Allen University	8	.....	40	.....	.....	.....	.....	.....	.....
388 South Carolina College	40	15	123	150	0	0	30,000	.....	50,000
389 Erskine College	30	5	115	150	.....	.....	1,000	50	1,500
390 Furman University	50	10	75	100	.....	.....	5,000	2,000	6,000
391 Newberry College	40	3	65	99	.....	.....	7,000	.....	5,000
392 Claflin University	16	.....	50	.....	.....	.....	2,000	1,500	2,000
393 Wofford College	40	10	120	150	.....	.....	12,000	.....	2,500

a For classical course; \$100 for technical courses.

for men and for both sexes—Continued.

Value of grounds and buildings.	Amount of productive funds.	Income.						Benefactions.
		From tuition fees.	From productive funds.	From State or municipal appropriations.	From United States Government.	From other sources.	Total income.	
34	35	36	37	38	39	40	41	42
\$200,000	\$164,000	\$3,700	\$11,000	\$30,000	0	0	\$44,700	344
105,000	100,000	4,000	5,042	0	0	\$2,000	11,042	345
8,000	0	600	0	0	0	900	1,500	346
40,000	35,000	1,500	3,500	0	0	0	5,000	347
15,000	7,000	2,000	1,000	0	0	0	3,000	348
8,000	4,048	653	900	0	0	0	1,555	349
250,000	40,000	5,300	3,600	0	0	500	9,400	350
100,000	-----	6,500	0	0	0	0	6,500	351
239,000	345,000	65,200	15,500	1,750	0	0	82,450	352
100,000	148,000	3,397	6,863	0	0	1,600	11,860	353
50,000	11,000	2,806	524	0	0	580	3,910	354
150,000	0	40,000	0	0	0	0	40,000	355
150,000	120,000	5,000	6,500	0	0	0	11,500	356
90,000	100,000	200	5,500	0	0	0	5,700	357
303,300	345,829	500	17,290	0	0	24,913	42,703	358
130,000	-----	-----	-----	-----	-----	-----	-----	359
120,000	182,000	7,000	6,800	0	0	3,700	17,500	360
650,000	302,000	11,000	16,000	0	0	0	27,000	361
229,500	205,000	13,548	10,048	0	0	1,225	24,821	362
60,000	60,000	5,000	3,350	0	0	0	8,350	363
130,000	0	19,000	0	0	0	4,000	23,000	364
400,000	650,000	33,000	18,000	0	0	0	51,000	365
225,000	350,000	0	16,000	0	0	8,500	24,500	366
250,000	400,000	15,000	17,500	0	0	17,500	50,000	367
172,000	467,650	260	16,517	0	0	5,500	22,277	368
200,000	200,000	12,200	8,000	0	0	3,000	23,200	369
22,000	4,475	2,614	218	0	0	1,174	4,006	370
250,000	200,000	-----	-----	-----	-----	-----	-----	371
1,011,363	0	0	0	215,406	0	0	215,466	372
200,000	-----	-----	-----	-----	-----	-----	-----	373
3,179,530	1,873,043	337,524	86,495	125,000	0	0	549,019	374
0	0	-----	-----	-----	-----	-----	-----	375
120,000	0	10,000	0	0	0	2,000	12,000	376
50,000	43,000	5,000	2,000	0	0	0	7,000	377
1,200,000	1,900,000	24,000	0	0	0	0	24,000	378
750,000	517,000	0	31,020	51,128	\$37,000	9,371	128,519	379
500,000	250,000	49,613	12,300	0	0	4,434	66,347	380
350,000	-----	-----	-----	-----	-----	-----	-----	381
6,000	0	2,000	0	0	0	0	2,000	382
250,000	271,935	14,366	12,379	0	0	0	26,745	383
1,177,967	1,160,000	100,000	70,000	0	0	0	170,000	384
100,000	293,700	30	11,280	2,000	0	0	13,310	385
14,000	0	1,200	0	0	0	300	1,500	386
20,000	0	800	0	0	0	3,500	4,300	387
300,000	0	3,600	0	28,000	0	1,100	32,700	388
50,000	82,000	750	5,000	0	0	0	5,750	389
75,000	63,000	5,500	4,500	0	0	0	10,000	390
35,000	32,000	2,500	2,000	0	0	1,000	5,500	391
80,000	0	3,000	0	0	0	11,000	14,000	392
125,000	65,000	3,610	4,271	0	0	5,119	13,000	393

b Includes tuition.

TABLE 37.—Statistics of universities and colleges

	Name.	Expenses in collegiate department.		Living ex-penses.		Number of fellow-ships.	Number of scholar-ships.	Library.		Value of scientific apparatus and library.
		Tuition fee.	Other fees.	Lowest.	Moderate.			Bound volumes.	Pamphlets.	
	2	25	26	27	28	29	30	31	32	33
SOUTH DAKOTA.										
394	Pierre University.....						2	1,600		\$250
395	Black Hills College.....	\$18	\$12	\$106	\$136		9	500		800
396	Dakota University.....	30	4	115	150			1,700	500	3,000
397	University of South Dakota.....	9		100	175	0	0	1,500	1,000	4,250
398	Yankton College.....	30		75	125	0	50	5,831	2,700	2,000
TENNESSEE.										
399	U. S. Grant University.....	30	9	45	95			6,000		1,500
400	King College.....	50	10	85	100	1		5,000	2,000	4,500
401	Southwestern Presbyterian University.....	60	11	80	108			10,000	2,000	10,000
402	American Temperance University.....	39		72	90		25	600	300	500
403	Hiwassee College.....	40	2	25	100			2,000	1,000	
404	Southwestern Baptist University.....	60		73				4,000	500	8,000
405	Knoxville College.....	5		51	51	0	66	2,000	150	2,000
406	University of Tennessee.....	0	20	135	150	0	6	14,000	8,000	75,500
407	Cumberland University.....	60	16	90	135	0	1	6,000	500	15,000
408	Bethel College.....	45	4	119	129	0	0	1,000	500	300
409	Maryville College.....	12		60	71	0	2	10,000		2,500
410	Christian Brothers College.....							2,000	1,500	
411	Milligan College.....	36	0	60	81			2,000	150	1,000
412	Carson and Newman College*.....					0	5	3,000	2,000	1,200
413	Central Tennessee College.....	18	1	80	85	0	2	4,000	375	5,000
414	Fisk University.....	14	1	105		0	10	6,387	300	10,000
415	Roger Williams University.....	8	0	72	72			4,000		6,500
416	University of Nashville.....	10		135	180		204	12,000		25,000
417	Vanderbilt University.....	85	15	100	150	17	26	15,000	10,000	160,000
418	University of the South.....	100	24	150	200	0	18	39,000	40,000	50,000
419	Burritt College.....	40	4	100	120			3,750	1,500	500
420	Sweetwater College.....	36								150
421	Greeneville and Tusculum College.....	38		100	130			8,000	500	2,000
422	Washington College.....	27	3	45	60	0		2,000	1,000	1,500
TEXAS.										
423	St. Edward's College.....			a 220				3,000	500	4,000
424	University of Texas.....	0	10	135	153	0	21	40,000		125,000
425	Howard Payne College.....	50	0	85	100			1,500	1,000	2,000
426	Henry College.....	42	0	75	80	3	0	700	400	1,500
427	Fort Worth University.....	48	2		130			1,241		7,500
428	Polytechnic College.....	50		80	100			2,000	300	1,000
429	St. Mary's University.....	60	15					3,000	500	5,000
430	Southwestern University.....	60	5	85	150	0	3	2,300		3,000
431	Wiley University.....	10		84	90		2	1,000	350	
432	St. Louis College.....			a 200				1,200		1,000
433	Austin College.....	50	11	100	135			7,000		10,000
434	Trinity University.....	50	6	90	120	0	20	4,000	500	3,000
435	Add-Ran Christian University*.....							2,000		5,000
436	Baylor University.....	50	3	90	125			5,000	500	2,500
437	Paul Quinn College.....	23	2	60	90			1,000	500	75
UTAH.										
438	Brigham Young College*.....					0	30	2,500	600	7,100
439	University of Utah.....	0	10	75	160	0	100	16,000	10,000	60,000
VERMONT.										
440	University of Vermont and State Agricultural College.....	60	20	125	200	0	75	51,000	10,000	175,000
441	Middlebury College.....	60	12	114	133	0	120	21,590	2,000	30,000

* Statistics of 1895-96.

for men and for both sexes—Continued.

Value of grounds and buildings.	Amount of productive funds.	Income.						Benefactions.	
		From tuition fees.	From productive funds.	From State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
34	35	36	37	38	39	40	41	42	
\$53,400									394
36,000	\$20,000	\$1,250	\$800	0	0	\$1,250	\$3,300	\$2,800	395
70,000	0	3,457	0	0	0	3,579	7,036	700	396
125,000	0	3,722	122	\$20,000	0	929	24,773	0	397
130,050	40,000	4,068	900	0	0	100	5,068	50,000	398
150,000	7,000	1,397	173	0	0	1,952	3,522	2,000	399
30,000	22,000	2,890	800	0	0	0	3,690	50	400
60,000	190,000	2,600	10,000	0	0	2,000	14,600	8,000	401
100,000	0	4,000	0	0	0	3,000	7,000	8,000	402
10,000	0	500	0	0	0	0	500		403
50,000	70,000	8,500	4,200	0	0	0	12,700		404
100,000	0	500	0	450		13,800	14,750	0	405
556,000	425,000	5,822	25,410	0	\$37,000	497	68,729		406
100,000	86,000	9,600	4,800	0	0	1,960	16,360	1,000	407
20,000	0	4,500	0	0	0	1,800	6,300	0	408
125,000	225,000	2,199	6,760	0	0	8,642	17,001	85,000	409
80,000									410
10,000	0	3,000	0	0	0	0	3,000	0	411
75,000	30,000	3,200	1,600	0	0	700	5,500		412
105,000	10,000	10,500	350	0	0	7,500	18,350	150	413
350,000	50,000	5,436	3,000	0	0	31,145	39,581	36,365	414
150,000	0	1,500				8,000	9,500		415
300,000	3,800	7,000	0	20,000	0	50,000	77,000		416
575,000	1,180,000	40,000	60,000	0	0	0	100,000		417
250,000	160,000	16,000	9,600	0	0	8,000	33,600	5,350	418
15,000		6,000	0	0	0	0	6,000		419
10,000	0	2,000	0	0	0	0	2,000		420
27,000	0	2,200	0	0	0	200	2,400	500	421
35,000	5,000	1,750	400	0	0	0	2,150	2,000	422
100,000		30,000	0	0	0	0	30,000		423
500,000	578,000			22,500				15,000	424
50,000		7,500	0	0	0	1,500	9,000	9,000	425
25,000	0	8,000	0	0	0	0	8,000	0	426
125,000	0	12,000	0	0	0	0	12,000		427
25,000	0	8,000	0	0	0	0	8,000		428
170,000	0	1,810	0	0	0	0	1,810		429
100,000	0	15,000	0	0	0	2,965	17,965		430
35,000		2,000	0	0	0	3,500	5,500	100	431
120,000	0	10,000	0	0	0	0	10,000		432
53,000	70,000	5,500	3,500	0	0	0	9,000		433
87,500	34,000	6,000	3,400	0	0	0	9,400		434
140,000	0	9,000	0	0	0	0	9,000		435
200,000	3,500	19,250	100	0	0	1,500	20,850		436
100,000		2,250				3,644	5,894	3,795	437
140,000	96,427	2,500	15,000	0	0	0	17,500		438
280,000	100,000	5,055	0	60,000	0	0	65,055	200	439
600,000	406,000	10,291	15,569	6,000	22,000	14,442	68,302	3,366	440
100,000	370,000	1,500	18,000	2,400	0	1,100	23,000	0	441

α Includes tuition.

TABLE 37.—*Statistics of universities and colleges*

	Name.	Expenses in collegiate department.		Living ex-penses.		Number of fellow-ships.	Number of scholar-ships.	Library.		Value of scientific apparatus and library.
		Tuition fee.	Other fees.	Lowest.	Moderate.			Bound volumes.	Pamphlets.	
2		25	26	27	28	29	30	31	32	33
VIRGINIA.										
442	Randolph Macon College.....	\$75	\$21	\$190	\$240	0	3	9,000	-----	\$12,000
443	Bridgewater College.....	38	-----	80	107	0	0	600	100	590
444	University of Virginia.....	75	50	175	225	4	2	40,000	-----	-----
445	Emory and Henry College.....	50	12	155	175	0	2	10,000	0	10,000
446	Fredericksburg College.....	55	-----	120	140	0	0	300	-----	800
447	Hampden Sidney College.....	50	22	90	140	1	10	15,000	3,000	15,000
448	Washington and Lee University.	50	30	150	250	1	15	30,000	10,000	63,400
449	Richmond College.....	70	24	120	150	-----	25	13,000	2,500	73,000
450	Roanoke College.....	50	12	145	175	-----	20	20,000	-----	30,000
451	College of William and Mary...	35	6	120	150	-----	4	10,000	3,000	25,000
WASHINGTON.										
452	Vashon College.....	60	-----	115	132	0	0	1,050	720	1,400
453	Colfax College*.....	-----	-----	-----	-----	-----	-----	250	200	150
454	Walla Walla College.....	36	-----	99	99	-----	-----	700	-----	1,253
455	University of Washington.....	0	0	133	171	-----	-----	7,000	5,000	25,000
456	Gonzaga College.....	30	-----	250	200	-----	-----	2,000	-----	-----
457	Whitworth College.....	36	-----	150	200	-----	0	2,000	500	500
458	Puget Sound University.....	30	8	57	95	0	0	2,500	1,000	5,000
459	Whitman College.....	48	2	150	200	-----	6	5,000	1,500	2,500
WEST VIRGINIA.										
460	Barboursville College.....	36	6	120	150	0	0	600	200	-----
461	Bethany College.....	40	10	67	114	-----	31	2,000	1,500	1,000
462	West Virginia University.....	0	-----	150	200	-----	-----	15,000	3,000	100,000
WISCONSIN.										
463	Lawrence University.....	2	10	90	175	0	2	15,097	3,000	35,000
464	Beloit College.....	36	13	120	200	0	40	23,000	5,000	40,000
465	Mission House.....	20	10	-----	80	0	0	5,000	500	2,500
466	University of Wisconsin.....	(a)	12	-----	200	13	3	48,500	12,000	240,000
467	Milton College.....	36	-----	120	170	-----	-----	3,000	1,040	8,000
468	Marquette College.....	60	-----	-----	-----	-----	8	9,200	1,050	2,700
469	Ripon College.....	12	32	57	85	-----	-----	9,000	2,000	10,000
470	Seminary of St. Francis of Sales.	-----	-----	165	-----	0	0	13,000	1,200	-----
471	Northwestern University.....	33	10	80	100	-----	-----	3,199	500	10,000
WYOMING.										
472	University of Wyoming.....	0	3	99	120	-----	-----	4,680	3,000	50,000

* Statistics of 1895-96.

a Free to residents; \$18 to nonresidents.

b Includes tuition.

for men and for both sexes—Continued.

Value of grounds and buildings.	Amount of productive funds.	Income.						Benefactions.
		From tuition fees.	From productive funds.	From State or municipal appropriations.	From United States Government.	From other sources.	Total income.	
34	35	36	37	38	39	40	41	42
\$110,000	\$100,000	\$9,000	\$5,000	0	0	\$4,000	\$19,000	\$3,125 442
4,000	11,000	3,000	125	0	0	0	3,125	40 443
1,000,000	344,100	52,263	20,861	\$50,000	0	6,301	129,425	30,810 444
100,000	10,000	2,664	600	0	0	5,194	8,458	..... 445
12,000	0	4,200	0	0	0	509	4,700	..... 446
100,000	140,000	1,673	7,715	0	0	0	9,388	..... 447
200,000	614,632	9,900	31,500	0	0	0	41,400	6,000 448
400,000	265,000	7,500	16,200	0	0	0	23,700	5,500 449
100,000	40,000	4,000	2,200	0	0	2,900	9,100	5,300 450
125,000	125,900	730	3,954	15,000	0	0	19,684	..... 451
32,000	0	5,726	0	0	0	1,820	7,546	0 452
12,000	0	1,600	0	0	0	200	1,800	..... 453
50,000	0	2,433	0	0	0	12,294	14,777	..... 454
500,000	0	0	0	70,000	0	0	70,000	2,000 455
25,000	0	2,000	0	0	0	1,200	3,200	400 456
150,000	0	6,510	0	0	0	10,200	16,810	700 457
25,000	85,000	5,300	4,600	0	0	0	9,900	50,000 458
20,000	0	1,100	0	0	0	450	1,550	..... 459
200,000	0	6,000	0	0	0	0	6,000	..... 460
250,000	114,750	4,104	6,703	36,050	\$17,000	0	63,862	..... 461
220,000	215,000	5,300	6,800	0	0	14,100	26,200	112,000 462
335,000	400,000	10,500	15,000	0	0	0	25,500	15,000 463
40,000	24,000	2,368	1,200	0	0	0	3,568	15,538 464
1,500,000	532,000	3,000	21,000	283,476	37,000	49,731	394,207	..... 465
32,000	83,743	2,189	1,837	0	0	630	4,656	149 466
130,000	0	6,000	0	0	0	0	6,000	500 467
100,000	250,000	200	15,000	0	0	4,800	20,000	1,500 468
200,000	0	35,000	0	0	0	0	35,000	..... 469
65,000	0	1,000	0	0	0	12,000	13,000	..... 470
100,000	0	1,371	0	7,502	37,000	0	45,873	..... 471

TABLE 38.—Statistics of colleges

Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.						Students.			
				Preparatory department.		Collegiate department.		Total number.		Preparatory.	Collegiate.	Graduate.	Total number.
				Male.	Female.	Male.	Female.	Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14
CALIFORNIA.													
1	Mills College ...	Mills College.....	None	1871	0	7	2	10	6	25	13	12	0 140
ILLINOIS.													
2	Rockford	Rockford College.....	None	1849	0	6	0	12	2	19	92	38	2 185
MARYLAND.													
3	Baltimore	Woman's College of Baltimore.	M. E.....	1888	0	0	12	16	12	16	0	236	5 241
MASSACHUSETTS.													
4	Cambridge	Radcliffe College.....	None	1879	0	0	94	0	94	0	0	330	39 369
5	Northampton ..	Smith College	None	1875	0	0	22	37	22	37	0	886	3 932
6	South Hadley ..	Mount Holyoke College	None	1837	0	0	0	41	0	41	0	339	0 339
7	Wellesley	Wellesley College	None	1875	0	0	6	69	6	69	0	697	37 734
NEW JERSEY.													
8	Princeton	Evelyn College.....	None	1887	0	6	20	4	26	10	13	14	0 27
NEW YORK.													
9	Aurora	Wells College	None	1868	0	0	5	14	5	14	0	88	0 88
10	Elmira	Elmira College*	Presb	1855	0	0	4	14	4	14	0	98	0 158
11	New York	Barnard College.....	None	1889	0	0	33	2	33	2	0	85	49 203
12	Poughkeepsie ..	Vassar College	None	1865	0	0	12	45	12	45	0	532	11 543
PENNSYLVANIA.													
13	Bryn Mawr	Bryn Mawr College	None	1885	0	0	22	12	22	12	0	243	46 289
VIRGINIA.													
14	Lynchburg	Randolph-Macon W o- man's College.	M. E. So ..	1893	0	3	10	6	10	9	50	123	0 173

* Statistics of 1895-96.

for women, Division A.

Number of fellowships.		Number of scholarships.		Ex- penses in col- legiate depart- ment.		Annual living ex- penses.		Library.		Value of scientific apparatus and library.	Value of grounds and build- ings.	Amount of productive funds.	Income.				Benefactions.
								Bound volumes.	Pamphlets.				From tuition fees.	From productive funds.	From other sources.	Total income.	
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	0	15	\$175	.....	\$350	5,300	.....	\$10,000	\$300,000	\$75,000	\$54,300	\$3,105	0	\$57,405	.....	1
	0	3	60	\$225	260	6,000	16,000	150,000	42,580	26,424	2,451	\$519	29,394	2
	0	20	125	.....	250	7,000	1,500	44,000	688,000	369,000	25,300	21,000	16,600	62,900	\$50,000	3
0	5	200	0	275	350	10,000	.....	17,000	150,000	225,000	58,272	9,000	0	67,272	.....	4
0	100	100	.....	152	228	6,000	.....	27,825	653,533	667,389	96,990	44,408	31,082	172,480	13,935	5
0	23	75	.....	175	.....	16,000	.....	40,000	250,000	241,675	68,443	12,225	0	80,668	113,746	6
0	46	175	.....	175	175	47,444	550	147,000	1,148,400	132,000	215,131	10,315	0	225,446	11,149	7
	0	1	150	\$10	300	350	2,000	0	0	0	8,000	0	0	8,000	2,500	8
0	0	100	5	.....	300	6,095	400	5,275	192,025	200,000	3,900	10,002	32,209	46,111	1,600	9
0	3	75	.....	275	275	6,000	.....	30,000	182,000	73,000	25,244	3,000	0	28,244	.....	10
0	8	150	15	.....	.....	1,000	200	7,310	618,000	28,749	19,780	919	0	20,699	262,518	11
2	7	100	.....	300	300	26,000	1,500	163,709	866,000	997,665	56,170	32,562	170,367	259,999	10,000	12
14	33	100	.....	275	325	25,000	7,000	100,000	800,000	1,000,000	27,000	50,000	0	77,000	25,000	13
	0	12	75	15	185	200	1,000	2,000	130,000	102,000	16,000	5,800	4,000	25,800	8,000	14

TABLE 39.—Statistics of colleges

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.		Students.						
					Male.	Female.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1897.	
	1	2	3	4	5	6	7	8	9	10	11	12	
ALABAMA.													
1	Athens	Athens Female College	M. E. So	1842	0	12	25	...	180	...	205	21	
2	Bailey Springs	Bailey Springs University ..	None	1893	2	6	...	3	35	...	38	1	
3	Eastlake	East Lake Athenaeum	None	1890	1	10	20	21	100	...	141	19	
4	Eufaula	Union Female College	None	1853	2	10	10	20	35	...	65	4	
5	Florence	Synodical Female College *	None	1845	1	3	6	8	25	...	39	6	
6	Marion	Judson Female Institute *	Bapt.	1829	2	8	...	...	...	...	106	10	
7	do	Marion Female Seminary ..	None	1836	1	6	15	20	40	...	75	5	
8	Talladega	Isbell College	Presb.	1840	1	6	30	10	70	5	123	9	
9	Tuscaloosa	Tuscaloosa Female College ..	M. E. So	1860	0	12	30	37	142	0	209	31	
10	Tuskegee	Alabama Conference Female College.	M. E.	1853	7	12	...	20	142	5	167	44	
ARKANSAS.													
11	Conway	Central Baptist College	Bapt.	1892	1	8	25	25	60	...	110	3	
CALIFORNIA.													
12	San Jose	College of Notre Dame	R. C.	1851	1	20	6	36	20	2	72	5	
GEORGIA.													
13	Athens	Lucy Cobb Institute	None	1858	0	15	10	22	95	6	133	8	
14	Collegepark	Southern Female College ..	Bapt.	1843	9	22	...	35	180	10	225	23	
15	Cuthbert	Andrew Female College	M. E. So	1854	5	8	35	30	90	...	165	7	
16	Dalton	Dalton Female College *	M. E.	1872	2	7	40	20	80	...	140	9	
17	Forsyth	Monroe Female College	Bapt.	1848	1	4	12	12	30	0	54	5	
18	Gainesville	Georgia Female Seminary ..	None	1878	3	15	50	40	150	2	242	36	
19	Lagrange	La Grange Female College ..	M. E. So	1833	7	13	57	24	131	10	240	32	
20	do	Southern Female College ..	Bapt.	1842	7	13	15	20	120	...	155	3	
21	Macon	Wesleyan Female College ..	M. E. So	1839	7	10	0	12	185	2	199	33	
22	Milledgeville	Georgia Normal and Industrial College.	None	1891	2	19	64	58	312	6	440	29	
23	Rome	Shorter College	Bapt.	1877	5	12	...	30	145	...	175	20	
24	Thomasville	Young Female College	None	1870	1	4	...	20	80	6	106	9	
ILLINOIS.													
25	Jacksonville	Illinois Female College	M. E.	1847	4	12	28	64	55	...	147	19	
26	do	Jacksonville Female Academy.	None	1830	3	6	18	16	53	2	156	11	
27	Knoxville	St. Mary's School	P. E.	1868	3	11	0	10	95	2	107	9	
INDIANA.													
28	Terre Haute	Coates College	Presb.	1885	...	10	...	70	10	...	80	4	
KANSAS.													
29	Oswego	College for Young Ladies *	Presb.	1888	3	7	4	10	33	...	47	4	
30	Topeka	College of the Sisters of Bethany.	P. E.	1839	2	16	30	59	44	2	195	8	
KENTUCKY.													
31	Bowling Green ...	Potter College	None	1889	2	18	0	0	210	2	212	22	
32	Danville	Caldwell College	Presb.	1860	0	12	20	20	95	3	138	5	
33	Hopkinsville	Bethel Female College	Bapt.	1854	3	9	15	...	80	...	95	6	
34	Lexington	Hamilton Female College ..	Christian ..	1869	4	12	16	20	140	...	176	17	
35	do	Sayre Female Institute	Presb.	1854	3	7	50	20	40	...	110	10	
36	Millersburg	Millersburg Female College ..	None	1851	2	14	24	26	48	...	108	16	
37	Nicholasville	Jessamine Female Institute ..	None	1854	1	12	20	40	60	2	122	10	
38	Owensboro	Owensboro Female College ..	None	1890	2	5	15	30	43	...	88	0	
39	Pewee Valley	Villa Ridge College	None	1896	4	7	35	20	45	...	100	...	
40	Russellville	Logan Female College	M. E. So	1856	2	10	24	35	59	1	119	13	
41	Stanford	Stanford Female College	None	1871	1	4	25	30	48	0	103	1	

* Statistics of 1895-96.

for women, Division B.

Annual expenses in college department.		Annual living ex-penses.		Volumes in library.	Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	Income.					Benefac-tions.	
								From pro-duc-tive funds.	From tuition fees.	From State or municipal ap-pro-pria-tions.	From other sources	Total in-come.		
Tuition fee.	Other fees.	Lowest.	Moderate.	17	18	19	20	21	22	23	24	25	26	
\$50	....	\$121	....	500	\$100	\$35,000	0	0	\$2,500	0	\$5,000	\$7,500	\$2,500	1
45	....	117	....	1,000	500	20,000	....	....	5,000	....	2,000	7,000	....	2
60	....	125	\$150	600	50	30,000	....	....	6,500	0	0	6,500	....	3
....	....	150	....	2,000	3,000	15,000	....	....	10,000	0	0	10,000	....	4
....	....	....	....	631	....	5,000	....	....	....	....	....	....	....	5
....	....	....	....	1,200	....	70,000	0	....	10,000	....	8,000	18,000	....	6
60	....	....	140	400	600	20,000	....	....	....	....	....	....	....	7
36	0	200	....	100	500	30,000	0	0	4,000	0	0	4,000	....	8
50	0	100	120	26	1,000	15,000	0	0	5,000	0	7,000	12,000	0	9
50	....	200	....	2,500	1,000	90,000	0	0	4,000	0	13,000	17,000	0	10
50	\$2	120	130	500	600	25,000	....	....	3,000	....	7,500	10,500	400	11
....	....	300	....	5,000	10,000	235,000	....	....	30,000	0	0	30,000	6,000	12
60	3	200	....	4,000	....	50,000	....	....	....	....	....	....	....	13
....	....	....	....	5,500	8,000	53,000	0	....	....	....	....	....	0	14
50	....	110	....	500	200	30,000	0	0	5,000	0	4,000	9,000	1,000	15
....	....	....	....	0	0	20,000	0	0	2,000	0	3,000	5,000	....	16
30	1	90	....	200	1,000	20,000	0	0	1,600	\$200	0	1,800	0	17
50	....	175	....	600	1,000	75,000	0	0	25,000	0	0	25,000	5,000	18
54	1	100	150	1,000	250	100,000	0	0	....	0	....	1,000	19	19
50	3	100	115	1,000	500	40,000	\$2,500	\$150	12,000	0	500	12,650	3,000	20
60	6	160	....	3,000	4,000	250,000	0	0	30,000	0	0	30,000	3,500	21
0	10	100	110	2,500	4,000	150,000	0	0	3,800	22,900	2,500	29,200	....	22
....	....	....	....	2,000	3,000	130,000	40,000	....	....	....	....	....	....	23
....	....	135	....	....	300	20,000	....	....	1,500	....	....	1,500	....	24
50	....	....	225	2,000	4,000	60,000	5,000	250	10,000	0	10,000	20,250	2,500	25
50	....	....	225	2,000	150	60,000	....	....	....	....	....	....	....	26
60	0	300	300	2,000	4,000	100,000	0	0	45,000	0	0	45,000	0	27
80	5	220	....	1,500	1,000	60,000	0	0	7,500	0	3,500	11,000	4,000	28
45	....	200	255	1,000	1,800	40,000	....	....	1,200	....	7,000	8,200	....	29
....	....	....	....	4,000	1,000	300,000	....	....	....	....	....	....	....	30
60	....	200	....	6,000	5,000	80,000	0	0	25,000	0	0	25,000	....	31
52	....	275	....	400	....	75,000	....	....	....	....	....	....	....	32
50	....	275	300	1,000	1,200	30,000	0	0	5,000	0	0	5,000	0	33
50	....	180	....	1,200	1,000	50,000	0	0	....	....	....	....	....	34
65	....	200	200	....	3,500	100,000	....	....	....	....	....	....	....	35
60	....	220	....	1,000	500	15,000	0	0	8,000	0	0	8,000	....	36
50	0	160	....	300	0	20,000	0	0	....	....	....	....	0	37
50	....	120	120	1,200	1,000	30,000	0	0	4,800	0	0	4,800	....	38
60	....	240	....	300	....	70,000	....	....	....	....	....	....	....	39
50	5	150	....	1,500	1,800	30,000	2,000	0	4,500	0	350	4,850	....	40
50	2	120	160	1,000	3,000	6,000	0	0	4,000	0	0	4,000	200	41

α Includes tuition.

TABLE 39.—Statistics of colleges for

	Location.	Name.	Religious denomina- tion con- trolling.	Year of open- ing.	Pro- fess- ors and in- struct- ors.		Students.							
					Male.	Female.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1897.		
	1	2	3	4	5	6	7	8	9	10	11	12		
LOUISIANA.														
42	Clinton	Silliman Female Collegiate Institute.	Presb.	1852	3	11	31	38	55	...	124	3		
43	Mansfield	Mansfield Female College ..	M. E.	1855	2	4	...	24	46	...	70	3		
44	Minden	Minden Female College *...	None	1853	2	5	60	45	40	...	145	2		
MAINE.														
45	Deering	Westbrook Seminary	Univ	1834	3	4	6	70	21	...	3 100	21		
46	Kents Hill	Maine Wesleyan Female College.	M. E.	1864	4	2	...	5	12	...	17	1		
MARYLAND.														
47	Baltimore	Notre Dame of Maryland ..	R. C	1895	4	20	...	50	65	...	2 117	4		
48	Frederick	Woman's College	Reformed ..	1893	4	13	29	15	68	...	1 151	9		
49	Hagerstown	Kee Mar College *	Luth	1852	6	8	...	...	...	...	120	22	
50	Lutherville	Maryland College for Young Ladies.	Luth	1853	6	6	5	...	81	...	86	12		
MASSACHUSETTS.														
51	Auburndale	Lasell Seminary	None	1851	11	20	0	26	127	0	153	23		
MINNESOTA.														
52	Albert Lea	Albert Lea College	Presb.	1885	0	7	0	13	23	0	36	5		
MISSISSIPPI.														
53	Blue Mountain ...	Blue Mountain Female College.	None	1873	6	11	...	...	...	...	233	13	
54	Brookhaven	Whitworth Female College.	M. E.	1857	2	11	30	16	87	...	133	12		
55	Clinton	Hillman College *	None	1853	1	6	20	30	50	...	5 105	3		
56	Columbus	Industrial Institute and College.	None	1885	1	19	0	210	139	1	350	12		
57	French Camp	Central Mississippi Insti- tute.	Presb.	1886	2	4	15	10	30	...	55	2		
58	Jackson	Belhaven College for Young Ladies.	None	1894	2	10	...	26	102	16	144	10		
59	McComb	McComb City Female In- stitute.	None	1894	1	4	18	10	36	...	64	3		
60	Meridian	East Mississippi Female College.	M. E.	1869	2	14	32	35	107	...	253	17		
61	.....do	Stone College for Young Ladies.	Bapt.	1893	3	4	16	8	53	2	79	7	
62	Oxford	Union Female College	Cumb. Presb	1854	7	11	25	50	75	0	150	...		
63	Pontotoc	Chickasaw Female College.	Presb.	1854	1	4	20	20	35	0	75	3		
64	Port Gibson	Port Gibson Female Col- lege.	M. E.	1843	1	8	19	5	30	2	66	0		
65	Water Valley	Hamilton College	None	1894	2	9	21	25	65	0	111	5		
MISSOURI.														
66	Columbia	Christian College	Christian ...	1851	3	12	24	40	100	3	167	36		
67	.....do	Stephens College	Bapt.	1856	5	11	28	...	116	...	144	23	
68	Fayette	Howard Payne College	M. E. So.	1844	2	10	...	47	47	1	95	6		
69	Fulton	Synodical Female College ..	Presb.	1872	2	12	...	30	97	1	128	11		
70	Independence	Presbyterian College	Presb.	1871	3	9	24	15	18	2	59	1		
71	Jennings	St. Louis Seminary	None	1871	1	5	...	...	...	...	20	...	
72	Lexington	Baptist Female College	Bapt.	1855	7	8	...	22	76	5	103	10		
73	.....do	Central Female College	M. E. So.	1869	4	9	12	23	73	2	110	8	
74	.....do	Elizabeth Aull Female Seminary.	Presb.	1859	2	6	0	20	40	0	60	7	
75	Liberty	Liberty College for Young Ladies.	None	1890	4	9	10	20	116	0	146	21		
76	Mexico	Hardin College	Bapt.	1873	10	12	...	40	173	1	214	30		
77	Nevada	Cotter Female College	M. E. So.	1884	1	9	30	45	65	0	140	4		
78	St. Charles	Lindenwood Female College	Presb.	1830	3	11	...	15	50	1	66	8		

* Statistics of 1895-96.

women, Division B—Continued.

Annual expenses in college department.		Annual living ex- penses.				Value of grounds and buildings.	Productive funds.	Income.					Bene- fac- tions.	
Tuition fee.	Other fees.	Lowest.	Moderate.	Volumes in library.	Value of scientific appa- ratus and library.			From pro- duc- tive funds.	From tuition fees.	From State or munici- pal ap- propriations.	From other sources.	Total in- come.		
13	14	15	16	17	18	19	20	21	22	23	24	25	26	
\$50	\$10	\$150	....	1, 000	\$1, 000	\$50, 000	\$30, 000	\$3, 000	\$7, 600	0	\$1, 300	\$11, 900	.....	42
50	2	125	\$150	500	200	26, 000	.....	.....	2, 000	0	0	2, 000	\$1, 000	43
.....	.....	.....	.....	.....	800	15, 000	.....	.....	900	\$3, 200	.....	4, 100	.....	44
30	2	160	200	3, 200	4, 000	100, 000	30, 000	1, 600	2, 600	0	800	5, 000	10, 500	45
.....	.....	.....	.....	7, 000	8, 325	120, 000	115, 000	5, 000	6, 500	0	0	11, 500	.....	46
50	2	175	175	10, 000	30, 000	400, 000	.....	.....	2, 500	0	10, 000	13, 500	20, 700	47
.....	.....	.....	.....	2, 500	6, 000	50, 000	20, 000	1, 000	18, 000	.....	.....	18, 000	100	48
80	.....	170	170	1, 500	500	40, 000	.....	.....	25, 000	.....	.....	25, 000	.....	50
100	.....	400	400	2, 200	2, 500	140, 000	0	0	15, 000	0	60, 000	75, 000	0	51
31	18	169	....	2, 000	4, 000	20, 000	25, 000	800	5, 600	0	0	6, 400	1, 000	52
50	1	50	100	1, 800	1, 500	30, 000	0	0	.....	.....	.....	.....	0	53
25	5	100	125	750	1, 000	70, 000	0	0	3, 000	0	12, 000	15, 000	0	54
0	.....	80	.....	1, 500	5, 000	30, 000	.....	.....	.....	.....	.....	.....	.....	55
.....	.....	.....	80	1, 200	2, 500	125, 000	0	0	4, 000	25, 000	0	29, 000	.....	56
40	2	125	165	600	500	5, 000	0	0	350	.....	1, 000	1, 350	2, 180	57
60	9	160	.....	1, 000	1, 500	40, 000	.....	.....	15, 000	.....	.....	15, 000	.....	58
.....	.....	126	.....	300	.....	4, 000	.....	.....	.....	.....	.....	.....	.....	59
50	2	125	150	5, 000	2, 000	25, 000	0	0	7, 590	0	8, 000	15, 590	0	60
43	0	86	99	0	0	12, 000	0	0	4, 200	0	3, 850	8, 050	0	61
50	4	144	.....	300	.....	30, 000	.....	.....	.....	.....	.....	.....	.....	62
45	.....	80	100	2, 000	100	20, 000	0	0	.....	.....	.....	.....	.....	63
40	.....	.....	.....	105	.....	30, 000	0	0	3, 400	0	1, 521	4, 981	0	64
50	2	100	125	250	25	15, 000	0	0	4, 000	.....	.....	4, 000	10, 000	65
40	.....	.....	.....	1, 000	175	60, 000	0	0	.....	.....	.....	.....	0	66
30	.....	175	195	1, 000	1, 200	125, 000	20, 000	1, 000	13, 500	0	.....	14, 500	12, 000	67
55	.....	.....	160	1, 000	2, 500	50, 000	10, 000	600	15, 650	0	0	16, 250	10, 175	68
50	.....	175	.....	725	1, 500	20, 000	.....	.....	.....	.....	.....	.....	.....	69
60	4	175	.....	700	600	45, 000	.....	.....	8, 100	0	0	8, 100	15	70
80	.....	200	.....	3, 000	.....	60, 000	.....	.....	.....	.....	.....	.....	.....	71
50	.....	200	.....	500	500	10, 000	.....	.....	6, 000	.....	6, 000	12, 000	.....	72
50	.....	166	180	609	1, 250	75, 000	0	0	20, 000	0	0	20, 000	.....	73
50	0	146	160	309	1, 500	20, 000	0	0	2, 500	0	0	2, 500	.....	74
50	.....	226	260	1, 400	1, 500	55, 000	0	0	22, 000	0	0	22, 000	0	75
40	3	150	160	1, 000	1, 500	100, 000	56, 000	1, 800	13, 300	0	20, 000	35, 100	.....	76
45	4	140	140	600	700	30, 000	0	0	2, 000	0	8, 000	10, 000	75	77
55	.....	235	.....	2, 000	3, 000	75, 000	22, 800	1, 320	13, 100	0	7, 150	21, 570	350	78

TABLE 39.—Statistics of colleges for

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.		Students.							
					Male.	Female.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1897.		
	1	2	3	4	5	6	7	8	9	10	11	12		
	NEW HAMPSHIRE.													
79	Tilton	New Hampshire Conference Seminary and Female College.	M. E.	1845	5	7	0	150	30	0	180	26		
	NEW JERSEY.													
80	Bordentown	Bordentown Female College.	None	1853	5	6	11	18	10	0	57	6		
	NEW YORK.													
81	Brooklyn	Packer Collegiate Institute.	None	1845	5	49	41	529	146	12	719	43		
	NORTH CAROLINA.													
82	Asheville	Asheville Female College ..	M. E. So.	1854	4	11	...	27	123	0	160	8		
83	Dallas	Gaston College	Luth.	1879	2	4	23	10	30	4	67	2		
84	Greensboro	Greensboro Female College.	M. E. So.	1846	3	10	...	150	...	150	11	2		
85	Hickory	Claremont Female College ..	None	1880	3	6	20	12	120	1	153	2		
86	Louisburg	Louisburg Female College ..	M. E.	1857	1	7	25	30	35	0	90	3		
87	Murfreesboro	Chowan Baptist Female Institute.	Bapt.	1852	3	3	6	38	24	0	68	6		
88	Oxford	Oxford Female Seminary* ..	Bapt.	1850	1	7	25	25	55	0	105	5		
89	Salem	Salem Female Academy	Moravian	1802	4	28	...	64	157	...	292	52		
	OHIO.													
90	Cincinnati	Bartholomew English and Classical School.	P. E.	1875	1	12	...	17	69	...	86	7		
91	Glendale	Glendale Female College ..	Presb.	1854	1	11	3	35	40	0	78	5		
92	Granville	Granville Female College ..	Presb.	1827	...	9	...	...	...	...	75	5
93	Oxford	Oxford College	Presb.	1849	4	20	...	35	72	...	189	21		
94	do	Western College .....	...	1855	2	22	...	76	61	3	140	10	
95	Painesville	Lake Erie Seminary .....	...	1859	0	21	...	44	67	1	112	10	
	PENNSYLVANIA.													
96	Allentown	Allentown College for Women.	Reformed ..	1867	4	9	14	25	43	1	83	13		
97	Bethlehem	Moravian Seminary for Young Ladies.	Moravian ..	1749	5	18	...	...	...	...	90	9
98	Carlisle	Metzger College	None	1881	1	9	...	...	...	...	112	5
99	Chambersburg	Wilson College	Presb.	1879	4	22	...	37	236	4	277	31		
100	Lititz	Linden Hall Seminary	Moravian ..	1794	3	10	...	7	28	...	35	6		
101	Mechanicsburg	Irving Female College	Luth.	1856	6	7	...	4	103	1	108	13		
102	Ogontz School	Ogontz School	None	1850	5	19	11	125	...	...	136	11
103	Pittsburg	Pennsylvania College for Women.	Presb.	1870	3	21	0	151	52	2	205	8		
	SOUTH CAROLINA.													
104	Columbia	Columbia Female College ..	M. E. So.	1859	5	8	...	10	140	...	150	6		
105	Due West	Due West Female College ..	None	1858	5	8	30	35	120	10	195	12		
106	Gaffney	Cooper-Limestone Institute	Bapt.	1845	2	5	25	15	85	0	125	12		
107	Greenville	Greenville College for Women.	None	1894	2	7	10	6	66	0	82	13		
108	do	Greenville Female College.	Bapt.	1854	6	10	25	...	150	2	177	12		
109	Spartanburg	Converse College	None	1890	10	20	20	30	384	7	431	36		
110	Union	Clifford Seminary	Presb.	1881	3	4	8	8	33	0	49	2		
111	Williamston	Williamston Female College	None	1872	2	6	0	43	62	6	111	5		
	TENNESSEE.													
112	Bristol	Sullins College	M. E. So.	1869	2	11	12	26	62	0	100	5		
113	Brownsville	Brownsville Female College	Bapt.	1851	2	7	15	35	31	0	81	5		
114	do	Wesleyan Female College ..	M. E. So.	1870	1	6	32	27	63	3	125	11		
115	Columbia	Columbia Athenaeum	None	1852	5	9	38	41	56	5	149	5		

* Statistics of 1895-96.

women, Division B—Continued.

Annual expenses in college department.		Annual living expenses.		Volumes in library.	Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.	
Tuition fee.	Other fees.	Lowest.	Moderate.					From productive funds.	From tuition fees.	From State or municipal appropriations.	From other sources	Total income.		
13	14	15	16	17	18	19	20	21	22	23	24	25	26	
\$50	...	\$200	\$200	3,000	\$4,000	\$76,200	\$28,500	\$1,000	\$4,600	0	\$15,000	\$20,000	79	
...	...	...	...	2,500	...	30,000	0	0	8,560	0	0	8,560	80
160	0	600	...	6,905	24,455	219,523	40,000	1,842	74,679	\$100	1,368	77,983	\$300 81	
80	\$1	...	...	1,000	...	100,000	...	...	...	...	...	...	82
35	0	60	\$75	500	400	8,000	0	0	1,343	0	1,053	2,396	83	
50	4	...	130	4,300	15,000	100,000	...	...	12,000	...	18,000	30,000	7,400 84
40	2	80	125	1,000	1,000	30,000	...	...	4,000	...	4,000	8,000	85
50	0	...	85	1,000	1,500	10,000	0	0	4,000	0	2,000	6,000	0 86	
48	0	92	...	400	300	30,000	0	0	2,800	0	3,700	6,500	0 87	
...	...	...	...	800	...	15,000	...	...	...	...	...	...	88
...	0	250	...	6,000	6,000	260,000	12,000	500	29,500	0	0	30,000	1,000 89	
160	...	...	...	1,000	...	35,000	0	0	...	...	...	...	90
60	50	200	...	3,000	5,000	75,000	0	0	...	...	...	...	91
35	...	250	...	1,000	...	20,000	...	...	3,360	...	...	3,360	92
50	...	...	230	5,000	4,000	60,000	...	...	23,000	...	...	28,000	93
...	...	250	...	8,500	15,000	200,000	60,000	4,000	20,000	0	0	24,000	94	
...	...	250	...	5,200	10,000	300,000	34,000	1,800	25,000	0	0	26,800	13,580 95	
40	20	200	230	800	300	60,000	...	...	7,500	...	...	7,500	3,000 96
...	...	300	...	3,000	10,000	100,000	0	0	...	...	...	...	97
50	1	...	...	2,000	...	50,000	40,000	2,000	6,574	...	...	8,574	0 98
60	...	190	190	2,000	3,875	100,000	20,000	...	58,000	78,000	...	99
...	...	230	...	2,600	3,000	20,000	8,294	...	1,300	9,594	...	100
50	0	175	200	1,000	...	40,000	0	0	5,000	0	0	5,000	0 101	
200	...	800	800	10,000	2,000	0	102
110	0	330	350	3,000	8,000	200,000	0	0	16,000	0	20,000	36,000	11,015 103	
50	10	82	150	800	...	75,000	7,500	0	9,500	17,000	...	104
38	...	113	...	800	...	8,000	105
50	...	100	...	400	1,500	50,000	0	0	1,200	0	5,000	6,200	...	106
50	600	...	20,000	107
50	10	120	120	100	200	25,000	0	0	10,000	0	0	10,000	...	108
55	30	150	200	3,500	2,500	150,000	0	0	15,000	0	20,000	35,000	...	109
40	...	100	110	500	200	6,000	0	0	...	0	0	...	0 110	
44	...	120	...	3,000	2,000	15,000	111
40	...	180	220	2,500	3,500	50,000	5,000	300	4,700	0	5,000	10,000	0 112	
50	0	110	135	1,750	2,000	15,000	0	0	4,000	0	0	4,000	0 113	
50	2	125	150	...	...	10,000	0	0	3,500	0	0	3,500	0 114
30	2	...	80	7,302	20,000	80,000	115

α Includes tuition.

TABLE 39.—Statistics of colleges for

Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.		Students.						
				Male.	Female.	Elementary.	Preparatory.	College.	Graduate.	Total number.	Graduated in 1897.	
1	2	3	4	5	6	7	8	9	10	11	12	13
TENNESSEE—cont'd.												
116 Franklin	Tennessee Female College..	None	1856	4	10	30	30	80	0	140	...	...
117 Gallatin	Howard Female College*...	None	1837	1	6	10	29	30	...	79	8	...
118 Jackson	Memphis Conference Female Institute.	M. E.	1843	6	25	76	48	150	37	311	23	...
119 Murfreesboro....	Soule Female College	M. E.	1852	1	10	40	24	55	1	120	0	...
120 Nashville.....	Nashville College for Young Ladies.	M. E. So ..	1880	9	17	...	...	...	...	183	21	...
121 .....do	Ward Seminary	Presb.	1865	7	21	30	50	200	...	328	4	...
122 Pulaski	Martin Female College.....	M. E.	1870	2	16	24	33	107	9	173	8	...
123 Rogersville	Synodical Female College ..	Presb.	1849	3	15	10	20	161	5	166	16	...
124 Winchester.....	Mary Sharp College*	Bapt.	1851	2	4	10	48	51	1	100	6	...
TEXAS.												
125 Belton	Baylor Female College	Bapt.	1845	3	11	25	75	150	5	255	12	...
126 Bonham	Carlton College.....	Christian ..	1867	2	7	41	8	36	...	106	7	...
127 Chapel Hill	Chapel Hill Female College.	M. E. So ...	1854	2	5	48	...	35	2	85	6	...
VIRGINIA.												
128 Abingdon	Martha Washington College.	M. E.	1860	3	13	40	40	80	...	160	...	...
129 .....do	Stonewall Jackson Female Institute.	Presb.	1869	2	6	30	20	20	...	70	3	...
130 Bristol.....	Southwest Virginia Institute.*	Bapt.	1884	8	12	...	...	...	...	222	2	...
131 Buena Vista.....	Young Ladies' College*....	Luth.	1894	3	7	20	20	40	...	90	0	...
132 Charlottesville...	Albemarle College for Young Ladies.	Bapt.	1857	2	6	...	...	...	...	97	3	...
133 Danville	Danville College for Young Ladies. a	M. E. So ...	1883	4	4	8	8	54	0	70	2	...
134 .....do	Roanoke Female College...	Bapt.	1859	2	5	...	8	38	10	56	5	...
135 Hollins	Hollins Institute	Bapt.	1842	9	20	11	...	163	...	174	7	...
136 Marion	Marion Female College.....	Luth.	1873	2	6	23	...	40	3	71	6	...
137 Norfolk	Norfolk College for Young Ladies.	None	1873	2	13	16	38	70	3	179	11	...
138 Petersburg	Southern Female College...	None	1863	4	8	10	15	75	0	100	2	...
139 Richmond	Woman's College.....	Bapt.	1854	8	11	...	50	150	5	205	29	...
140 Staunton	Virginia Female Institute..	P. E.	1844	3	12	...	...	...	...	69	1	...
141 Winchester.....	Valley Female College.....	M. E. So ...	1872	2	8	6	16	22	1	45	2	...
WEST VIRGINIA.												
142 Parkersburg.....	Parkersburg Female Seminary.	None	1872	1	3	...	16	14	...	30	0	...
WISCONSIN.												
143 Milwaukee	Milwaukee-Downer College	Cong. and Presb.	1895	0	15	...	149	22	...	171	7	...

* Statistics of 1895-96.

a Name changed to Randolph-Macon Institute and made a preparatory school for Randolph-Macon Woman's College, Lynchburg, Va.

women, Division B—Continued.

Annual expenses in college department.		Annual living expenses.		Volumes in library.	Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.
								From productive funds.	From tuition fees.	From State or municipal appropriations.	From other sources.	Total income.	
Tuition fee.	Other fees.	Lowest.	Moderate.	17	18	19	20	21	22	23	24	25	26
\$50	0	\$150	....	\$700	\$300	\$10,000	.....	.....	\$6,000	.....	\$3,000	\$9,000	0
50	\$6	113	\$135	500	300	25,000	.....	.....	5,000	.....	.....	5,000	.....
70	0	.....	.....	6,000	5,000	50,000	.....	.....	18,000	.....	.....	18,000	.....
70	200	.....	.....	450	350	15,000	0	0	.....	0	.....	.....	0
75	0	200	.....	1,250	.....	140,000	0	0	.....	.....	.....	.....	0
50	100	150	.....	3,000	.....	150,000	0	0	20,000	0	20,000	40,000	.....
34	2	120	.....	2,000	2,500	50,000	\$30,000	\$1,800	8,000	0	0	9,800	.....
.....	.....	.....	.....	1,000	5,000	45,000	.....	.....	6,000	.....	10,000	16,000	0
.....	.....	.....	.....	1,500	2,000	20,000	0	0	.....	.....	.....	.....	.....
50	2	82	150	2,500	3,000	100,000	0	0	15,000	0	20,000	35,000	\$10,000
45	9	126	.....	435	5,050	8,000	0	0	5,550	0	0	5,550	0
45	3	100	150	1,000	200	12,000	.....	.....	2,500	0	500	3,000	.....
50	.....	.....	.....	1,000	1,500	50,000	.....	.....	8,000	.....	8,000	16,000	.....
40	.....	125	.....	1,000	1,000	20,000	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	5,600	.....	160,000	.....	.....	.....	.....	.....	.....	.....
35	.....	100	.....	0	.....	40,000	0	0	6,000	.....	.....	6,000	.....
50	0	120	.....	12	.....	8,000	0	0	.....	.....	.....	.....	0
50	.....	.....	.....	50	.....	35,000	.....	.....	3,100	0	0	3,100	0
50	126	.....	.....	250	250	25,000	.....	.....	.....	.....	.....	.....	.....
60	186	.....	.....	900	2,000	150,000	0	0	2,385	.....	2,730	5,115	.....
35	5	100	110	2,000	2,500	15,000	.....	.....	20,000	0	0	20,000	0
60	12	135	150	300	225	100,000	0	0	2,000	.....	.....	2,000	400
80	.....	.....	.....	290	1,500	.....	.....	.....	12,000	0	0	12,000	0
85	150	.....	.....	2,000	.....	.....	.....	.....	.....	.....	.....	.....	.....
50	250	.....	.....	.....	.....	65,000	0	0	18,000	0	0	18,000	.....
45	110	135	.....	1,500	1,000	60,000	.....	.....	2,500	.....	.....	2,500	.....
.....	.....	.....	.....	500	250	15,000	.....	.....	.....	.....	.....	.....	.....
.....	.....	180	.....	.....	.....	6,500	.....	.....	.....	.....	.....	.....	.....
120	.....	250	250	4,059	7,000	65,000	150,000	6,000	11,801	0	14,785	32,586	2,000

TABLE 40.—*Statistics*

	Location.	Name.	Year of opening.
	1	2	3
1	Anbun, Ala.....	Alabama Agricultural and Mechanical College.....	1872
2	Fort Collins, Colo.....	Colorado State Agricultural College.....	1879
3	Golden, Colo.....	Colorado State School of Mines.....	1874
4	Storrs, Conn.....	Storrs Agricultural College.....	1881
5	Dover, Del.....	Delaware State College for Colored Students.....	1892
6	Washington, D. C.....	Bliss School of Electricity.....	1893
7	Atlanta, Ga.....	Georgia State School of Technology.....	1888
8	Chicago, Ill.....	Armour Institute of Technology.....	1893
9	Lafayette, Ind.....	Purdue University.....	1874
10	Terre Haute, Ind.....	Rose Polytechnic Institute.....	1883
11	Ames, Iowa.....	Iowa State Agricultural College.....	1868
12	Manhattan, Kans.....	Kansas State Agricultural College.....	1863
13	Orono, Me.....	University of Maine.....	1868
14	Annapolis, Md.....	United States Naval Academy.....	1845
15	College Park, Md.....	Maryland Agricultural College.....	1859
16	Amherst, Mass.....	Massachusetts Agricultural College.....	1867
17	Boston, Mass.....	Massachusetts Institute of Technology.....	1865
18	Worcester, Mass.....	Worcester Polytechnic Institute.....	1868
19	Agricultural College, Mich.....	Michigan Agricultural College.....	1857
20	Houghton, Mich.....	Michigan College of Mines.....	1885
21	Agricultural College, Miss.....	Mississippi Agricultural and Mechanical College.....	1880
22	Westside, Miss.....	Alcorn Agricultural and Mechanical College.....	1871
23	Bozeman, Mont.....	Montana College of Agriculture and Mechanic Arts.....	1893
24	Durham, N. H.....	New Hampshire College of Agriculture and Mechanic Arts.....	1867
25	Hoboken, N. J.....	Stevens Institute of Technology.....	1871
26	Newark, N. J.....	Newark Technical School.....	1885
27	Mesilla Park, N. Mex.....	New Mexico College of Agriculture and Mechanic Arts.....	1891
28	Socorro, N. Mex.....	New Mexico School of Mines.....	1893
29	Potsdam, N. Y.....	Thomas S. Clarkson Memorial School of Technology.....	1896
30	Troy, N. Y.....	Rensselaer Polytechnic Institute*.....	1824
31	West Point, N. Y.....	United States Military Academy.....	1802
32	Greensboro, N. C.....	Agricultural and Mechanical College for the Colored Race.....	1894
33	Raleigh, N. C.....	North Carolina College of Agriculture and Mechanic Arts.....	1859
34	Fargo, N. Dak.....	North Dakota Agricultural College.....	1890
35	Cleveland, Ohio.....	Case School of Applied Science.....	1881
36	Stillwater, Okla.....	Oklahoma Agricultural and Mechanical College.....	1891
37	Corvallis, Oreg.....	Oregon State Agricultural College.....	1870
38	Kingston, R. I.....	Rhode Island College of Agriculture and Mechanic Arts.....	1890
39	Charleston, S. C.....	South Carolina Military Academy.....	1843
40	Clemson College, S. C.....	Clemson Agricultural College.....	1893
41	Brookings, S. Dak.....	South Dakota Agricultural College.....	1884
42	Rapid City, S. Dak.....	South Dakota State School of Mines.....	1886
43	College Station, Tex.....	Agricultural and Mechanical College of Texas.....	1876
44	Logan, Utah.....	Utah Agricultural College.....	1890
45	Northfield, Vt.....	Norwich University.....	1834
46	Blacksburg, Va.....	Virginia Agricultural and Mechanical College.....	1872
47	Lexington, Va.....	Virginia Military Institute.....	1839
48	Pulman, Wash.....	Washington Agricultural College and School of Science.....	1892

* Statistics of 1895-96.

of schools of technology.

Professors and instructors.						Students.										Total number.	
Prepara- tory depart- ment.		Collegiate depart- ment.		Total number.		Prepara- tory depart- ment.		Collegiate depart- ment.		Graduate department.							
										Resident.		Nonresi- dent.					
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
3	0	30	0	31	0	43	0	306	12	16	0	0	0	365	12	1	
0	1	22	3	22	4	58	28	95	54	6	1	0	0	223	112	2	
0	0	10	0	10	0	0	0	157	1	3	0	0	0	160	1	3	
2	0	8	4	8	4	0	0	84	23	0	0	0	0	84	23	4	
0	0	3	0	4	0	24	6	10	2	0	0	0	0	34	8	5	
0	0	9	0	9	0	0	0	47	0	0	0	0	0	47	0	6	
1	0	14	0	14	0	40	0	149	0	0	0	0	0	180	0	7	
10	2	33	1	43	17	198	83	133	23	0	0	0	0	353	725	8	
0	0	57	6	57	6	0	0	553	61	22	23	4	1	579	85	9	
0	0	21	0	21	0	0	0	110	0	2	0	0	0	112	0	10	
42	13	42	13	16	11	432	97	432	97	10	3	4	0	462	111	11	
2	2	19	5	27	8	59	8	411	210	17	25	3	1	490	244	12	
0	0	30	1	30	1	0	0	290	17	0	0	0	0	298	19	13	
0	0	66	0	66	0	0	0	254	0	0	0	0	0	254	0	14	
1	0	10	0	11	0	26	0	89	0	0	0	0	0	115	0	15	
0	0	18	0	18	0	0	0	129	0	4	0	0	0	133	0	16	
0	0	126	1	126	1	0	0	1,127	71	0	0	0	0	1,127	71	17	
0	0	39	0	39	0	0	0	214	0	7	0	0	0	221	0	18	
0	0	39	2	30	2	0	0	326	43	9	2	0	0	380	45	19	
0	0	15	0	15	0	0	0	137	0	2	0	0	0	139	0	20	
4	0	18	0	22	0	145	0	213	2	7	0	1	0	366	2	21	
8	0	6	0	14	0	308	10	36	0	0	0	0	0	344	10	22	
0	2	11	3	11	5	27	15	10	6	0	0	0	0	80	54	23	
0	0	21	0	21	0	0	0	65	19	2	0	0	0	106	28	24	
11	0	23	0	32	0	188	0	263	0	0	0	0	0	451	0	25	
1	0	7	0	8	0	56	0	150	0	0	0	0	0	206	0	26	
1	1	2	13	2	13	3	48	23	34	22	1	0	0	105	48	27	
0	0	1	0	2	0	16	0	11	0	0	0	0	0	27	0	28	
0	0	5	1	5	1	0	0	14	4	0	0	0	0	48	42	29	
0	0	18	0	18	0	0	0	135	0	0	0	0	0	135	0	30	
0	0	54	0	54	0	0	0	288	0	0	0	0	0	288	0	31	
8	1	8	1	8	1	22	9	37	10	0	0	0	0	59	19	32	
1	0	20	0	21	0	28	0	212	0	7	0	0	0	247	0	33	
1	0	14	1	15	1	105	37	28	14	3	0	0	0	136	51	34	
0	0	20	0	20	0	0	0	240	0	4	0	0	0	244	0	35	
1	1	9	0	10	1	33	39	48	11	0	0	0	0	81	50	36	
0	0	19	4	19	4	0	0	177	107	3	16	1	0	181	136	37	
0	0	19	6	19	6	0	0	59	46	0	0	0	0	99	46	38	
0	0	8	0	8	0	0	0	123	0	0	0	0	0	123	0	39	
4	0	21	0	25	0	200	0	240	0	8	0	0	0	448	0	40	
0	0	18	3	18	3	45	19	186	71	9	0	13	0	253	90	41	
0	0	2	0	2	0	0	0	44	7	0	0	0	0	44	7	42	
0	0	22	0	22	0	0	0	290	0	7	0	0	0	297	0	43	
7	2	16	4	18	6	240	73	86	36	10	7	0	0	348	140	44	
0	0	8	0	8	0	0	0	47	0	0	0	0	0	47	0	45	
3	0	28	0	31	0	19	0	288	0	29	0	0	0	336	0	46	
0	0	14	0	14	0	0	0	192	0	2	0	0	0	194	0	47	
6	1	20	1	22	3	94	48	117	48	0	0	0	0	212	104	48	

TABLE 40.—Statistics of schools

	Name.	Ex- penses in colle- giate de- part- ment.		Annual living ex- penses.		Number of fellowships.	Number of scholarships.
		Tuition fees.	Other fees.	Lowest.	Moderate.		
	2	20	21	22	23	24	25
1	Alabama Agricultural and Mechanical College	(a)	\$12	\$115	\$171	0	16
2	Colorado State Agricultural College	0	0	125	170	0	0
3	Colorado State School of Mines	0	0	200	300	0	0
4	Storrs Agricultural College	0	0	64	...	0	0
5	Delaware State College for Colored Students	0	0	128	160	0	1
6	Bliss School of Electricity	\$100	25	20	125	150	0
7	Georgia State School of Technology	75	31	150	225	0	0
8	Armour Institute of Technology	(b)	100	200	250	0	0
9	Purdue University	0	0	111	...	0	0
10	Rose Polytechnic Institute	0	0	76	114	0	1
11	Iowa State Agricultural College	0	0	193	230	0	0
12	Kansas State Agricultural College	0	0	...	...	0	0
13	University of Maine	0	0	150	...	26	...
14	United States Naval Academy	24	...	231	270	0	120
15	Maryland Agricultural College	(c)	200	...	500	2	70
16	Massachusetts Agricultural College	160	200	300	...	65	...
17	Massachusetts Institute of Technology	(d)	8	90	110	6	3
18	Worcester Polytechnic Institute	0	6	56	63	...	...
19	Michigan Agricultural College	0	...	45	...	0	0
20	Michigan College of Mines	10	11	152	...	0	0
21	Mississippi Agricultural and Mechanical College	60	6	53	68	0	54
22	Alcorn Agricultural and Mechanical College	(150 225)	...	234	273	0	25
23	Montana College of Agriculture and Mechanic Arts .....	...	...	...	...	0	0
24	New Hampshire College of Agriculture and Mechanic Arts .....	...	...	...	...	0	0
25	Stevens Institute of Technology .....	...	...	...	...	0	0
26	Newark Technical School	0	5	160	200	0	0
27	New Mexico College of Agriculture and Mechanic Arts	10	0	150	225	0	0
28	New Mexico School of Mines	80	0	125	175	0	0
29	Thomas S. Clarkson Memorial School of Technology .....	...	...	...	...	0	0
30	Rensselaer Polytechnic Institute * .....	...	...	...	...	0	0
31	United States Military Academy	8	2	48	...	0	0
32	Agricultural and Mechanical College for the Colored Race	20	...	93	123	...	...
33	North Carolina College of Agriculture and Mechanic Arts	0	...	...	...	0	0
34	North Dakota Agricultural College	100	...	133	152	10	8
35	Case School of Applied Science	0	0	100	150	0	0
36	Oklahoma Agricultural and Mechanical College .....	...	...	140	175	...	...
37	Oregon State Agricultural College	0	0	...	133	0	0
38	Rhode Island College of Agriculture and Mechanic Arts .....	...	...	...	...	0	68
39	South Carolina Military Academy	40	0	70	90	0	0
40	Clemson Agricultural College	3	6	120	200	0	0
41	South Dakota Agricultural College .....	...	...	171	190	...	...
42	South Dakota State School of Mines	(e)	0	...	...	0	0
43	Agricultural and Mechanical College of Texas	0	5	...	...	...	...
44	Utah Agricultural College	65	...	160	200	...	33
45	Norwich University	30	29	72	81	4	200
46	Virginia Agricultural and Mechanical College	75	0	125	125	0	54
47	Virginia Military Institute .....	...	...	...	...	...	...
48	Washington Agricultural College and School of Science .....	...	...	...	...	...	...

* Statistics of 1895-96.

a Free to residents; \$20 to nonresidents.

b Free to residents; \$100 to nonresidents.

c Free to residents; \$80 to nonresidents.

d Free to residents; \$15 to nonresidents.

e Free to residents; \$9 to nonresidents.

of technology—Continued.

Library.		Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	Income.							Benefactions.
Bound volumes.	Pamphlets.				From tuition fees.	From productive funds.	From State or municipal appropriation.	From United States Government.	From other sources.	Total income.		
26	27	28	29	30	31	32	33	34	35	36	37	
11,011	1,741	\$90,245	\$143,813	\$253,500	0	\$20,289	\$8,747	\$27,012	\$5,006	\$61,045	0	
10,000	8,000	61,414	151,275	150,000	0	5,000	40,000	37,000	.....	82,000	.....
3,872	626	46,000	140,000	0	0	0	38,000	0	0	38,000	0	
5,281	.....	12,000	101,000	135,000	0	4,468	25,000	29,500	0	58,968	.....
460	175	1,000	16,800	0	0	0	4,000	4,400	0	8,400	\$200	
.....	.....	5,500	.....	.....	\$5,983	0	0	0	3,698	9,681	.....
.....	.....	40,000	150,000	0	3,500	0	22,500	0	2,500	28,500	.....
12,475	300	.....	2,000,000	.....	30,000	70,000	0	0	0	100,000	.....
7,480	2,792	230,000	395,000	340,000	0	17,000	58,563	37,000	23,553	142,116	.....
8,270	2,500	67,000	149,000	510,000	9,000	30,000	0	0	0	39,000	3,000	
11,000	2,000	22,000	425,000	681,034	0	47,730	37,232	38,000	2,287	125,249	.....
17,018	6,360	140,543	259,700	502,344	0	28,550	18,100	37,000	11,270	94,920	.....
10,000	3,975	43,675	191,566	219,912	0	5,915	20,000	37,000	27,535	90,450	.....
36,169	.....	101,252	795,896	0	0	0	0	276,819	0	276,819	0
1,800	400	26,000	79,606	105,000	12,228	6,142	1,200	37,000	8,715	65,285	0	
18,080	0	28,700	233,000	360,575	640	11,120	25,000	29,667	1,800	68,227	0	
41,041	12,946	300,000	950,000	650,000	216,767	57,719	25,000	12,926	3,006	315,418	103,106	
4,900	3,000	100,000	500,000	600,000	26,000	34,000	0	0	0	60,000	.....
20,000	5,000	107,230	341,626	562,000	132	43,780	11,200	37,000	13,080	105,192	.....
12,503	1,900	118,959	112,837	0	0	0	40,000	0	4,857	44,857	0	
5,231	7,640	16,100	194,431	114,707	357	5,915	22,500	25,217	14,239	68,228	.....
2,980	4,520	4,500	85,000	113,575	.....	6,815	5,914	11,783	1,981	26,493	.....
2,600	3,000	10,000	125,000	23,000	1,500	0	2,500	37,000	0	41,000	.....
4,600	3,000	47,000	183,881	116,000	0	4,800	5,500	37,000	4,873	52,173	100	
9,500	.....	50,000	337,000	450,000	37,350	20,000	0	0	7,500	64,850	.....
600	.....	5,000	70,000	0	70	0	10,000	0	0	10,070	29,000
3,079	750	32,000	45,000	0	571	0	19,792	37,000	256	57,619	50	
300	1,200	4,000	50,000	0	270	0	5,000	0	175	5,445	.....
229	89	.....	.....	.....	1,507	.....	.....	.....	.....	1,507	.....
6,000	3,000	20,944	125,000	141,765	25,770	6,511	0	0	401	32,682	.....
40,084	6,351	500,000	2,000,000	0	0	0	0	449,525	0	449,525	.....
600	400	15,000	43,500	0	89	0	7,500	7,713	1,795	17,097	.....
1,274	.....	.....	92,054	125,000	3,892	7,500	6,250	21,787	0	39,429	.....
4,075	600	15,000	107,500	0	0	0	5,500	37,000	3,400	45,900	0	
2,000	1,000	80,000	250,000	2,000,000	18,000	45,000	0	0	0	63,000	.....
3,400	.....	15,000	25,000	0	0	0	0	37,000	3,491	40,491	.....
3,000	2,500	25,000	100,000	110,000	0	8,000	0	37,000	1,000	46,000	.....
5,660	5,600	69,336	182,000	50,000	0	1,919	55,000	37,000	6,000	99,919	.....
5,000	300	10,000	85,000	0	15,000	0	16,500	0	0	31,500	.....
2,500	500	22,896	236,280	160,000	0	9,266	60,000	26,000	0	95,266	0	
5,815	9,215	11,000	80,000	0	2,074	0	5,900	37,000	5,964	50,938	.....
150	.....	30,000	15,000	0	36	0	8,600	0	0	8,636	.....
4,750	3,400	31,346	319,485	209,000	0	14,280	27,500	31,500	9,361	82,641	0	
4,899	3,175	50,000	166,800	0	0	0	22,000	37,000	5,812	64,812	.....
12,500	.....	7,500	35,000	0	1,000	0	3,000	0	500	4,500	.....
2,900	600	62,000	170,000	344,312	711	20,659	15,000	29,667	11,641	77,678	0	
10,000	5,000	50,000	250,000	20,000	8,000	1,200	30,000	0	12,800	52,000	.....
4,036	1,836	45,000	150,000	.....	.....	.....	15,666	37,000	3,998	56,664	.....

TABLE 41.—*Technical, professional, and special courses of study maintained by universities and colleges for men and for both sexes.*

[NOTE.—X indicates that the courses are offered by the several institutions.]

Institution.	Agriculture.	Architecture.	Civil engineering.	Electrical engineering.	Mechanical engineering.	Mining engineering.	Sanitary engineering.	Law.	Theology.	Medicine.	Dentistry.	Pharmacy.	Veterinary medicine.	Pedagogy.	Domestic science.	Military science.	Music.	Art.	Commercial course.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ALABAMA.																			
Blount College																X			
St. Bernard College									X								X	X	X
Howard College																X	X	X	X
La Fayette College																	X	X	X
Lineville College																	X	X	X
Spring Hill College																	X	X	X
University of Alabama			X			X		X		X		X				X			
ARIZONA.																			
University of Arizona	X		X	X	X	X										X	X		X
ARKANSAS.																			
Arkadelphia Methodist College																			X
Ouchita Baptist College																X		X	X
Arkansas Cumberland College																	X	X	X
Hendrix College														X			X	X	X
Arkansas Industrial University	X		X	X	X			X		X				X		X	X	X	X
Philander Smith College									X					X		X	X	X	X
Mountain Home Baptist College																X	X	X	X
Searcy College																X			X
CALIFORNIA.																			
University of California	X		X	X	X	X	X	X		X	X	X	X	X		X		X	
Pomona College			X														X		
University of the Pacific																	X		X
Occidental College																	X		
St. Vincent's College																	X		X
California College																	X		
St. Mary's College																	X		X
Throop Polytechnic Institute				X												X		X	X
St. Ignatius College																	X		X
Santa Clara College																	X		X
Pacific Methodist College			X											X			X	X	X
Leland Stanford Junior University			X	X	X			X		X				X			X	X	X
University of Southern California									X	X				X			X	X	X
COLORADO.																			
University of Colorado			X	X				X		X	X			X			X		
Colorado College																	X		
College of the Sacred Heart																	X		X
University of Denver								X	X	X	X	X					X	X	X
CONNECTICUT.																			
Yale University	X		X	X	X			X	X	X				X		X	X	X	
DELAWARE.																			
Delaware College	X		X	X	X											X			
DISTRICT OF COLUMBIA.																			
Catholic University of America			X	X	X			X	X									X	
Columbian University		X		X	X				X		X							X	
Georgetown University			X	X	X			X	X		X							X	
Howard University								X	X		X			X			X		
Gonzaga College																X			X

TABLE 41.—*Technical, professional, and special courses of study maintained by universities and colleges for men and for both sexes—Continued.*

[NOTE.—× indicates that the courses are offered by the several institutions.]

Institution.	Agriculture.	Architecture.	Civil engineering.	Electrical engineering.	Mechanical engineering.	Mining engineering.	Sanitary engineering.	Law.	Theology.	Medicine.	Dentistry.	Pharmacy.	Veterinary medicine.	Pedagogy.	Domestic science.	Military science.	Music.	Art.	Commercial course.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
FLORIDA.																			
John B. Stetson University														×		×	×	×	×
Florida State Agricultural College	×				×											×	×	×	×
Florida Conference College	×													×		×	×	×	×
St. Leo Military College																×	×	×	×
Seminary West of the Suwannee River																×	×	×	×
Rollins College														×			×	×	×
GEORGIA.																			
University of Georgia	×		×	×				×		×				×		×	×		
Atlanta Baptist College	×								×								×		
Atlanta University														×	×		×		
Morris Brown College								×	×					×	×		×		
North Georgia Agricultural College														×		×	×	×	
Mercer University								×						×			×		
Emory College								×						×			×		
Clark University														×	×		×		
Nannie Lou Warthen College																×	×	×	×
Young L. G. Harris College																	×	×	×
IDAHO.																			
University of Idaho	×		×		×	×										×	×	×	
ILLINOIS.																			
Hedding College								×						×			×	×	×
Illinois Wesleyan University																	×	×	×
St. Viator's College																×	×	×	×
Blackburn University																	×	×	×
Carthage College																	×	×	×
University of Illinois	×	×	×	×	×		×					×	×	×		×	×	×	×
St. Ignatius College												×	×	×		×	×	×	×
University of Chicago									×					×	×		×	×	×
Austin College																	×	×	×
Eureka College												×		×			×	×	×
Northwestern University								×	×	×	×	×		×			×	×	×
Ewing College																	×	×	×
Northern Illinois College								×						×			×	×	×
Knox College																×	×	×	×
Lombard University									×								×	×	×
Greer College														×			×	×	×
Illinois College														×			×	×	×
Lake Forest University										×	×				×		×	×	×
McKendree College								×							×		×	×	×
Lincoln University										×	×					×	×	×	×
Monmouth College																×	×	×	×
Northwestern College														×			×	×	×
St. Bede College															×		×	×	×
Chaddock College								×							×		×	×	×
St. Francis Solanus College														×			×	×	×
Augustana College									×						×		×	×	×
St. Joseph's Diocesan College										×						×	×	×	×
Shurtleff College									×							×	×	×	×
Westfield College														×		×	×	×	×
Wheaton College														×		×	×	×	×
INDIANA.																			
Indiana University								×							×		×	×	×
Franklin College																	×	×	×
De Pauw University									×							×	×	×	×

TABLE 41.—*Technical, professional, and special courses of study maintained by universities and colleges for men and for both sexes—Continued.*

[NOTE.—X indicates that the courses are offered by the several institutions.]

Institution.	Agriculture.	Architecture.	Civil engineering.	Electrical engineering.	Mechanical engineering.	Mining engineering.	Sanitary engineering.	Law.	Theology.	Medicine.	Dentistry.	Pharmacy.	Veterinary medicine.	Pedagogy.	Domestic science.	Military science.	Music.	Art.	Commercial course.
1	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
INDIANA—continued.																			
Hanover College.....								X									X		
Butler College.....									X		X								
Union Christian College.....										X									
Moore's Hill College.....														X					
University of Notre Dame.....			X	X	X			X									X		
Earlham College.....																	X		
Ridgeville College.....														X			X		
St. Meinrad College.....									X								X		
Taylor University.....									X					X			X		
INDIAN TERRITORY.																			
Indian University.....															X		X		X
Henry Kendall College.....																			
IOWA.																			
Coe College.....																	X		
Charles City College.....														X			X		X
Amity College.....														X			X		X
Luther College.....																	X		X
Des Moines College.....																	X		X
Drake University.....								X	X	X				X			X		X
Parsons College.....												X					X		X
Upper Iowa University.....													X	X			X		X
Iowa College.....													X	X			X		X
Lenox College.....													X	X			X		X
Simpson College.....													X	X			X		X
University of Iowa.....				X	X			X		X	X		X	X			X		X
Iowa Wesleyan University.....		X	X	X	X								X	X			X		X
Cornell College.....			X	X									X	X			X		X
Oskaloosa College.....													X	X			X		X
Penn College.....													X	X			X		X
Central University of Iowa.....									X				X	X			X		X
Morningside College.....									X				X	X			X		X
Buena Vista College.....													X	X			X		X
Tabor College.....													X	X			X		X
Western College.....													X	X			X		X
KANSAS.																			
Midland College.....																	X		X
St. Benedict's College.....																	X		X
Baker University.....													X	X			X		X
Soule College.....													X	X			X		X
Highland University.....													X	X			X		X
Campbell University.....													X	X			X		X
University of Kansas.....			X	X			X	X				X	X	X			X		X
Lane University.....									X				X	X			X		X
Bethany College.....													X	X			X		X
Ottawa University.....													X	X			X		X
St. Mary's College.....													X	X			X		X
Kansas Wesleyan University.....													X	X			X		X
Cooper Memorial College.....													X	X			X		X
Washburn College.....													X	X			X		X
Fairmount College.....													X	X			X		X
St. John's Lutheran College.....													X	X			X		X
Southwest Kansas College.....													X	X			X		X
KENTUCKY.																			
Union College.....														X			X		X
Berea College.....														X	X		X		X

TABLE 41.—*Technical, professional, and special courses of study maintained by universities and colleges for men and for both sexes—Continued.*

[NOTE.—× indicates that the courses are offered by the several institutions.]

Institution.	Agriculture.	Architecture.	Civil engineering.	Electrical engineering.	Mechanical engineering.	Mining engineering.	Sanitary engineering.	Law.	Theology.	Medicine.	Dentistry.	Pharmacy.	Veterinary medicine.	Pedagogy.	Domestic science.	Military science.	Music.	Art.	Commercial course.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
KENTUCKY—continued.																			
Centre College								×						×		×	×	×	
Georgetown College														×		×	×	×	
Liberty College														×		×	×	×	
South Kentucky College														×		×	×	×	
Kentucky University									×								×	×	
Agricultural and Mechanical College of Kentucky	×		×		×									×					×
Central University										×	×					×			×
Bethel College			×																
St. Mary's College																×	×		×
Kentucky Wesleyan College														×					×
LOUISIANA.																			
Louisiana State University	×		×		×								×			×			
Jefferson College																	×		×
Centenary College																	×	×	
Keachie College																	×	×	
College of the Immaculate Conception														×			×	×	×
Leland University														×			×		
New Orleans University									×	×				×			×	×	
Straight University									×					×			×	×	
Tulane University		×	×	×	×			×		×		×					×	×	
MAINE.																			
Bowdoin College										×									
Bates College								×											
MARYLAND.																			
St. John's College					×											×			
Johns Hopkins University				×	×					×									
Morgan College									×					×					
Washington College														×					
Rock Hill College																			×
Mount St. Mary's College									×								×		
New Windsor College																	×	×	×
Western Maryland College																	×	×	
MASSACHUSETTS.																			
Amherst College								×									×		
Boston University								×		×									
Harvard University	×	×	×	×	×	×		×	×	×			×	×		×	×		
French-American College										×							×	×	
Tufts College			×	×	×				×	×							×	×	
College of the Holy Cross																	×		
MICHIGAN.																			
Adrian College									×					×			×	×	
Albion College																		×	×
Alma College									×								×	×	×
University of Michigan			×	×	×	×		×		×	×	×					×	×	×
Battle Creek College									×								×	×	×
Benzonla College														×			×	×	×
Detroit College																	×	×	×
Hillsdale College									×					×			×	×	×
Hope College																	×	×	×
Kalamazoo College														×			×	×	×
Olivet College														×			×	×	×

TABLE 41.—*Technical, professional, and special courses of study maintained by universities and colleges for men and for both sexes—Continued.*

[NOTE.—× indicates that the courses are offered by the several institutions.]

Institution.	Agriculture.	Architecture.	Civil engineering.	Electrical engineering.	Mechanical engineering.	Mining engineering.	Sanitary engineering.	Law.	Theology.	Medicine.	Dentistry.	Pharmacy.	Veterinary medicine.	Pedagogy.	Domestic science.	Military science.	Music.	Art.	Commercial course.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
MINNESOTA.																			
St. John's University									×	×							×		×
Hamline University									×	×									
Augsburg Seminary									×	×									
University of Minnesota	×		×	×	×	×	×	×			×	×		×	×	×	×	×	
Carleton College	×																		
St. Olaf College																	×	×	
Macalester College																	×	×	
Gustavus Adolphus College														×			×	×	×
Parker College														×			×	×	×
MISSISSIPPI.																			
Mississippi College																×			
Rust University														×	×		×		×
Millsaps College								×						×					
University of Mississippi								×											
MISSOURI.																			
Central Christian College														×			×	×	×
Northwest Missouri College														×			×	×	×
Southwest Baptist College																	×	×	×
Pike College																	×	×	×
Missouri Wesleyan College														×			×	×	×
Christian University									×					×			×	×	×
University of the State of Missouri	×		×	×	×	×		×		×				×		×	×	×	×
Grand River Christian Union College									×					×			×	×	×
Central College																	×	×	×
Westminster College																	×	×	×
Pritchett College																	×	×	×
La Grange College																	×	×	×
William Jewell College									×								×	×	×
Missouri Valley College														×			×	×	×
Morrisville College														×			×	×	×
Scarritt Collegiate Institute																×	×	×	×
Park College																	×	×	×
Christian Brothers College																	×	×	×
St. Louis University																×	×	×	×
Washington University			×	×	×			×		×	×						×	×	×
Drury College														×			×	×	×
Tarkio College														×			×	×	×
Avalon College														×			×	×	×
Central Wesleyan College									×					×			×	×	×
MONTANA.																			
College of Montana			×			×						×					×		
Montana Wesleyan University													×			×			×
University of Montana					×											×			
NEBRASKA.																			
University of Omaha								×		×	×			×			×	×	×
Cotner University									×								×	×	×
Union College										×							×	×	×
Doane College														×			×	×	×
Fairfield College									×					×			×	×	×
Hastings College														×			×	×	×
University of Nebraska	×		×	×	×		×	×						×	×	×	×	×	×
Gates College														×			×	×	×
Creighton University										×							×	×	×
Nebraska Wesleyan University														×			×	×	×
York College														×			×	×	×

TABLE 41.—*Technical, professional, and special courses of study maintained by universities and colleges for men and for both sexes—Continued.*

[NOTE.—× indicates that the courses are offered by the several institutions.]

Institution.	Agriculture.	Architecture.	Civil engineering.	Electrical engineering.	Mechanical engineering.	Mining engineering.	Sanitary engineering.	Law.	Theology.	Medicine.	Dentistry.	Pharmacy.	Veterinary medicine.	Pedagogy.	Domestic science.	Military science.	Music.	Art.	Commercial course.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
NEVADA.																			
Nevada State University.....	×		×		×	×							×	×		×	×		×
NEW HAMPSHIRE.																			
Dartmouth College.....			×							×									
NEW JERSEY.																			
St. Benedict's College.....			×	×													×	×	×
Rutgers College.....	×		×	×										×		×			
Princeton University.....			×	×															
Seton Hall College.....																×	×		×
NEW YORK.																			
Alfred University.....										×				×			×	×	×
St. Bonaventure's College.....										×							×	×	×
Adelphi College.....				×	×									×			×	×	×
Polytechnic Institute of Brooklyn.....			×	×													×	×	×
St. Francis College.....																×	×	×	×
St. John's College.....																	×	×	×
Canisius College.....																	×	×	×
St. Lawrence University.....									×							×	×	×	×
Hamilton College.....									×					×			×	×	×
Colgate University.....									×								×	×	×
Cornell University.....	×	×	×	×	×			×					×	×		×	×	×	×
College of St. Francis Xavier.....																×	×	×	×
Columbia University.....		×	×	×	×	×	×	×		×				×			×	×	×
Manhattan College.....		×	×	×										×			×	×	×
New York University.....			×					×		×				×					
St. John's College.....										×				×			×	×	×
Niagara University.....									×	×						×	×	×	×
University of Rochester.....										×				×			×	×	×
Union University.....			×	×			×	×		×		×					×	×	×
Syracuse University.....		×		×				×		×				×			×	×	×
NORTH CAROLINA.																			
St. Mary's College.....								×	×								×	×	×
University of North Carolina.....									×	×		×		×					
Biddle University.....																			
Trinity College.....																			
Elon College.....																	×	×	×
Guilford College.....																	×	×	×
Lenoir College.....									×								×	×	×
North Carolina College.....																	×	×	×
Catawba College.....																	×	×	×
Shaw University.....								×	×	×		×		×			×	×	×
Rutherford College.....									×			×					×	×	×
Livingstone College.....									×					×	×		×	×	×
Wake Forest College.....								×									×	×	×
Weaverville College.....																	×	×	×
NORTH DAKOTA.																			
Fargo College.....																	×		×
University of North Dakota.....															×		×		×
Red River Valley University.....																	×		×
OHIO.																			
Buchtel College.....														×			×	×	×
Mount Union College.....														×			×	×	×
Ohio University.....				×										×			×	×	×

TABLE 41.—*Technical, professional, and special courses of study maintained by universities and colleges for men and for both sexes—Continued.*

[NOTE.—X indicates that the courses are offered by the several institutions.]

Institution.	Agriculture.	Architecture.	Civil engineering.	Electrical engineering.	Mechanical engineering.	Mining engineering.	Sanitary engineering.	Law.	Theology.	Medicine.	Dentistry.	Pharmacy.	Veterinary medicine.	Pedagogy.	Domestic science.	Military science.	Music.	Art.	Commercial course.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
TEXAS.																			
St. Edward's College			X				X	X		X				X			X		X
University of Texas														X					X
Howard Payne College														X			X		X
Henry College														X			X		X
Fort Worth University								X		X				X			X		X
Polytechnic College														X			X		X
Southwestern University														X			X		X
Wiley University									X					X	X		X		X
St. Louis College			X					X		X							X		X
Trinity University										X							X		X
Add-Ran Christian University									X	X						X	X		X
Baylor University									X	X				X			X		X
Paul Quinn College									X					X			X		
UTAH.																			
Brigham Young College														X			X	X	
University of Utah						X								X			X		
VERMONT.																			
University of Vermont	X		X	X	X		X			X						X			
Middlebury College														X					
VIRGINIA.																			
Bridgewater College																	X		X
University of Virginia			X	X	X	X		X		X		X							
Fredericksburg College																	X		X
Hamden-Sidney College																			X
Washington and Lee University			X	X		X		X											X
Richmond College								X											X
Roanoke College																			X
College of William and Mary														X					
WASHINGTON.																			
Vashon College			X											X		X	X	X	X
Colfax College														X					X
Walla Walla College															X		X		X
University of Washington			X	X	X	X		X		X	X			X		X			
Gonzaga College																	X		X
Whitworth College			X											X			X	X	X
Puget Sound University														X			X	X	X
Whitman College																	X		
WEST VIRGINIA.																			
Barboursville College														X			X	X	X
Bethany College									X								X	X	
West Virginia University	X		X	X	X	X		X						X		X			X
WISCONSIN.																			
Lawrence University																X	X	X	X
Beloit College																	X		X
Mission House									X										
University of Wisconsin	X		X	X	X		X	X				X		X		X	X	X	X
Milton College																	X	X	X
Marquette College																			X
Ripon College																	X		X
Seminary of St. Francis of Sales									X										X
Northwestern University																			X
WYOMING.																			
University of Wyoming	X				X	X								X		X	X		

TABLE 42.—*Technical and special courses of study maintained by schools of technology.*

Institution.	Agriculture.	Architecture.	Civil engineering.	Electrical engineering.	Mechanical engineering.	Mining engineering.	Sanitary engineering.	Pharmacy.	Veterinary medicine.	Pedagogy.	Domestic science.	Military science.	Music.	Art.	Commercial course.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Alabama Agricultural and Mechanical College . . .	x	...	x	x	x	x	...	x	x	...	...	x	...	...	...
Colorado Agricultural College	x	...	x	x	x	...	...	...	x	...	x	x	x	...	x
Colorado School of Mines . . . . .	...	...	x	x	...	x	...	...	...	...	...	...	...	...	...
Storrs (Conn.) Agricultural College	x	...	...	...	...	...	...	...	x	...	x	...	...	...	...
Delaware College for Colored Students	x	...	x	x	...	...	...	...	...	...	...	...	x	...	...
Georgia School of Technology . . . . .	...	...	x	x	x	...	...	...	...	...	...	...	...	...	...
Armour Institute of Technology . . . . .	...	x	x	x	x	...	...	x	...	x	...	...	x	...	...
Purdue University	x	x	x	x	x	...	x	x	x	...	...	x	...	x	...
Rose Polytechnic Institute . . . . .	...	...	x	x	x	...	...	...	...	...	...	...	...	...	...
Iowa Agricultural College	x	...	x	x	x	x	...	...	...	...	x	x	x	...	...
Kansas Agricultural College	x	...	x	x	x	...	...	...	x	...	x	x	x	...	...
University of Maine	x	...	x	x	x	...	...	x	x	...	x	x	x	...	x
Maryland Agricultural College	x	...	x	...	x	...	...	...	x	...	...	...	x	...	...
Massachusetts Agricultural College	x	...	...	...	...	...	...	...	x	...	...	...	...	...	...
Massachusetts Institute of Technology . . . . .	...	x	x	x	x	x	x	...	...	...	...	x	...	...	...
Worcester (Mass.) Polytechnic Institute . . . . .	...	...	x	x	x	...	...	...	...	...	...	x	...	...	...
Michigan Agricultural College	x	...	...	...	x	...	...	...	x	...	x	x	x	...	...
Michigan College of Mines . . . . .	...	...	x	x	x	x	...	...	...	...	...	...	...	...	...
Mississippi Agricultural and Mechanical College	x	...	...	...	x	...	...	...	x	...	...	x	...	...	...
Alcorn Agricultural and Mechanical College	x	...	...	...	...	...	...	...	...	...	...	x	x	...	x
Montana College of Agriculture and Mechanic Arts	x	...	...	x	x	...	...	...	x	...	x	x	x	...	x
New Hampshire College of Agriculture and Mechanic Arts	x	...	...	x	x	...	...	...	...	...	...	x	...	...	...
Stevens Institute of Technology . . . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
New Mexico College of Agriculture and Mechanic Arts	x	...	x	...	x	...	...	...	...	...	...	...	x	...	x
New Mexico School of Mines . . . . .	...	...	...	...	...	x	...	...	...	...	...	...	...	...	...
Thomas S. Clarkson Memorial School of Technology . . . . .	...	...	...	x	x	...	...	...	...	...	x	...	...	...	...
Rensselaer Polytechnic Institute . . . . .	...	...	x	...	...	...	...	...	...	...	...	...	...	...	...
North Carolina College of Agriculture and Mechanic Arts	x	...	x	...	x	...	...	...	...	...	...	x	...	...	...
North Dakota Agricultural College	x	...	...	...	x	...	...	...	x	...	x	x	x	x	...
Case School of Applied Science . . . . .	...	x	x	x	x	x	...	...	...	...	...	...	...	...	...
Oklahoma Agricultural and Mechanical College	x	...	...	...	...	...	...	...	x	...	...	...	...	...	...
Oregon Agricultural College . . . . .	...	...	...	x	...	...	...	...	...	...	x	x	x	...	...
Rhode Island College of Agriculture and Mechanic Arts	x	...	...	...	...	...	...	...	...	...	...	...	...	x	...
Clemson Agricultural College	x	...	x	x	x	...	...	...	x	...	...	x	...	...	...
South Dakota Agricultural College	x	...	...	x	x	...	x	...	...	...	x	x	...	...	x
South Dakota School of Mines . . . . .	...	...	x	...	...	x	...	...	...	...	...	...	...	...	...
Agricultural and Mechanical College of Texas	x	x	x	...	x	...	...	...	x	...	x	x	x	...	...
Utah Agricultural College	x	...	...	...	...	...	...	...	...	...	x	x	x	...	x
Norwich University . . . . .	...	x	x	x	...	...	...	...	...	...	...	x	...	...	...
Virginia Agricultural and Mechanical College	x	...	x	x	x	...	...	...	x	...	...	x	...	...	...
Virginia Military Institute . . . . .	...	...	...	...	...	...	...	...	...	...	...	x	...	...	...
Washington Agricultural College	x	...	x	x	x	x	...	x	x	...	...	x	...	...	x



CHAPTER XXXVII.

AGRICULTURAL AND MECHANICAL COLLEGES.¹

CHANGES IN THE COURSE OR IN THE METHODS OF INSTRUCTION (FROM PRESIDENTS' REPORTS).

Alabama Polytechnic Institute.—In the junior year students are permitted to elect any one of the following degree courses of study: Chemistry and agriculture, mechanical and civil engineering, electrical and mechanical engineering, or general course, including the Latin, French, and German languages, and pharmacy.

Arkansas Industrial University.—Mineralogy has been grouped with geology, and the two made a separate department with a full professor. Civil and electrical engineering have each been made independent departments. The legislature has made appropriations for enlarging the equipment in mechanical, electrical, and civil engineering, and horticulture; also for the equipment and maintenance of a department of art, to be conducted with special reference to instruction in the practical branches of art as applied to the useful industries.

Colorado State Agricultural College.—During the year covered by this report (1896-97) all the regular courses of instruction have been strengthened by the addition of another year's work. The change was found necessary in order the better to prepare students for the technical and scientific courses, for which the college makes provision. The scholastic standing of a graduate of the college at the present time is almost midway between that of a graduate of one of our best high schools and that of a graduate of one of our best universities. It is the purpose of the college management to maintain this standard. Efforts will be put forth to improve our methods of instruction and to make more efficient than ever before the literary, scientific, and technical work already provided for. Of course it must be understood that in fixing the standard of the college its work is widely differentiated from that both of the high school and the university.

Delaware College.—The system of departmental libraries referred to in a former report has been maintained and a large well-lighted reading room established. The reading room contains a valuable collection of journals and periodicals and reference books upon the subjects of history, political and economic science, English language and literature, and science proper. These additional facilities, together with the increase in teaching force gained by a redistribution of work, have greatly enlarged our instruction in English and economics. Special attention has been given to the winter course of thirteen weeks in agriculture, with gratifying results.

University of Idaho.—A ten weeks' course of instruction in dairying and another of ten weeks in domestic science have been added.

University of Illinois.—A school of law has been established and a school of library economy.

Purdue University.—We have greatly enlarged our courses in railway engineering. The number of students has increased, but it is our settled policy to use our efforts in the line of improving the quality of our work rather than in the line of increasing our attendance. More attention has been and will be paid to post-graduate work. It is worthy of note that we have enrolled 50 post-graduate students during the present year. Beginning with the next school year the degrees of bachelor of civil, of electrical, and of mechanical engineering will be abolished and we shall substitute in their places bachelor of science in civil engineering, etc.

Iowa State College for agriculture and the mechanic arts.—An entire year has been added to the courses of study, excepting those of agriculture and veterinary medicine.

¹ Compiled by Mr. Wellford Addis, specialist for obtaining and collating information regarding colleges of agriculture and the mechanic arts.

Kansas State Agricultural College.—On the whole the past year has been the most successful in the history of the college. A new board of regents has undertaken a reorganization of the college along lines yet to be developed, but especially fostering sociological study in the curriculum. The majority of the faculty retire at the close of this college year, Prof. Thomas E. Will being president elect.

Agricultural and Mechanical College of Kentucky.—The most notable growth has been in the course of mechanical engineering. The board of trustees, dissatisfied with the want of progress in civil engineering, have reorganized that course of study. The good results which are expected to follow the change I hope I shall have the pleasure of noting in my next report. The rapid growth of the departments of botany, biology, anatomy, physiology, geology, and physics made additional accommodations necessary for these and their equipment. A new building has been placed under contract for this purpose.

University of Maine.—The most important changes of the year have been the appropriation by the State of \$20,000 annually, over a period of ten years, to be used for current expenses, and the change of name from the "Trustees of the State College of Agriculture and the Mechanic Arts" to the "University of Maine."

Maryland Agricultural College.—The departments of farmers' institutes and State entomologist are engaged in the university extension movement, and I am convinced are doing a good work in diffusing agricultural information, especially among the more mature and thinking members of the rural communities.

Massachusetts Agricultural College.—In the regular course descriptive geometry has been dropped and practical work in laboratory physics substituted. In the elective studies courses on geology and modern history are offered. The dairy and short winter courses were opened for the first time this year, 17 persons availing themselves of the advantages thus offered. The 20 acres purchased by the State (see p. 1276 of 1895-96 Report of Bureau of Education) have been broken up and prepared for orchard and nurseries. This year closes the thirtieth of the existence of the college. Excluding those at present pursuing their studies, 1,093 have been admitted. Of these 1,001 are living, and of these there are pursuing the vocations named: Agriculture and the mechanic arts, 503; business and the various professions of life, 498.

Massachusetts Institute of Technology.—[The loss sustained by this great engineering school by the death of its late president, Gen. Francis E. Walker, is more particularly referred to in the first volume of the Commissioner's report, p. 695.]

Michigan State Agricultural College.—The past year brought three important changes to the college. During the past forty years of the existence of this institution the long vacation occurred in the winter, from November to March. Last winter the college changed to the plan followed by most other schools, a change that promises to add much to the usefulness of the college. A course of study for women was added to the curriculum, and 45 young women entered upon the work. This course is strongly characterized by the study of English, modern languages, natural science, art, domestic science, and music. Its period is four years, and its degree that of bachelor of science. The college also offered, during the past winter, four courses, each of six weeks, in fruit culture, floriculture, winter-vegetable gardening, home dairying, and live-stock husbandry. These were well patronized and will be continued in the future.

The University of Minnesota.—The legislature having increased the tax for the benefit of the university from 0.15 of a mill to 0.23 of a mill, an increase of \$40,000, the college and school of agriculture will be benefited as one of its departments. The legislature also provided for coeducation at the school of agriculture.

Mississippi Agricultural and Mechanical College.—Instruction in electricity has been added to the course.

School of Mines of the University of Missouri.—The year has been divided into three terms, and the courses reorganized so as to produce greater concentration; thus the student, having fewer subjects, has more time to devote to the more important ones.

College of Agriculture and Mechanic Arts (Montana).—Several important changes have been made in the courses: The elective system has been introduced, thus giving students the privilege of electing a part of their studies during the latter years of the course. Full four-year courses have been arranged in general science, agriculture, domestic science, and art on the elective system, and four-year courses in chemistry, mechanical and electrical engineering without electives.

University of Nebraska.—Our agricultural group of studies has been adopted to prepare for the work of the divisions in the United States Department of Agriculture.

New Hampshire College of Agriculture and the Mechanic Arts.—The only significant change in the course of instruction has been the gradual development of the preparatory department, resulting from the attempt to place the instruction upon a strictly collegiate plan. The possible constituency of the college represents the city high school on the one hand, and the district school of the rural village on the other hand. The grade of the college has been too low for the one and too high for the

other. By raising the standard and offering a preparatory year, it is hoped that this difficulty will be overcome. During the year preparatory studies were introduced into the two-year course in agriculture.

Rutgers Scientific School.—By a rearrangement of the recitation schedule, the full time of the instructor in mathematics, electricity, and physics is now devoted to the course in electricity.

New Mexico College of Agriculture and the Mechanic Arts.—The course of study has been enlarged and made to conform as nearly as possible to the requirements of the law establishing agricultural colleges, and to meet the needs and requirements of the locality in which it is situated. The requirements for admission into the freshman class have been slightly raised and are about in accordance with those recommended by the committee of the Association of Agricultural Colleges as a standard.

Oklahoma Agricultural and Mechanical College.—By Territorial law students are admitted to the freshman class on passing a satisfactory examination in the common-school branches. As the funds for instruction are exclusively from the act of August 26, 1890, the nature of the course is strictly determined, but lack of facilities prevents us from offering a course in mechanic arts. An extension of the privilege of electing studies during the junior and senior years is the only change to be noted.

Rhode Island College of Agriculture and the Mechanic Arts.—We anticipate raising the standard of the college during the coming year and starting an agricultural high school, which will also prepare students for the collegiate department.

South Dakota State Agricultural College.—All courses have been carefully revised during the year and new ones added. The following indicate the most important of these changes: A subfreshman year is provided, with two terms' work in physics and one in botany, and includes elementary algebra, plane geometry, and rhetoric, thus raising the standard of admission for freshmen about one year. Chemistry, botany, and elementary geology are now studied in the freshman year, thus laying a good foundation for taking up technical agriculture early in the course. Many electives are offered in the junior and senior years, enabling students to specialize in agriculture, agricultural engineering, architecture, electrical, hydraulic, or sanitary engineering, and to pursue advanced work in art, domestic science, music, botany, chemistry, physics, materia medica, and shorthand. German and Latin are offered for two years, and may be carried further. Music is also provided, and may be pursued exclusively or in connection with other studies. The course in pharmacy is greatly strengthened; advanced work offered for two years after druggist's course, and leads to B. S. degree. The short course in agriculture is extended to twelve weeks, and is enlarged by shopwork and other subjects. Both the business and the amanuensis courses are restricted to one year.

University of Tennessee.—Instruction in domestic arts, introduced tentatively, has proven a success and will be permanently established next year. The most gratifying improvement of the year is the increase in the number of graduate students.

Agricultural College of Utah.—The preparatory department has been strengthened and a class of students has been excluded which has hitherto been admitted, though it was found to be a hindrance rather than an advantage to the college. Perhaps as many as fifty persons were excluded during the year. The average age of the students, 1896-97, is 19.4 years.

Agricultural College, Experiment Station, and School of Science of the State of Washington.—During the past year the work, other than collegiate, has been arranged under the name of schools as follows: School of farming, being a course of two years (each of six months) in practical horticulture and agriculture; school of dairying, being a ten weeks' course in butter and cheese making; school of pharmacy, a course of two full years in pharmacy; school of veterinary science, being a course of two years in veterinary medicine; school of business, being a course of two years in bookkeeping with allied branches, or of one year in stenography with allied branches; school of mining, being a course of two years in mining, the requirements for admission being the same as for freshmen and the work purely technical; and preparatory school, two years' course (formerly three years). The departments of geology and modern languages have been enlarged and strengthened; also the department of mining engineering.

University of Wyoming.—A preparatory course of a year has been created for the agricultural course.

Alabama Agricultural and Mechanical College (for colored citizens).—The normal course is now preparatory to a college course in agriculture.

Southern University and Agricultural and Mechanical College.—This is a colored school, and we have been able to secure annually some of the best talent to be had to address large audiences on economic and other live questions. With the mass of the colored people this is the only opportunity they have for hearing addresses from educated men on such topics. We have, however, recently inaugurated in the university a system which we are trying to make self-sustaining, and by which we secure professional lecturers to lecture, not only to the pupils, but to the colored people generally.

We put on a nominal admission fee of 15 cents to the public to help pay expenses in connection with our own individual contributions. We pay the lecturers (white), and have been quite successful so far and expect to reduce the admission fee to as near zero as we can safely go. We have established a scientific dairy on the most modern plan this session with a class of twenty, and it is working successfully.

North Carolina Agricultural and Mechanical College for the Colored Race.—We have enlarged the preparatory department in order to raise the standard of the regular classes. A department of domestic science has been added.

Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina.—Previous to March, 1896, this institution was known as Claflin College and was under the control and management of Claflin University.

Hampton Normal and Agricultural Institute.—Work in the department of agriculture as compared with that of last year has been characterized by better methods of instruction, a wider range of topics taught, and an increased and growing interest on the part of our students in the subject of agriculture. A new feature of our work is the introduction of field practice for its educational value alone, no wages being paid for this work. This was successful beyond expectation, and will be repeated another season. Our courses of study in agriculture have been thoroughly revised, and the time required for some of the academic classes for agriculture has been doubled. We are now offering six courses in the agricultural department, as follows: A course in elementary agriculture, required of the academic students; a three years' course in agriculture, a one year's course in agriculture, a one year's course in horticulture, a one year's course in dairying, a summer course in agriculture. Our facilities for teaching agriculture are to be greatly increased during the coming year. We are now constructing a two-story brick building, in which about 10,000 square feet of floor space will be used for agricultural purposes. In this space will be arranged a museum and a lecture room, a chemical and physical laboratory, a botanical and horticultural laboratory, a farm laboratory, a dairy, and a farm-implement and machine room. The ground used for practice work and experiment by the students has been extended this year and will be further enlarged during the coming season. In this field work we are not trying to make discoveries of unknown facts, but simply to use the soil as a laboratory for the students to work out as far as possible the principles taught in the class room.

West Virginia Colored Institute.—We have formulated an academic course which is preparatory to a scientific department, and hope in the near future to have students sufficiently advanced to justify the formation of a B. S. course. The students in the academic course are some of those who entered the school four years ago in its lowest department, using the Third Reader, etc. We shall develop course courses as rapidly as we are able to develop the minds of the students. The machine shop of this institution is as well equipped as any in the State, and we have a graduate course in practical mechanics at which each boy or young man is required to work at least one and a half hours five days in each week. The equipment and the maintenance of the machine shop, coupled with the pro rata yet small amount of Federal aid, has prevented our engaging in agricultural instruction to the extent desirable, or even constructing a propagating house.

NEW BUILDINGS (FROM REPORTS OF THE PRESIDENTS).

Alabama Polytechnic Institute.—An annex to the chemical laboratory has been constructed, at a cost of \$3,895. The building is of brick, three stories high, and contains five rooms, to be used by the departments of pharmacy, chemistry, and mechanical engineering. A stable for the veterinary department was also constructed, at a cost of \$500.

University of California.—In the spring of 1897 the agricultural building and a portion of its equipment were consumed by fire. A larger and better building is now in process of erection. The loss to be made up is about \$12,600, but this does not include the loss of collections, which may be estimated at \$5,000 or more, nor printed matter, not easily valued, but placed at \$2,500.

Storrs Agricultural College.—We have erected one new building which is the beginning of a dairy. The structure is of brick, costing \$1,700.

Florida Agricultural College.—A propagating house 28 by 63 feet has been erected. A barn has also been built.

Georgia State College of Agriculture and the Mechanic Arts.—One brick and stone building 140 by 60 feet, three stories high, with basement, is in course of construction. The cost will be \$25,000. The building is to be occupied by the schools of chemistry and biology.

Iowa State Agricultural College.—A forge shop and foundry has been erected for the mechanical engineering department, at a cost of \$5,000; other improvements of a structural nature also cost about \$25,000.

Kansas State Agricultural College.—An appropriation of \$16,000 has been made for

a domestic science hall 80 by 100 feet, two stories in height. The first floor and basement will be devoted to classes in household economy and hygiene, and the second story will be given entirely to the sewing department.

Louisiana State University and Agricultural and Mechanical College.—The central building mentioned in last report has not yet been begun, as the funds which are to cover its cost are not yet available.

Michigan State Agricultural College.—One story was added to the rear of Abbot Hall, and fitted up as a cooking laboratory, at a cost of \$1,500.

University of Minnesota.—The legislature provided for coeducation at the School of Agriculture by appropriating \$25,000 for a girls' hall, and \$3,000 for the first and \$4,000 for the second year's expenses. It also voted \$18,000 for a heating and lighting plant.

Mississippi Agricultural and Mechanical College.—The chemical laboratory has been enlarged by an addition for "State chemist's work," at a cost of \$6,000; a complete system of waterworks, at a cost of \$7,500, has been added, and \$5,000 have been expended for repairs.

College of Agriculture and Mechanic Arts, Montana.—The buildings in process of erection are as follows: (a) Main building, which is situated in the center of the college campus, and is a substantial structure of brick and stone, fireproof, 128 feet long by 90 feet wide, and three stories with basement, in which last is placed the mechanical laboratory, domestic science department, and two class rooms. The remaining floors will be occupied by the library, art department, business department, offices, and class rooms; (b) chemical and physical laboratory, 90 by 60 feet, built of pressed brick, in two stories and a basement; (c) shop building, being a one-storied frame structure 60 by 100 feet, to contain the machine shop, forge, office, tool room, wash room, engine, blower, and boilers; (d) drill hall, being a one-storied frame structure 60 by 100 feet, designed for military purposes and for a gymnasium.

University of Nebraska.—A dairy building 44 by 40 feet and two stories high has been erected. On the first floor is the dairy room proper. A miniature astronomical observatory for instructional purposes was completed September, 1896. An agricultural chemistry building has been made out of an old stone house for the use of the experiment station. The cost of these additions was about \$3,900, which does not include certain additions to the walls of the electrical laboratory, which cost \$1,100.

Nevada State University.—The mechanical building has been completed. The annex to this building, 50 by 60 feet, one story, built of brick and stone, containing forging room and foundry, was built last year. The main building, just completed, is built of brick and stone, two stories, 48 by 90 feet, and unites architecturally every desirable feature of a first-class shop of wood and machine work. The cost of the building, with the annex, was \$9,000. Between \$3,000 and \$4,000 have been expended in the purchase of machinery and tools. Within three years the university has erected and equipped six new buildings, at a cost of about \$72,000, and has enlarged the university campus by purchase of additional land to 36 acres.

New Hampshire College of Agriculture and the Mechanic Arts.—The only important addition to the buildings of the college has been a large greenhouse; cost, \$1,500.

New Mexico College of Agriculture and Mechanic Arts.—The issue of \$15,000 of Territorial bonds having been approved by Congress and the bonds having been sold, a part of the proceeds is now being used in putting up an experiment station building, in which will be located the college laboratories as well as those of the station. A part of the fund is also being used in building a girls' dormitory.

North Dakota Agricultural College and Experiment Station.—A drill hall and gymnasium of wood, 40 by 94 feet, has been erected during the year, as also one wing of a proposed chemical laboratory. The wing is 26 by 40 feet, of brick, one story and basement.

Ohio State University.—Seventy-five thousand dollars have been spent in repairs and conveniences. Three new buildings have been erected, costing \$190,000. The buildings are described as follows:

Townshend Hall.—This building is 260 feet long, and varies in width from 64 to 78 feet. It consists of two stories and a basement which is 14 feet high. The walls above the basement line are of gray pressed brick. The basement walls are of cut stone, and the trimmings are of terra cotta of the same color as the brick. The roof is covered with tile. The building is of slow-burning construction throughout, with painted interior brick walls, exposed beams, maple floors, and hard-pine finish. Throughout the dairy department, which has about 6,000 square feet floor space, the floors are of tile and the walls are wainscoted with enameled brick.

On the left of the entrance, which is 28 feet wide, is the office of the department of agriculture, and a private office, a stenographer's room, and fireproof vault. Connected with the office on the south is an assistant's room, opening into a laboratory for advanced students. At the extreme south end of this floor is a large laboratory for student work in soils and farm crops. Connected with this laboratory is a balance room, a storeroom, and an instructor's laboratory. On the west side of the main corridor and connected with the instructor's room is a large class room opening into a preparation room with a dark room. This class room is fitted with all appliances for showing lantern slides of live stock, buildings, machinery, etc. On the same side of the corridor and on the right of the stairway

leading to the basement and second floor are the class room and instructor's room for dairying. On the right of the main entrance is the department reading room. The north end of this floor is occupied by the museum, which is 54 feet by 67 feet, with an attendant's room. The north end of the high basement is occupied by the dairy department. This consists of a receiving room, a pasteurizing room, a store room, a refrigerator room, a lavatory, butter-making room, cheese-making room, two cheese-curing rooms, and an instructor's room.

In the south end of this floor is a live-stock room about 40 feet square. One-third of this room is occupied by raised seats, the remaining floor space being used for exhibiting and judging live stock. Connected with this is a room fitted with stalls for the temporary accommodation of live stock when needed for class exercises. The basement also contains soil-storage room, bathroom, toilet rooms, repair shop, locker rooms, bicycle room, and janitor's room. A small detached building will furnish steam and power for the dairy department. Detached from the main building, but connected with the soil-storage room by a tramway, is a glass house 30 by 40 feet, for the study of soils and the experimental growth of plants.

The north end of the second story contains a large student laboratory for the department of agricultural chemistry, connected with an organic and analysis laboratory, a balance room, a storeroom, and a private laboratory. The lecture room of this department is at the south end of this floor, and will seat 160 students on raised seats, with a preparation room adjoining. There is also on this floor a class room connecting with preparation room, storeroom, and instructor's room, which will be used temporarily by the department of veterinary medicine. There is also an extra classroom, ladies' toilet and locker rooms, and a hall for the use of the Townshend Society, designed to seat about 200 persons. Cost, \$85,000.

Biological Hall.—This building is for the special accommodation of the departments of entomology, zoology, anatomy, and physiology, and is fully equipped with all the latest and best apparatus for this work. It consists of a basement, in which is done all the work of preparation of subjects for the lecture tables and for the special laboratory work of the advanced students; the first floor, on which are lecture rooms, general and special laboratories, and private work rooms for the professor of entomology and zoology and his assistants; the second floor, similarly arranged for the work in anatomy and physiology; and a large wing, in which is the museum and a large lecture room. The building is fireproof throughout, and in design and general appearance is one of the most attractive on the campus. Cost, \$35,000.

The Gymnasium and Armory.—This building has a drill hall and gymnasium floor 80 feet wide by 150 feet long. The roof is carried on curved steel arches, lighted from a clear-story at the top. There is a running track around the entire room, about 12 feet from the floor, back of which is a visitors' gallery, seating about 1,200 persons. At the northwest corner of the floor is a stairway leading down to the men's locker and dressing room, while the young women go down a similar way at the northeast corner to their rooms. On the level with the main floor, near the main entrance at the south, is a large room for the use of the commandant and his classes, and rooms for the director of the gymnasium. Above the commandant's room is the room for the officers of the university cadet corps. The basement is very high and well lighted. On the young men's side are dressing and locker rooms, the bathroom with shower and plunge baths, a bicycle room, a lecture room, the cannon room, the band room, and a large room which is to be the home of the university athletic association. On the young women's side are the locker rooms and bathrooms, precisely like those provided for the young men; a bicycle room, lecture room, and private office for the instructor in sanitation. Cost, \$76,000.

Oklahoma Agricultural and Mechanical College.—A small house belonging to the experiment station has been enlarged at a cost of \$500, and is partly used for instruction of classes in geology and veterinary science.

Pennsylvania State College.—Repairs and water supply and steam plant, \$18,000.

Rhode Island College of Agriculture and Mechanic Arts.—The legislature has given us \$45,000 for a recitation and drill hall of granite. The hall itself is 140 by 40 feet. We shall have about 6,000 square feet to apply to electrical engineering, two large recitation rooms, a suitable room to be used for a library, and one for a chapel which will seat 250 auditors. We have enlarged our poultry department, and are fitting up a wooden building having over 3,000 square feet of floor space for a chemical laboratory.

South Dakota State Agricultural College.—A new building has been erected for a mechanical laboratory. It is 90 by 40 feet, of brick, and of two stories. On the first floor are an office, class room, and machine and dynamo room. The second floor is devoted to drawing and carpentry. Cost, \$5,000. Two buildings have been remodeled, one for instruction in physics, industrial art, and domestic science, another for agricultural experiment work. The latter contains laboratories for soil physics, chemistry, animal and vegetable biological work. Other changes in buildings have also been made. An electric-light plant has been installed, the library moved to a central building, and an entire floor has been given to the chemical and pharmaceutical departments.

Texas Agricultural and Mechanical College.—The legislature at its recent session appropriated \$25,000 for building and equipping a larger mess hall and \$3,000 for two additional cottages for the use of the professors.

Utah Agricultural College.—During the year a wing of the new building designed for shopwork was erected at a cost of \$2,000. This is used as the forge shop. During the coming year this building will be completed. The legislature appropriated \$5,000 for additional shops, \$2,000 for laboratory, \$1,000 for manual training, \$2,000 for sewerage and repairs.

Virginia Polytechnic Institute.—New waterworks have been completed, as also new dormitory.

West Virginia University.—No new buildings have been erected, but appropriations have been made for completing the "University building" by adding the two wings required by the plan.

University of Wisconsin.—"Ladies' Hall" was completely remodeled and an addition of 75 by 50 feet added. In the basement and first story of the addition is placed the apparatus of the woman's gymnasium. The second floor contains the lecture and practice rooms for the department of music. The third floor is fitted up as chambers, and the fourth as a dining room. The main building (erected in 1870) has been remodeled, a story added, and the rooms arranged in pairs, each pair being a chamber and a study. The building now has accommodations for 80 students. Cost, \$80,000. The new wing of the horticulture-physics building was completed during the year at a cost of \$17,000, not including \$3,000 for furniture and apparatus. The completed structure, costing in all \$40,000, has a frontage of 76 by 60 feet, and is of three stories. It is built of white brick, with Waukesha stone and tinted trimmings. From the rear protrude three glass houses 75 feet in depth.

University of Wyoming.—A new wing of white sandstone is to be added to the mechanical building during the summer (1897) for the purpose of increasing the facilities for forge and foundry work. The approximate cost is \$1,000. An addition will be made to the greenhouse, costing \$300 to \$500.

Alabama Agricultural and Mechanical College (for colored citizens).—Palmer Hall, which was destroyed by fire June 17, 1896, has been rebuilt at a cost of \$5,000. A large auditorium has also been erected and additions made to several buildings.

Delaware State College for Colored Students.—Three new farm buildings and fencing for the entire farm have been put up at a cost of \$2,000.

Kentucky Normal School for Colored Persons.—A professor's house was built during the past year at a cost of \$788, and four additional acres purchased at a cost of \$850. It is our purpose, during the next school year, to remodel our main school building at a cost not to exceed \$4,000.

Southern University and Agricultural College.—We have recently built in the assembly hall of the university certain galleries which increase its seating capacity one-half. Cost, \$750.

Alcorn Agricultural and Mechanical College.—Since the last report a dormitory costing \$7,000 and a blacksmith shop costing about \$3,000 have been completed.

Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina.—During the year 1896 we built and furnished and equipped the following buildings: Main building, 126 by 62 feet, three and one-half stories, containing eight recitation rooms, two offices on the first floor, fifty-two sleeping rooms on the second, third, and fourth floors; also, a dining hall with a seating capacity for 800 students, and kitchen, etc. These buildings will cost about \$25,000.

Hampton Normal and Agricultural Institute.—[The large building devoted to teaching the mechanic arts, spoken of in the last report of this Bureau, was dedicated November, 1896, with imposing ceremonies. The new building for the more thorough study of the scientific ideas or natural laws underlying the practical work of agriculture is mentioned under the name of the school in the preceding section of this chapter.]

The West Virginia Colored Institute.—There is now being constructed a large and ornamental brick building for the girls, to cost when completed \$18,000.

THE TEACHING CORPS AND THE ATTENDANCE FOR 1896-97.

There were, all told, excluding two colleges not reporting (North Carolina and Arizona), 25,069 students in the colleges for the Caucasian race, who were taught in the departments of agriculture and the mechanic arts by 1,350 men and 122 women. The grade of the students is shown by the following table:

Students in—	Men.	Women.
Preparatory department.....	2,584	497
College department.....	10,590	1,624
Post-graduate department.....	361	91
Other departments.....	6,820	2,502
Total.....	20,355	4,714

In schools for the negro race there were (two colleges failing to report).

Students in—	Men.	Women.
Preparatory department.....	1,730	1,113
College department.....	658	407
Post-graduate department.....		2
Total	2,388	1,522

DISTRIBUTION OF THE STUDENTS IN COURSES.

The students of the colleges were engaged in studies which may be classed under the following heads (Colorado and Kansas schools not definitely reporting the number of students in agriculture, and the North Carolina Agricultural College and the University of Arizona¹ both failing to reply to the repeated requests for the statistics for the year 1896-97, made in compliance with the law of August 30, 1890):

Agriculture.....	3,053
Engineering:	
Mechanical (including a few civil and electrical)	2,484
Civil	1,499
Electrical	1,340
Mining.....	508
Veterinary science.....	5,831
Architecture.....	336
Household economy.....	226
Military tactics and drill.....	457
	8,512

FINANCIAL NOTES.

The financial reports of the presidents of the colleges for the benefit of agriculture and the mechanic arts (excluding the institutions for the colored race, except in the case of the State of Maryland) for 1896-97 show the following facts, two colleges (the North Carolina Agricultural College and the University of Arizona¹) failing to report:

Federal aid:	
(a) Income from land grant of 1862 (as far as reported by presidents).....	\$568,651
(b) Income from act of August 30, 1890 (from treasurers' reports).....	3,948,818
State aid:	
(a) From endowment or tax.....	\$398,048
(b) The appropriation for current expenses.....	922,228
(c) The appropriation for buildings, etc.....	539,210
	1,859,486
Fees, and other sources of income.....	1,548,211
Total (omitting colored schools, except Maryland and the State aid and fees to the North Carolina Agricultural College, and the Arizona University).....	4,925,166

Of these sums there were expended during the year—

For instruction in the subjects mentioned in the act of August 30, 1890, including facilities for teaching those subjects	\$2,166,844
For instruction in other subjects.....	\$519,377
For administrative expenses (presidents', secretaries', etc., salaries)	597,940
For the two items immediately above, no separation being possible.....	494,622
	1,611,939
Total.....	3,778,783

It is to be stated that the amount of money carried over to the year 1897-98 is unknown to this Bureau, except in the case of the funds received from the Federal Government. In the report for last year it was assumed that the amount received from the Government was expended during the course of twelve months, more or fewer, irrespective of the beginning of the fiscal year of each State and the date at

¹ The delayed report of the president of the University of Arizona shows a professional corps of 14, 64 men and 53 women in the preparatory department and 27 men and 8 women in the collegiate department.

² Not including that of several States which fail to report.

³ The total disbursement was \$1,056,000, of which \$107,182 went to institutions for colored race, as follows: Alabama, \$9,988; Arkansas, \$6,000; Delaware, \$4,400; Florida, \$11,000; Georgia, \$7,333; Kentucky, \$3,190; Louisiana, \$11,346; Maryland, \$4,400; Mississippi, \$11,783; Missouri, \$1,196; North Carolina, \$7,713; South Carolina, \$11,000; Texas, \$5,500; Virginia, \$7,333; West Virginia, \$5,000.

which the Federal money was received. With the information at hand it was impossible for the Bureau to do otherwise. It can now be stated that of the amount received from the Federal Treasury by the States and Territories in the course of the latter half of the year 1896, or previously, the sum of \$173,080 appears by the treasurers' reports to have been on hand at the date of July 1, 1897, considering the white schools apart from the colored. The colored schools report \$25,424 of Federal money on hand on July 1, 1897, one institution reporting \$15,141 to its credit. The difficulty appears to be that the practice of asking for an account for the school year closing June 30, by the Federal Government, is at variance with the bookkeeping of several States whose fiscal year is different from the school year.

Including all accounts—Federal, State, or corporate—the presidents' reports for 1896-97 show that there was on hand on July 1, 1896, over and above all indebtedness (excluding funded debt, if any), the sum of \$606,853, with two institutions not reporting.

The institutions for the colored race report the following facts:

Federal aid:	
Grant of 1862 (income).....	\$29,981
Act of August 30, 1890	107,182
State aid:	
From endowment.....	\$5,915
The appropriation for current expenses.....	38,166
The appropriation for buildings or other special purposes.....	34,750
	<hr/> 78,831
Fees and other sources of income.....	190,866
	<hr/>
Total.....	406,800

Michigan State Agricultural College, Agricultural College, Michigan.	J. L. Snyder.	16	34	1	0	0	373	41	9	2	0	0	19,212	4,000	500	47,320	451,323
University of Minnesota, Minneapolis, Minn.	E. B. Johnson, registrar	13	47	3	503	70	40	8	0	0	1,376	650	50,000	.....	210	375,000	300,000
Agricultural and Mechanical College of Mississippi, University of Mississippi.	Stephen D. Lee.	5	22	0	145	0	213	2	8	0	0	0	5,231	7,640	450	57,746	201,010
University of Missouri (agricultural and mechanical department), Columbia, Mo.	R. H. Jesse.	11	44	1	0	0	232	7	0	0	445	121	26,971	34,203	320	141,106	224,500
School of Mines, Rolla, Mo.	Walter B. Richards.	0	9	0	0	0	100	4	0	0	0	0	3,501	2,070	0	0	101,000
Montana Agricultural College, Bozeman, Mont.	James Reid.	4	11	5	27	16	52	41	0	0	5	33	2,000	2,000	170	10,000	20,000
University of Nebraska (agricultural and mechanical department), Lincoln, Nebr.	G. E. MacLean.	18	43	10	67	6	294	47	33	7	0	0	35,000	.....	.....	50,000	50,000
State University of Nevada (agricultural and mechanical department), Reno, Nev.	J. E. Stubbs.	5	20	6	69	44	93	50	3	2	4	90	5,892	3,620	.....	10,000	123,137
New Hampshire College of Agricultural and Mechanical Arts, Durham, N. H.	Chas. S. Murkland.	10	21	0	0	0	67	19	2	0	37	9	4,600	2,000	28	20,500	230,881
Rutgers Scientific School, New Brunswick, N. J.	Austin Scott.	8	29	4	100	35	111	0	2	0	55	0	34,560	5,000	97	.....	.....
College of Agricultural and Mechanical Arts, Mesilla Park, N. Mex.	Samuel P. McGree.	8	13	3	48	23	34	22	1	0	25	3	3,079	750	100	10,000	64,500
Agricultural College of Cornell University, Ithaca, N. Y.	J. G. Schurman.	18	60	0	0	0	541	0	22	0	53	2	197,462	33,500	105	37,000	570,790
North Carolina Agricultural College, Raleigh, N. C.	Alexander Q. Holladay.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Dakota Agricultural College, Fargo, N. Dak.	J. H. Worst.	7	16	1	105	37	28	14	3	0	7	35	4,225	800	553	25,000	105,000
Ohio State University (agricultural and mechanical department), Columbus, Ohio.	James H. Canfield.	.....	63	1	0	0	397	12	5	0	437	163	22,199	2,000	200	200,000	735,000
Oklahoma Agricultural College, Stillwater, Okla.	G. E. Morrow.	7	10	1	33	39	48	11	0	0	0	0	3,400	0	160	5,000	37,000
State Agricultural College of Oregon, Corvallis, Oreg.	Thos. M. Gatch.	7	19	4	0	0	181	123	4	7	0	0	3,600	2,000	120	14,250	25,000
Pennsylvania State College, State College, Pa.	George W. Atherton.	16	46	3	35	6	295	10	4	0	0	0	12,036	0	300	40,000	210,000
Rhode Island College of Agriculture and Mechanical Arts, Kingston, R. I.	J. H. Washburn.	12	19	6	0	0	99	46	7	2	0	0	5,660	5,600	40	15,000	175,335
Clemson Agricultural College, Fort Hill, S. C.	E. B. Craighead.	12	25	0	200	0	248	0	8	0	0	0	2,500	500	400	26,280	140,000
State Agricultural College of South Dakota, Brookings, S. Dak.	John W. Heston.	11	17	4	45	19	183	71	3	0	0	0	5,815	9,215	200	9,250	93,300
University of Tennessee (agricultural and mechanical department), Knoxville, Tenn.	Chas. W. Dabney, jr.	9	22	0	0	0	221	62	11	4	238	0	14,780	10,600	118	106,370	68,929
Agricultural and Mechanical College of Texas, College Station, Tex.	L. S. Ross.	9	22	0	0	0	200	0	7	0	0	0	4,750	3,400	225	48,320	175,565
Agricultural College, Logan, Utah.	Joseph M. Tanner.	12	20	4	240	73	105	67	3	0	0	0	4,899	3,175	103	.....	145,000
Virginia Agricultural College, Blacksburg, Va.	J. M. McBryde.	9	31	0	19	0	288	0	29	0	0	0	2,900	650	350	30,000	202,000
University of Vermont and State Agricultural College, Burlington, Vt.	C. W. Dotin, secretary.	15	30	0	0	0	218	50	2	1	0	0	51,000	10,000	.....	10,000	70,000
Washington Agricultural College Experiment Station and School of Science, Pullman, Wash.	E. A. Bryan.	9	22	1	94	48	117	43	0	0	170	8	4,036	1,836	236	15,000	101,000
West Virginia University (agricultural and mechanical department), Morgantown, W. Va.	Robt. A. Armstrong.	9	22	0	134	0	211	40	.....	.....	79	1	11,165	3,158	100	5,000	50,000
University of Wisconsin (agricultural and mechanical department), Madison, Wis.	W. D. Hiestand, registrar.	9	42	0	0	0	411	3	19	0	804	413	48,500	12,000	70	12,500	1,100,000
University of Wyoming (agricultural and mechanical department), Laramie, Wyo.	Frank Pierrepont Graves.	7	9	2	21	14	23	0	0	0	640	694	4,630	3,000	180	9,540	140,000

^b This may include some 32 students classed as "agricultural."

^a These statistics are not included in summary.

Statistics for 1896-97 of institutions endowed by the acts of Congress approved July 2, 1862, and August 30, 1890, with public lands or a part of the proceeds arising from the sale thereof, or both—Continued.

Name of institution and its post-office address.	Name of president.	Faculty.				Students, by departments.								Property.						
		Staff of experiment station.		Men.		Women.		Prepara- tory.		Collegi- ate.		Post grad- uate.		All other depart- ments of college or affiliated depart- ments.		Library.		Acres under cultivation.	Value of farm lands.	Value of buildings and equipment of agricul- tural and mechanical de- partments not including lands under cultivation.
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Volumes.	Pamphlets.					
INSTITUTIONS FOR THE COLORED RACE.																				
Agricultural and Mechanical College, Normal, Ala...	John H. E. Jones, book-keeper.	0	5	8	105	112	83	100	0	0	0	0	0	0	0	2,500	1,000	130	\$10,000	\$11,189
Branch Normal College of Arkansas Industrial University, Pinebluff, Ark.	J. C. Corbin.....																			
State College for College Students, Dover, Del.....	W. C. Jason.....	0	7	0	24	6	10	2	0	0	0	0	0	0	0	696	400	90	6,000	7,600
Florida State Normal and Industrial College for Colored Students, Tallahassee, Fla.	T. V. Gibbs, secretary...	0	6	6	44	55	0	0	0	0	0	0	0	0	0	0	91	7,105	19,500	
Georgia Industrial College for Colored Youths, College, Ga.	R. R. Wright.....	0	12	0	149	43	11	0	0	0	0	0	0	0	0	300	100	28	4,200	30,000
State Normal School for Colored Persons, Frankfort, Ky.	John H. Jackson.....	0	2	1	6	0	12	13	0	0	0	0	49	72	717	166	5	1,850	8,000	
Southern University and Agricultural and Mechanical College, New Orleans, La.	H. A. Hill.....	0	6	7	136	227	162	87	0	0	0	0	0	0	0	730	568	40	6,000	54,158
Alcorn Agricultural and Mechanical College, Westside, Miss.	E. H. Triplett.....	0	14	0	308	10	36	0	0	0	0	0	0	0	0	2,980	4,520	80	2,500	145,000
Lincoln Institute, Jefferson City, Mo.....	Imman E. Page.....	0	5	1	7	0	5	0	0	0	0	0	133	107				15	2,300	61,000
Agricultural and Mechanical College for the Colored Races, Greensboro, N. C.	James B. Dudley.....	0	8	1	20	9	39	10	0	0	0	0	0	0	0	605	490	20	3,750	8,500
Colored Normal Industrial and Agricultural and Mechanical College, Orangeburg, S. C.	T. E. Miller.....	0	12	11	529	326	135	43	0	0	0	0	0	0	0	300	200	75	19,950	70,000
Prairie View State Normal School, Prairie View, Tex.																				
Hampton Normal and Agricultural Institute, Hampton, Va.	H. B. Frissell.....	4	24	42	369	258	165	152	0	2	0	0	0	0	0	8,556	716	400	32,000	617,000
West Virginia Colored Institute, Farm, West Virginia.	J. H. Hill.....	0	4	2	33	67	0	0	0	0	0	0	0	0	0	600	200	5	2,750	35,263

Financial statistics for 1896-97 of institutions endowed by act of Congress in 1862 and 1890 with public lands or a part of the proceeds arising from the sale thereof, or both.

Name of institution.	Balance on hand July 1, 1897.	Receipts.			Expenditures.		
		State aid by endowment and appropriation.	Federal aid—		Fees and for support of all other experiment stations.	Instruction in the subjects specified in section 1, act of August 30, 1890.	Experimentation in all other departments.
			From act of July 2, 1862.	From act of August 30, 1890.			
Alabama Polytechnic Institute.....	\$3,921	\$8,747	\$20,280	\$12,012	\$15,000	\$22,920	\$9,720
University of Arizona (agricultural and mechanical department).....	9,077	11,996	.....	22,000	15,000	21,032	15,000
Arkansas Industrial University.....	6,321	26,911	10,400	16,000	15,000	18,784	5,751
University of California (agricultural and mechanical department).....	2,114	247,194	43,619	22,000	15,000	77,124	15,793
Colorado Agricultural College.....	493	27,456	2,549	22,018	15,000	34,620	14,748
Storrs Agricultural College.....	55,526	25,000	.....	22,000	7,500	49,272	32,799
Delaware College.....	1,325	0	4,380	17,600	15,000	17,355	15,000
Florida Agricultural College.....	0	2,500	9,107	11,000	15,000	8,387	7,105
State College of Agriculture and Mechanic Arts, University of Georgia.....	829	0	16,954	14,667	0	25,367	11,000
University of Idaho.....	3,699	6,500	0	22,000	15,000	340	6,254
Purdue University of Indiana.....	169,190	121,215	23,241	22,000	15,000	48,783	15,900
Iowa Agricultural College.....	0	58,563	17,000	22,000	15,000	51,516	92,533
Kansas Agricultural College.....	19,036	37,132	47,730	22,000	15,000	49,397	64,716
Kentucky Agricultural and Mechanical College.....	0	18,100	28,550	22,000	15,000	51,321	30,000
Louisiana State University (agricultural and mechanical department).....	423	32,429	0	18,810	15,000	25,413	17,379
University of Maine.....	2,457	21,757	9,116	10,654	15,000	11,692	27,611
Maryland Agricultural College.....	570	20,000	5,915	22,000	15,000	26,966	15,000
Massachusetts Agricultural College.....	132	9,820	6,142	22,000	15,000	35,757	29,888
Massachusetts Institute of Technology.....	579	30,820	7,000	14,667	15,010	27,644	15,000
Michigan State Agricultural College.....	22,323	25,000	5,593	7,333	0	306,050	11,608
University of Minnesota.....	42,028	10,000	43,881	22,000	15,000	14,714	8,500
Agricultural and Mechanical College of Mississippi.....	101,958	106,191	27,411	22,000	15,000	49,715	30,619
University of Missouri (agricultural and mechanical department).....	0	22,500	3,915	10,217	15,000	58,449	193,127
School of Mines, Rolla, Mo.....	0	16,100	20,804	10,217	15,000	74,496	32,140
Montana Agricultural College.....	185	11,720	4,025	22,000	15,000	44,596	21,991
University of Nebraska (agricultural and mechanical department).....	17,682	62,000	0	22,000	15,000	14,596	15,000
State University of Nevada.....	2,299	39,389	5,080	22,000	15,000	40,049	16,318
			(c)	22,000	15,000	23,880	2,962
				22,000	15,000	15,437	15,963
				22,000	15,000	75,000	80,072
				22,000	15,000	21,232	8,670

a Largely sales of produce from creamery and farm, etc.

b \$100,000 bonds issued by State secured by college lands.

c Included in preceding column.

Financial statistics for 1896-97 of institutions endowed by act of Congress in 1862 and 1890 with public lands or a part of the proceeds arising from the sale thereof, or both—Continued.

Name of institution.	Receipts.				Expenditures.		
	Balance on hand July 1, 1897.	State aid by endorsement and appropriation.	From act of July 2, 1862.	Federal aid— From act of August 30, 1890.	Fees and all other sources.	Instruction in the subjects specified in section 1 of act of August 30, 1890.	Experiment station.
New Hampshire College of Agriculture and Mechanic Arts.....	\$5,581	\$8,005	\$4,800	\$22,000	\$7,957	\$31,220	\$8,158
Rutgers Scientific School.....	0	0	6,644	22,000	21,170	19,000	29,914
College of Agriculture and Mechanic Arts, New Mexico.....	15,131	19,792	0	22,000	837	25,696	1,942
Agricultural College of Cornell University.....	40,074	0	34,429	22,000	506,068	292,933	14,168
North Carolina Agricultural College.....	3,757	27,392	0	22,000	3,447	22,246	2,134
North Dakota Agricultural College.....	514	118,907	32,952	22,000	20,554	80,436	648,508
Ohio State University (agricultural and mechanical department).....	28,730	500	0	22,000	3,393	14,063	1,046
Oklahoma Agricultural College.....	1,166	1,855	7,165	22,000	1,342	23,267	7,268
State Agricultural College of Oregon.....	32,227	56,510	28,637	22,000	9,371	33,353	68,906
Pennsylvania State College.....	22,100	60,000	1,919	22,000	6,000	20,973	13,000
Rhode Island College of Agriculture and Mechanic Arts.....	353	5,900	5,754	11,000	3,512	29,800	12,000
Clemson Agricultural College.....	0	0	23,960	22,000	8,038	25,439	1,500
State Agricultural College of South Dakota.....	0	58,000	14,280	22,000	7,272	17,450	15,000
University of Tennessee (agricultural and mechanical department).....	0	22,000	16,500	15,000	9,361	23,770	3,250
Agricultural and Mechanical College of Texas.....	0	0	8,130	22,000	5,812	27,617	18,431
Agricultural College, Logan, Utah.....	0	6,000	20,659	15,000	32,172	30,000	33,362
University of Vermont and State Agricultural College.....	4	15,000	14,667	15,000	12,352	14,667	33,962
Virginia Agricultural College.....	17,705	38,000	6,708	22,000	3,598	23,764	17,701
Washington Agricultural College, Experiment Station, and School of Science.....	0	195,000	16,000	15,000	11,291	18,723	20,238
West Virginia University (agricultural and mechanical department).....	0	0	0	22,000	152,000	128,500	37,958
University of Wisconsin (agricultural and mechanical department).....	4,063	7,562	0	22,000	1,371	21,463	65,350
University of Wyoming (agricultural and mechanical department).....	0	0	0	22,000	0	0	5,167
INSTITUTIONS FOR THE COLORED RACE.							
Alabama.....	0	4,000	0	9,988	16,898	8,513	2,219
Branch Normal College of Arkansas Industrial University.....	0	4,000	0	4,400	0	3,240	2,268
Delaware College for Colored Students.....	1,025	0	7,973	11,000	324	7,500	0
Florida Normal and Industrial College for Colored Students.....	4,045	0	0	7,323	445	7,028	0
Georgia Industrial College for Colored Youth.....	184	5,000	0	3,150	2,910	2,717	5,621
Kentucky Normal School for Colored Persons.....	290	9,000	0	113,460	230	11,446	8,806
Southern University and Agricultural and Mechanical College, Louisiana.....	0	14,000	5,679	6,815	0	0	9,339
Alcorn Agricultural and Mechanical College.....	0	0	0	0	0	0	0

Lincoln Institute.....	141	6,000	0	1,196	0	1,240	0	92
North Carolina Agricultural and Mechanical College for the Colored Race.....	839	10,000	0	7,713	0	6,838	0	2,824
Colored Normal Industrial, Agricultural, and Mechanical College of South Carolina.....	0	13,000	3,809	11,000	0	13,116	0	3,612
Prairie View Normal School.....	0	0	10,329	7,333	0	206,311	0	500
Hampton Normal and Agricultural Institute.....	0	0	0	5,000	0	4,025	0	500
West Virginia Colored Institute.....	1,017	13,830	0	0	0	0	0	0

a Other expenditures were \$14,842. In great institutions, such as Cornell, it is very difficult to separate what is not covered by the act of August 30, 1890, from what is covered by that act. To oblige this Bureau, however, Cornell and other institutions have endeavored to make the division.

b Does not include \$200,293 for all other expenses, including as such the cost of a building, for which \$148,072.25 had been borrowed.

c From treasurer's report.



CHAPTER XXXVIII.

PROFESSIONAL SCHOOLS.

Medical schools in the Northern, Western, and some of the Southern States now require attendance upon courses of four years as a condition of graduation. Eleven schools have an annual session of nine months, and nineteen schools have sessions of eight months. In the University of Michigan "the literary student who intends to enter medicine has an opportunity, by electing from the courses of the first two years of the medical curriculum, of shortening from one and one-half to two years his total period of residence at the university." In the medical school of Yale University "graduates in arts, philosophy, or science, who have pursued studies in chemistry, physiology, anatomy, and histology during their undergraduate courses may be admitted to the second-year class, with certain conditions." A large number of medical schools have similar regulations.

Upon examination of the diagram showing the percentage of increase in the number of students during the ten years 1887-1897, it will be found that while theological students increased thirty per cent in number, dental students increased 284 per cent, or nearly ten times as fast. While medical students increased 108 per cent, law students increased 228 per cent.

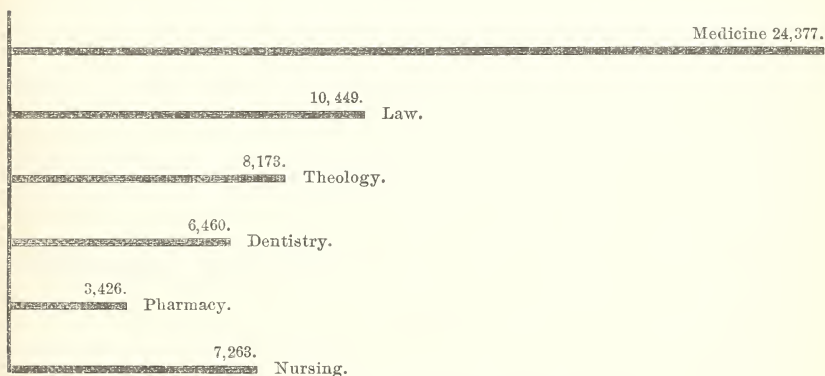


DIAGRAM 1.—Number of students in different classes.

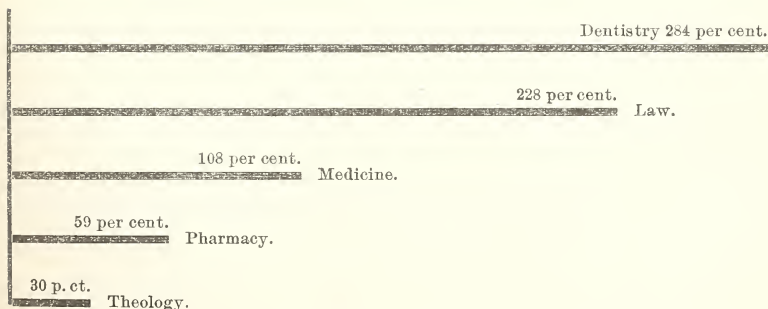


DIAGRAM 2.—Percentage of increase in number of students in ten years, 1887-1897.

TABLE 1.—General summary of statistics of professional and allied schools, for 1896-97.

Class of schools.	Schools.	Instruct- ors.	Students.	Gradu- ates.	Per cent graduat- ing.
Theological.....	157	980	a 8,173	1,672	20
Law.....	77	744	b 10,449	3,016	29
Medical.....	150	3,986	24,377	5,564	23
Dental.....	48	826	6,460	1,640	25
Pharmaceutical.....	43	362	3,426	1,005	29
Veterinary.....	12	153	364	130	36
Nurse training.....	c 298	.....	7,263	2,498	34
Total.....	785	7,051	60,512	15,525	26

a 193 of these were women.

b 131 of these were women.

c Since this tabulation was made, several other schools for nurses have been added to the list in this office.

TABLE 2.—Summary of statistics of schools of theology, for 1896-97.

States.	Schools.	Instruct- ors.		Students.			Volumes in libraries.	Benefactions received during the year.	Value of grounds and buildings.	Endowment funds.
		Professors.	Special or as- sistant.	In attendance.	Graduating.	Students hav- ing A. B. or B. S.				
United States.....	157	746	234	8,173	1,672	2,566	1,415,610	\$417,018	\$14,106,970	\$18,171,041
North Atlantic Division:	49	285	80	3,062	719	1,512	756,300	212,088	7,755,865	10,531,042
South Atlantic Division:	23	107	33	957	160	165	196,614	22,425	1,267,000	1,591,200
North Central Division:	18	56	20	817	140	112	58,150	4,375	817,800	1,098,583
South Central Division:	60	270	88	3,197	625	733	366,487	172,030	3,764,305	4,170,009
Western Division:	7	28	13	140	28	44	38,050	6,100	502,000	780,207
North Atlantic Division:										
Maine.....	2	11	4	90	17	14	23,670	7,000	80,000	200,000
Massachusetts.....	3	54	19	540	109	356	120,770	4,557	1,188,765	1,513,647
Connecticut.....	3	25	14	203	52	165	93,548	3,864	350,820	521,305
New York.....	16	95	24	848	223	317	201,596	165,351	3,910,130	3,946,883
New Jersey.....	5	23	8	467	122	293	148,800	.....	1,316,150	2,179,248
Pennsylvania.....	15	77	11	814	196	367	167,925	25,316	910,000	2,199,959
South Atlantic Division:										
Maryland.....	5	44	11	403	77	21	105,500	7,625	509,000	3,200
District of Columbia.....	4	16	6	145	17	19	16,900	5,000	375,000	390,000
Virginia.....	4	15	3	167	30	65	21,000	5,500	185,000	370,000
North Carolina.....	5	16	5	93	14	19	16,214	3,500	48,000	.....
South Carolina.....	3	10	2	51	12	30	24,000	.....	50,000	278,000
Georgia.....	2	6	6	98	10	11	13,000	800	100,000	550,000
South Central Division:										
Kentucky.....	4	18	7	533	95	20	37,500	900	340,000	966,000
Tennessee.....	8	28	8	207	36	91	15,850	3,100	460,000	124,583
Alabama.....	3	8	.....	50	8	.....	4,600	375	6,800	8,000
Louisiana.....	1	1	2	8	1	1	.....	.....	.....	.....
Texas.....	2	1	1	19	.....	.....	240	.....	11,000	.....
North Central Division:										
Ohio.....	13	56	12	507	101	123	87,447	63,407	590,500	965,262
Indiana.....	4	18	5	165	19	6	14,600	200	50,000	.....
Illinois.....	14	76	30	1,222	247	455	100,040	60,259	1,407,228	2,649,333
Michigan.....	3	10	12	121	5	11	6,500	.....	10,000	68,000
Wisconsin.....	4	23	7	193	54	54	40,700	3,000	385,000	80,000
Minnesota.....	8	33	12	301	62	42	71,300	33,800	605,000	352,519
Iowa.....	4	9	2	174	17	4	4,500	4,000	52,577	52,050
Missouri.....	6	32	1	455	105	13	36,000	7,000	625,000	2,500
Nebraska.....	3	12	5	51	12	16	5,000	.....	39,000	.....
Kansas.....	1	1	2	8	3	4	400	354	.....	354
Western Division:										
Colorado.....	2	9	5	37	9	14	11,000	3,000	225,000	100,000
Oregon.....	1	1	2	21	0	4	450	500	5,000	500
California.....	4	18	6	82	19	26	26,600	2,600	272,000	679,707

TABLE 3.—Summary of statistics of schools of law, for 1896-97.

States.	Schools.	Instruct- ors.		Students.			Volumes in libraries.	Benefactions received during the year.	Value of grounds and buildings.	Endowment funds.
		Professors.	Special or as- sistant.	In attendance.	Graduating.	Students hav- ing A. B. or B. S.				
United States.....	77	455	289	10,449	3,016	1,932	220,912	\$50,000	\$1,269,000	\$431,000
North Atlantic Division..	13	108	115	3,580	943	1,179	123,646	.....	632,000	360,000
South Atlantic Division..	17	80	35	1,567	552	139	17,950	50,000	110,000	51,000
South Central Division...	13	33	25	612	263	74	13,100	.....	260,000	.....
North Central Division...	28	195	93	4,268	1,171	452	61,716	.....	267,000	20,000
Western Division.....	6	39	21	422	87	88	4,500	.....	.....	.....
North Atlantic Division:										
Massachusetts.....	2	18	25	871	192	457	45,500	.....	360,000	360,000
Connecticut.....	1	5	27	213	98	81	.....	.....	.....	.....
New York.....	7	61	60	2,015	512	593	61,616	.....	272,000	.....
Pennsylvania.....	3	24	3	481	141	48	16,500	.....	.....	.....
South Atlantic Division:										
Maryland.....	2	13	4	274	76	28	1,200	.....	10,000	.....
District of Columbia..	5	38	23	803	319	70	7,200	50,000	100,000	50,000
Virginia.....	3	7	2	209	48	29	7,650	.....	.....	1,000
West Virginia.....	1	3	0	104	49	3	400	0	.....	.....
North Carolina.....	2	5	1	83	5	9	1,500	.....	.....	.....
South Carolina.....	1	1	0	14	7	.....	.....	.....	.....	.....
Georgia.....	3	13	5	80	48	.....	.....	.....	.....	.....
South Central Division:										
Kentucky.....	1	3	0	64	29	.....	0	0	100,000	0
Tennessee.....	6	13	14	190	88	15	7,200	.....	160,000	.....
Alabama.....	1	3	0	36	30	20	1,000	0	.....	0
Mississippi.....	1	1	4	42	20	.....	1,700	.....	.....	.....
Louisiana.....	1	5	.....	85	36	5	.....	.....	.....	.....
Texas.....	2	7	1	158	54	30	3,200	.....	.....	.....
Arkansas.....	1	1	6	37	6	4	.....	.....	.....	.....
North Central Division:										
Ohio.....	6	51	5	528	143	73	3,800	.....	30,000	.....
Indiana.....	5	26	12	420	122	51	8,500	.....	3,000	.....
Illinois.....	7	39	23	1,219	416	102	2,116	.....	.....	.....
Michigan.....	2	30	17	712	99	110	13,500	.....	53,000	.....
Wisconsin.....	1	7	3	184	43	35	3,500	0	86,000	20,000
Minnesota.....	1	3	15	365	39	.....	5,000	.....	45,000	.....
Iowa.....	2	9	6	305	122	23	9,700	.....	.....	.....
Missouri.....	2	15	6	298	97	20	12,200	.....	50,000	.....
Nebraska.....	1	13	.....	77	36	25	2,200	.....	.....	.....
Kansas.....	1	2	6	150	54	10	1,200	.....	.....	.....
Western Division:										
Colorado.....	2	17	19	78	20	8	4,000	0	.....	.....
Oregon.....	2	17	0	70	23	10	.....	.....	.....	.....
California.....	2	5	2	274	44	70	500	0	.....	.....

TABLE 4.—*Summary of statistics of schools of medicine, dentistry, pharmacy, and for nurses and veterinarians, for 1896-97.*

States and classes.	Schools.	Professors and instructors.		Students.					Volumes in libraries.	Value of grounds and buildings.	Endowment funds.	
		Regular.	Special or assistant.	Men enrolled.	Women enrolled.	Total attendance.	Graduating.	Students having A. B. or B. S.				
A.—BY CLASSES.												
Regular medical	118	1,897	1,245	20,317	1,121	21,438	4,779	1,240	84,466	\$5,377,355	\$344,500	
Homeopathic	21	348	234	1,678	360	2,038	517	207	28,992	1,652,154	303,762	
Eclectic	9	151	62	708	81	789	233	48	5,800	240,000	0	
Physiological	2	40	9	91	21	112	35	3	200	1,500	0	
Total medical	150	2,436	1,550	22,794	1,583	24,377	5,564	1,498	119,458	7,271,009	648,262	
Dental	48	456	370	6,310	150	6,460	1,640	.....	.....	627,500	.....
Pharmaceutical	43	211	151	3,295	131	3,426	1,005	.....	.....	598,675	.....
Nurse training	298	.....	.....	558	6,705	7,263	2,498	.....	.....	.....	.....
Veterinary	12	100	53	364	0	364	130	.....	.....	.....	.....
B.—BY STATES AND CLASSES.												
Regular medical.												
Maine	2	24	6	167	0	167	30	27	4,000	12,000	0	
New Hampshire	1	8	5	145	0	145	.....	.....	.....	.....	.....
Vermont	1	7	18	221	0	221	53	.....	.....	.....	.....
Massachusetts	3	69	36	821	50	871	124	14	4,134	30,000	.....
Connecticut	1	13	12	128	0	138	35	10	5,000	.....	.....
New York	9	114	149	2,788	158	2,946	531	262	9,857	630,500	7,500	
Pennsylvania	5	90	114	2,004	164	2,168	450	18	3,425	395,000	170,000	
Maryland	6	84	98	1,182	46	1,228	375	158	2,300	366,000	.....
District of Columbia	4	65	35	460	16	476	67	13	.....	175,000	15,000
Virginia	2	24	23	421	0	421	90	28	.....	.....	.....
North Carolina	3	18	0	127	0	127	9	5	1,000	18,500	6,000	
South Carolina	1	8	2	90	0	90	25	.....	.....	.....	.....
Georgia	3	33	20	461	0	461	86	.....	5,300	90,000	.....
Kentucky	4	40	35	1,196	0	1,196	297	113	3,500	315,000	0	
Tennessee	9	101	60	1,207	29	1,236	257	32	3,100	292,000	13,000	
Alabama	2	19	15	168	2	170	41	.....	300	.....	.....
Louisiana	2	17	10	386	2	388	91	.....	3,500	153,000	8,000
Texas	2	24	16	379	30	409	45	25	3,000	250,000	.....
Ohio	10	167	96	1,196	89	1,285	366	73	5,650	388,000	.....
Indiana	3	53	33	337	22	359	107	16	3,400	20,500	.....
Illinois	7	214	148	1,720	147	1,867	408	160	4,900	477,855	51,000	
Michigan	4	76	65	743	89	832	197	7	13,000	25,000	.....
Wisconsin	2	45	18	189	0	189	58	15	.....	200,000	0
Minnesota	2	58	18	295	30	325	75	17	1,000	150,000	.....
Iowa	5	65	24	639	57	696	201	27	1,200	65,000	10,000	
Missouri	12	218	95	1,821	21	1,842	538	92	3,200	660,000	8,000	
Nebraska	2	52	18	131	14	145	27	24	.....	125,000	.....
Kansas	2	45	14	129	36	165	44	20	.....	18,000	.....
Colorado	3	56	23	164	34	198	47	24	.....	30,000	.....
Oregon	2	29	9	71	16	87	36	4	1,000	.....	.....
California	4	61	30	521	69	590	69	56	2,700	491,000	56,000	
North Atlantic Division	22	325	340	6,284	372	6,656	1,223	331	26,416	1,067,500	177,500	
South Atlantic Division	19	232	178	2,741	62	2,803	652	204	8,600	649,500	21,000	
South Central Division	19	201	136	3,336	63	3,399	731	170	13,400	1,010,000	21,000	
North Central Division	49	993	529	7,200	505	7,705	2,021	451	32,350	2,129,355	69,000	
Western Division	9	146	62	756	119	875	152	84	3,700	521,000	56,000	
United States	118	1,897	1,245	20,317	1,121	21,438	4,779	1,240	84,466	5,377,355	344,500	
Homeopathic.												
Massachusetts	1	17	19	134	64	198	30	20	3,592	250,000	0	
New York	2	45	15	116	26	142	22	15	2,600	.....	.....
Pennsylvania	1	8	4	258	0	258	37	45	10,000	690,154	223,762	
Maryland	1	15	11	34	5	39	13	2	500	30,000	.....
Kentucky	1	17	3	22	14	36	11	.....	0	0	0

TABLE 4.—Summary of statistics of schools of medicine, dentistry, pharmacy, and for nurses and veterinarians, for 1896-97—Continued.

States and classes.	Schools.	Professors and instructors.		Students.					Volumes in libraries.	Value of grounds and buildings.	Endowment funds.	
		Regular.	Special or assistant.	Men enrolled.	Women enrolled.	Total attendance.	Graduating.	Students having A. B. or B. S.				
B.—BY STATES AND CLASSES—continued.												
Homeopathic—Cont'd.												
Ohio	3	52	24	270	45	315	118	65	1,500	\$175,000	\$10,000	
Illinois	5	98	96	571	135	706	181	40	1,950	387,000	70,000	
Michigan	1	5	4	40	7	47	6	8	7,000	50,000	.....
Minnesota	1	21	.....	28	4	32	11	4	1,500	.....	.....
Iowa	1	5	11	61	9	70	16	5	350	30,000	.....
Missouri	2	25	31	103	26	129	40	.....	.....	25,000	0
Colorado	1	19	7	23	14	37	13	.....	.....	5,000	0
California	1	21	9	18	11	29	19	3	.....	10,000	.....
North Atlantic Division	4	70	38	508	90	598	89	80	16,192	940,154	223,762	
South Atlantic Division	1	15	11	34	5	39	13	2	500	30,000	.....
South Central Division	1	17	3	22	14	36	11	.....	0	0	0
North Central Division	13	206	166	1,073	226	1,299	372	122	12,300	667,000	80,000	
Western Division	2	40	16	41	25	66	32	3	.....	15,000	.....
United States	21	348	234	1,678	360	2,038	517	207	28,992	1,652,154	303,762	
Eclectic.												
New York	1	12	14	97	14	111	11	14	4,000	40,000	.....
Georgia	1	12	8	69	2	71	22	.....	.....	15,000	0
Ohio	2	26	7	208	20	228	67	21	1,000	60,000	0	
Illinois	1	25	10	98	10	108	37	3	600	40,000	0	
Indiana	1	24	8	66	13	79	27	8	.....	40,000	.....
Missouri	1	15	6	60	10	70	24	2	.....	20,000	0
Nebraska	1	17	9	40	2	42	15	.....	0	.....	0
California	1	20	0	70	10	80	30	.....	200	25,000	0
North Atlantic Division	1	12	14	97	14	111	11	14	4,000	40,000	.....
South Atlantic Division	1	12	8	69	2	71	22	.....	.....	15,000	0
North Central Division	6	107	40	472	55	527	170	34	1,600	160,000	0	
Western Division	1	20	0	70	10	80	30	.....	200	25,000	0
United States	9	151	62	708	81	789	233	48	5,800	240,000	0	
Dentistry.												
Massachusetts	2	12	22	131	0	131	32	.....	.....	.....	.....
New York	3	25	55	503	12	515	159	.....	.....	170,000	.....
Pennsylvania	4	26	46	1,160	46	1,206	315	.....	.....	230,000	.....
Maryland	2	11	25	416	1	417	106	.....	.....	.....	.....
District of Columbia	3	23	9	126	1	127	21	.....	.....	.....	.....
Virginia	1	9	6	30	0	30	8	.....	.....	.....	.....
Georgia	2	18	9	280	0	280	69	.....	.....	15,000	.....
Kentucky	1	8	6	146	0	146	37	.....	.....	24,000	.....
Tennessee	4	35	13	275	2	277	69	.....	.....	20,000	.....
Alabama	1	8	2	41	0	41	7	.....	.....	.....	.....
Ohio	5	49	17	446	12	458	130	.....	.....	100,000	.....
Indiana	1	13	3	182	1	183	54	.....	.....	50,000	.....
Illinois	5	76	54	1,136	39	1,175	308	.....	.....	6,000	.....
Michigan	2	14	13	271	5	276	71	.....	.....	.....	.....
Wisconsin	1	13	.....	89	0	89	21	.....	.....	.....	.....
Minnesota	1	4	12	94	3	97	14	.....	.....	.....	.....
Iowa	1	8	3	180	5	185	34	.....	.....	.....	.....
Missouri	4	50	31	431	9	440	125	.....	.....	12,500	.....
Nebraska	1	16	7	48	0	48	.....	.....	.....	.....	.....

TABLE 4.—Summary of statistics of schools of medicine, dentistry, pharmacy, and for nurses and veterinarians, for 1896-97—Continued.

States and classes.	Schools.	Professors and instructors.		Students.					Volumes in libraries.	Value of grounds and buildings.	Endowment funds.	
		Regular.	Special or assistant.	Men enrolled.	Women enrolled.	Total attendance.	Graduating.	Students having A. B. or B. S.				
B.—BY STATES AND CLASSES—continued.												
<i>Dentistry—Continued.</i>												
Colorado.....	1	10	11	27	2	29	8					
Washington.....	1	9	11	32	0	32	4					
California.....	2	19	15	266	12	278	48					
North Atlantic Division.....	9	63	123	1,794	58	1,852	506			\$400,000		
South Atlantic Division.....	8	61	49	852	2	854	204			15,000		
South Central Division.....	6	51	21	462	2	464	113			44,000		
North Central Division.....	21	243	140	2,877	74	2,951	757			168,500		
Western Division.....	4	38	37	325	14	339	60					
United States.....	48	456	370	6,310	150	6,460	1,640			627,500		
<i>Pharmacy.</i>												
Maine.....	1	2	5	10	2	12	0					
Massachusetts.....	1	5	6	223	9	232	19			68,850		
New York.....	4	20	24	583	18	601	225			294,067		
New Jersey.....	1	4	1	27	0	27	8					
Pennsylvania.....	2	11	8	609	20	629	101			170,000		
Maryland.....	1	4	3	113	0	113	50			37,000		
District of Columbia.....	2	7	4	83	3	86	29			15,000		
Virginia.....	2	8	7	23	0	23	6					
North Carolina.....	1	1	0	10	1	11	8			2,000		
South Carolina.....	1	3	1	13	0	13	7					
Georgia.....	1	3		23	0	23	7					
Kentucky.....	1	5	3	52	0	52	12					
Tennessee.....	2	8	4	26	2	28						
Alabama.....	2	4	4	27	0	27	11			4,000		
Louisiana.....	1	3	3	25	6	31	17					
Texas.....	1	5	1	24	2	26	11					
Ohio.....	4	30	8	366	13	379	93			17,758		
Indiana.....	1	3	8	89	1	90	32					
Illinois.....	2	8	9	343	15	358	182			40,000		
Michigan.....	2	13	8	84	7	91	28					
Wisconsin.....	1	3	5	51	9	60	9					
Minnesota.....	1	12	6	33	2	35	15					
Iowa.....	2	11	7	75	5	80	18					
Missouri.....	2	12	4	224	5	229	85			30,000		
South Dakota.....	1	7		10		10	0					
Kansas.....	1	10	15	54	4	58	26					
Washington.....	1	4	1	7	0	7	0					
California.....	1	5	6	88	7	95	26			10,000		
North Atlantic Division.....	9	42	44	1,452	49	1,501	353			442,917		
South Atlantic Division.....	8	26	15	265	4	269	107			54,000		
South Central Division.....	7	25	15	154	10	164	51			4,000		
North Central Division.....	17	109	70	1,329	61	1,390	468			87,758		
Western Division.....	2	9	7	95	7	102	26			10,000		
United States.....	43	211	151	3,295	131	3,426	1,005			598,675		
<i>Nurse training.</i>												
Maine.....	2			0	60	60	23					
New Hampshire.....	5			1	43	44	11					
Vermont.....	1			0	19	19	9					
Massachusetts.....	36			60	1,054	1,114	352					
Rhode Island.....	4			8	94	102	28					
Connecticut.....	6			0	141	141	60					
New York.....	61			146	1,651	1,797	630					
New Jersey.....	15			16	251	267	92					
Pennsylvania.....	40			20	914	934	385					

TABLE 4.—Summary of statistics of schools of medicine, dentistry, pharmacy, and for nurses and veterinarians, for 1896-97—Continued.

States and classes.	Schools.	Professors and instructors.		Students.					Volumes in libraries.	Value of grounds and buildings.	Endowment funds.	
		Regular.	Special or assistant.	Men enrolled.	Women enrolled.	Total attendance.	Graduating.	Students having A. B. or B. S.				
B.—BY STATES AND CLASSES—continued.												
<i>Nurse training—Cont'd.</i>												
Delaware	2			0	15	15	5					
Maryland	3			0	119	119	42					
District of Columbia	5			0	119	119	56					
Virginia	5			0	56	56	20					
West Virginia	1			7	7	14	7					
North Carolina	1			4	17	21	0					
South Carolina	2			16	33	49						
Georgia	2			0	53	53	7					
Florida	1			0	10	10	4					
Kentucky	3			0	43	43	27					
Tennessee	1			0	7	7	1					
Alabama	1			12	16	28	7					
Louisiana	3			0	47	47	10					
Texas	1			0	18	18	7					
Ohio	11			32	201	233	83					
Indiana	3			0	38	38	12					
Illinois	25			17	549	566	215					
Michigan	9			51	187	238	96					
Wisconsin	4			0	90	90	33					
Minnesota	11			80	277	357	79					
Iowa	6			80	101	181	33					
Missouri	8			2	115	117	42					
Kansas	3			1	23	24	7					
Colorado	2			0	49	49	17					
Oregon	3			0	52	52	18					
California	9			5	216	221	75					
Utah	1			0	20	20						
North Atlantic Division	170			251	4,227	4,478	1,590					
South Atlantic Division	24			27	429	456	141					
South Central Division	9			12	131	143	52					
North Central Division	80			263	1,581	1,844	605					
Western Division	15			5	337	342	110					
United States	298			558	6,705	7,263	2,498					

TABLE 5.—*Statistics of professional and allied schools for a series of years.*

Class.	1870.	1875.	1880.	1885.	1890.	1895.	1897.
<i>Theology.</i>							
Schools.....	93	123	142	152	145	149	157
Students.....	3,254	5,234	5,242	5,775	7,013	8,050	8,173
Graduates.....		782	719	790	1,372	1,598	1,672
<i>Law.</i>							
Schools.....	28	43	48	49	54	72	77
Students.....	1,653	2,677	3,134	2,744	4,518	8,950	10,449
Graduates.....		823	1,089	744	1,424	2,717	3,016
<i>Medicine.</i>							
Schools.....	72	80	90	113	129	151	150
Students.....	6,194	8,580	11,929	11,059	16,660	22,887	24,377
Graduates.....		2,391	3,241	3,622	4,556	4,827	5,564
<i>Dentistry.</i>							
Schools.....	6	12	16	18	27	45	48
Students.....	257	469	730	1,116	2,696	5,347	6,460
Graduates.....		151	266	458	943	1,297	1,640
<i>Pharmacy.</i>							
Schools.....	10	14	14	21	30	39	43
Students.....	512	922	1,347	1,746	2,871	3,859	3,426
Graduates.....		208	786	396	759	1,067	1,005
<i>Veterinary medicine.</i>							
Schools.....					7	9	12
Students.....					463	474	364
Graduates.....					143	155	150
<i>Nurse training.</i>							
Schools.....			15	34	35	131	298
Students.....			323	793	1,552	3,985	7,263
Graduates.....			157	218	471	1,498	2,498

TABLE 6.—Students and length of course.

Class.	Whole number of students.	Students with degrees. <i>a</i>	Course of four years.		Course of three years.		Course of two years.		Course of one year.		Course not stated.	
			Schools.	Students.	Schools.	Students.	Schools.	Students.	Schools.	Students.	Schools.	Students.
<i>Theology.</i>												
1870.....	3,254	(<i>b</i>)	(<i>b</i>)	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	.....	.....
1875.....	5,234	1,254	26	1,527	77	2,942	9	529	0	.....	11	236
1880.....	5,242	1,345	21	1,074	85	3,368	8	204	0	.....	28	596
1885.....	5,775	1,312	26	1,923	98	3,091	6	153	0	.....	22	608
1890.....	7,013	1,559	(<i>b</i>)	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	.....	.....
1895.....	8,050	2,354	23	979	114	6,719	9	320	1	32	2	.....
1897.....	8,173	2,566	22	1,054	116	6,523	7	217	1	10	11	369
<i>Law.</i>												
1870.....	1,653	(<i>b</i>)	(<i>b</i>)	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	.....	.....
1875.....	2,677	623	0	.....	1	165	30	2,173	10	324	2	15
1880.....	3,134	758	0	.....	4	502	34	2,422	5	199	5	11
1885.....	2,744	632	0	.....	5	547	38	2,134	6	63	0	.....
1890.....	4,518	983	0	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	.....	.....
1895.....	8,950	1,867	0	.....	16	2,786	50	5,928	6	236	0	.....
1897.....	10,449	1,932	0	.....	21	4,942	47	5,095	7	255	2	157
<i>Medicine.</i>												
1870.....	6,194	(<i>b</i>)	(<i>b</i>)	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	.....	.....
1875.....	8,580	394	0	.....	<i>c</i> 3	502	<i>c</i> 72	7,721	5	357	0	.....
1880.....	11,929	953	0	.....	<i>c</i> 3	539	<i>c</i> 84	11,305	3	85	0	.....
1885.....	11,059	861	0	.....	5	757	103	10,302	0	.....	(<i>d</i>)	.....
1890.....	16,660	1,387	(<i>b</i>)	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	.....	.....
1895.....	22,887	(<i>b</i>)	42	8,312	98	12,769	2	222	<i>e</i> 2	51	(<i>f</i>)	.....
1897.....	24,377	1,498	99	16,542	49	7,774	0	.....	<i>e</i> 2	61	.....	.....
<i>Dentistry.</i>												
1870.....	257	(<i>b</i>)	(<i>b</i>)	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	0	.....
1875.....	469	65	0	.....	0	.....	12	469	0	.....	0	.....
1880.....	730	49	0	.....	2	74	12	635	1	21	1	.....
1885.....	1,116	71	0	.....	5	213	13	903	0	.....	0	.....
1890.....	2,696	100	0	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	.....	.....
1895.....	5,347	(<i>b</i>)	0	.....	45	5,347	0	0	0	.....	0	.....
1897.....	6,460	.....	1	18	47	6,442	0	.....	0	.....	.....	.....
<i>Pharmacy.</i>												
1870.....	512	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	.....	.....
1875.....	922	.....	0	.....	0	.....	10	845	3	47	1	30
1880.....	1,347	.....	0	.....	1	60	13	1,287	0	.....	0	.....
1885.....	1,746	.....	0	.....	0	.....	21	1,746	0	.....	0	.....
1890.....	2,871	.....	.....	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	(<i>b</i>)	.....	.....	.....
1895.....	3,859	.....	0	.....	3	150	34	3,668	1	41	1	.....
1897.....	3,426	.....	0	.....	5	694	34	2,398	2	275	2	59

a So far as reported.*b* Not indicated in table of the Education Report for that year.*c* Distinction between medical schools having courses of two and three years in 1875 and 1880 can not be made with entire certainty.*d* There were five postgraduate schools.*e* Preparatory schools.*f* There were seven postgraduate schools, with 1,533 students.

TABLE 7.—Statistics of schools

	Location.	Name of school.	Year of first opening.
	1	2	3
1	Cullman, Ala.	St. Bernard Seminary (R. C.)	1894
2	Talladega, Ala.	Talladega College, Theological Department (Cong.)	1872
3	Tuscaloosa, Ala.	Stillman Institute (Presb.)	1878
4	Oakland, Cal.	Pacific Theological Seminary (Cong.)	1869
5	San Anselmo, Cal.	San Francisco Theological Seminary (Presb.)	1871
6	San Mateo, Cal.	Church Divinity School of the Pacific (P. E.)	1893
7	University, Cal.	Maclay College of Theology, University of Southern California (M. E.)	1886
8	Denver, Colo.	Denver Theological School, in Matthews Hall (P. E.)	1872
9	University Park, Colo.	Iliff School of Theology, University of Denver (M. E.)	1892
10	Hartford, Conn.	Hartford Theological Seminary (Cong.)	1834
11	Middletown, Conn.	Berkeley Divinity School (P. E.)	1854
12	New Haven, Conn.	Yale University Divinity School (Cong.)	1822
13	Washington, D. C.	Catholic University of America, Theological Department (R. C.)	1889
14	.....do	Howard University Theological School (nonsec.)	1871
15	.....do	King Hall Theological School (P. E.)	1891
16	.....do	Wayland Seminary (Bapt.)	1864
17	Atlanta, Ga.	Atlanta Baptist Seminary	1867
18	.....do	Gammon Theological Seminary (M. E.)	1883
19	Bourbonnais, Ill.	St. Viator's College, Theological Department (R. C.) .....	.....
20	Chicago, Ill.	Chicago Theological Seminary (Cong.)	1858
21	.....do	Evangelical Lutheran Theological Seminary	1891
22	.....do	German Theological Seminary (Ev. Luth.)	1885
23	.....do	McCormick Theological Seminary (Presb.)	1859
24	.....do	University of Chicago Divinity School (Bapt.)	1867
25	.....do	Western Theological Seminary (P. E.)	1885
26	Eureka, Ill.	Eureka College, Bible Department (Disciples)	1890
27	Evanston, Ill.	Garrett Biblical Institute, Northwestern University (M. E.)	1857
28	.....do	Norwegian-Danish Theological School, Northwestern University (M. E.)	1885
29	Gaiesburg, Ill.	Ryder Divinity School of Lombard University (Univ.)	1881
30	Naperville, Ill.	Union Biblical Institute (Ev. Asso.)	1878
31	Rock Island, Ill.	Augustana Theological Seminary (Ev. Luth.)	1860
32	Springfield, Ill.	Concordia College (German Ev. Luth.)	1846
33	Greencastle, Ind.	De Pauw University School of Theology (M. E.)	1834
34	Merom, Ind.	Union Christian College Theological School (Christ.)	1859
35	St. Meinrad, Ind.	St. Meinrad's Seminary (R. C.)	1857
36	Upland, Ind.	Taylor University Theological School (M. E.)	1894
37	Charles City, Iowa	Charles City College Theological School (M. E.)	1891
38	Des Moines, Iowa.	Bible College of Drake University (Disciples)	1881
39	Dubuque, Iowa	German Presbyterian Theological School of the Northwest	1852
40	Mount Pleasant, Iowa	Theological Course of the German College (M. E.)	1873
41	Atchison, Kans.	Western Theological Seminary (Eng. Luth.)	1893
42	Danville, Ky.	Presbyterian Theological Seminary	1853
43	Lexington, Ky.	Theological Course of the College of the Bible (Christ.)	1865
44	Louisville, Ky.	Louisville Presbyterian Theological Seminary	1893
45	.....do	Southern Baptist Theological Seminary	1859
46	New Orleans, La.	Straight University, Theological Department (Cong.)	1870
47	Bangor, Me.	Bangor Theological Seminary (Cong.)	1816
48	Lewiston, Me.	Cobb Divinity School, Department of Bates College (Free Bapt.)	1840
49	Baltimore, Md.	Theological Seminary of St. Sulpice and St. Mary's University (R. C.)	1791
50	Ilchester, Md.	Redemptorist College of Ilchester (R. C.)	1867
51	Mount St. Mary's, Md.	Mount St. Mary's Theological School (R. C.)	1808
52	Westminster, Md.	Westminster Theological Seminary (Meth. P.)	1882
53	Woodstock, Md.	Woodstock College (R. C.)	1869

* In 1895-96.

a Two women included.

b One woman included.

c Three women included.

d Seven women included.

e Also \$451,952 nonproductive real estate.

of theology, for 1896-97.

President or dean.	In-struct-ors.		Students.			Length of course.		Value of grounds and buildings.	Endowment funds.	Benefactions received in 1896-97.	Volumes in library.	
	Professors.	Special or as- sistant.	In attendance.	Graduating.	Having degree A. B. or B. S.	Years.	Weeks in year.					
4	5	6	7	8	9	10	11	12	13	14	15	
Benedict Menges.....	4	2	22	6	0	3	40	.....	.....	.....	1,000	1
G. W. Andrews, D. D.....	2	0	a 18	1	0	3	34	\$5,000	\$8,000	\$375	2,000	2
R. B. McAlpine, sec.....	2	1	10	1	.....	3	32	1,800	.....	.....	1,600	3
John Knox McLean, D. D.....	7	1	b 26	4	6	3	32	75,000	233,000	2,600	7,200	4
H. C. Minton, D. D.....	6	1	27	8	17	3	32	179,000	380,000	.....	16,000	5
Wm. Ford Nichols, D. D.....	3	2	c 6	4	1	3	36	18,000	50,000	.....	1,400	6
George Cochran, D. D.....	2	2	c 23	3	2	3	36	.....	16,707	0	2,000	7
John F. Spalding, D. D.....	4	1	5	3	1	3	35	150,000	0	0	8,000	8
Arthur H. Briggs, A. M.....	5	4	b 32	6	13	3	39	75,000	100,000	3,000	3,000	9
Chester D. Hartranft, D. D.....	12	12	d 63	11	60	3	32	265,000	171,000	9,364	71,548	10
John Williams, D. D., LL. D.....	5	2	36	12	18	3	34	85,820	350,305	500	22,000	11
George P. Fisher, D. D., LL. D.....	8	.....	104	29	87	3	34	.....	.....	.....	.....	12
Thomas J. Shahan, D. D.....	7	.....	61	.....	19	.....	38	350,000	350,000	5,000	15,500	13
John L. Ewell, D. D.....	3	5	b 34	6	0	3	34	.....	40,000	.....	1,400	14
William V. Tunnell.....	5	.....	11	4	0	3	34	25,000	0	0	.....	15
G. M. P. King.....	1	1	39	7	0	.....	32	.....	.....	.....	.....	16
George Sale.....	2	4	11	0	0	2	24	.....	0	0	2,000	17
Wilbur P. Thirkiel, D. D.....	4	2	87	10	11	3	32	100,000	550,000	800	11,000	18
Franklin W. Fisk, D. D., LL. D.....	12	4	167	36	91	3	30	308,228	1,114,044	3,769	14,000	19
R. F. Weidner, D. D., LL. D.....	3	6	67	22	38	3	30	100,000	0	8,000	3,500	20
J. D. Severinghaus, D. D.....	3	.....	12	5	.....	4	34	11,000	.....	.....	2,500	22
Andrew C. Zenos, D. D.....	9	.....	150	58	22	3	32	407,000	e 479,189	30,000	30,000	23
Eri B. Hulbert, D. D.....	16	13	f 337	43	234	3	36	165,000	400,000	.....	40,000	24
W. E. McLaren, D. D., D. C. L.....	5	2	23	3	7	3	36	125,000	125,000	0	4,000	25
J. H. Hardin.....	3	0	a 39	2	4	3	39	.....	3,000	.....	340	26
Charles J. Little.....	6	1	153	18	36	3	32	150,000	500,000	7,000	.....	27
Nels E. Simonsen, D. D.....	1	.....	20	3	.....	3	32	16,000	6,000	.....	.....	28
C. Ellwood Nash.....	5	2	a 20	5	0	4	38	.....	.....	.....	.....	29
Thomas Bowman.....	2	0	a 45	5	8	2,3	42	.....	20,000	.....	500	30
O. Olsson, Ph. D., D. D.....	3	1	62	20	15	3	30	.....	0	7,000	4,000	31
Reinhold Pieper.....	4	1	111	27	.....	3	40	125,000	2,100	4,500	1,200	32
Hillary A. Gobin, D. D.....	7	.....	b 41	3	5	3	40	.....	.....	.....	.....	33
L. J. Aldrich.....	2	3	g 27	2	1	3	36	50,000	.....	200	600	34
Abbot Fintan.....	7	0	43	12	.....	4	40	.....	.....	0	14,000	35
T. C. Reade, D. D.....	2	2	a 54	2	0	3	36	.....	.....	.....	.....	36
J. F. Hirsch.....	1	0	10	0	0	3	39	.....	9,000	500	.....	37
Robert T. Mathews.....	3	0	k 134	10	4	2	38	.....	.....	.....	1,000	38
Adam W. Ringland, D. D.....	2	.....	12	5	.....	3	32	27,577	17,050	3,000	2,500	39
E. E. Schnette.....	3	2	18	2	.....	4	38	25,000	26,000	500	1,000	40
Frank D. Altman.....	1	2	8	3	4	2	37	.....	554	354	400	41
None.....	2	3	41	3	20	3	32	40,000	195,000	900	8,000	42
J. W. McGarrey.....	4	0	137	* 31	.....	3	38	40,000	71,000	.....	.....	43
Wm. Hoge Marquess, D. D.....	6	1	65	* 17	.....	3	31	.....	200,000	.....	3,000	44
Wm. H. Whitsitt, D. D., LL. D.....	6	3	290	44	.....	3,4	35	260,000	500,000	.....	26,500	45
George W. Henderson.....	1	2	b 8	1	1	3	32	.....	0	0	.....	46
None.....	6	2	50	14	7	3	35	80,000	200,000	7,000	20,000	47
James A. Howe, D. D.....	5	2	i 40	3	7	3	36	.....	.....	.....	3,670	48
A. Magnien, D. D.....	16	.....	227	46	.....	3	40	.....	.....	.....	30,000	49
Elias Fred Schauer.....	7	.....	28	7	.....	4	48	200,000	.....	7,625	18,000	50
Wm. L. O'Hare.....	5	0	32	3	21	4	38	50,000	0	0	15,000	51
Hugh L. Elderdice, A. M.....	4	11	7	0	0	2	32	9,000	3,200	.....	2,500	52
J. M. Jerge.....	12	0	109	21	.....	40	.....	250,000	0	0	40,000	53

f Seventeen women included.
g Eight of these were women.

h Thirty-eight of these were women.
i Five of these were women.

TABLE 7.—Statistics of schools of

	Location.	Name of school.	Year of first opening.
	1	2	3
54	Andover, Mass.....	Andover Theological Seminary (Cong.).....	1808
55	Boston, Mass.....	Boston University School of Theology (M. E.).....	1847
56	.....do.....	St. John's Boston Ecclesiastical Seminary.....	1884
57	Cambridge, Mass.....	Episcopal Theological School (P. E.).....	1867
58	.....do.....	Harvard University Divinity School (nonsec.).....	1817
59	.....do.....	New Church Theological School.....	1866
60	Newton Center, Mass.....	Newton Theological Institute (Bapt.).....	1825
61	Tufts College, Mass.....	Tufts College Divinity School (Univ.).....	1869
62	Adrian, Mich.....	Adrian College School of Theology (M. E.).....	1887
63	Hillsdale, Mich.....	Hillsdale College Theological School (F. W. Bapt.).....	1873
64	Holland, Mich.....	Western Theological Seminary (Ref. Ch. in Amer.).....	1884
65	Collegeville, Minn.....	St. John's Seminary (R. C.).....	1868
66	Faribault, Minn.....	Seabury Divinity School (P. E.).....	1860
67	Minneapolis, Minn.....	Angsburg Seminary (Luth.).....	1869
68	Red Wing, Minn.....	Red Wing Norwegian Evangelical Lutheran Seminary *.....	1879
69	Robbinsdale, Minn.....	Luther Seminary.....	1876
70	St. Paul, Minn.....	.....do.....	1885
71	.....do.....	St. Paul's College Theological School (M. E.).....	1889
72	.....do.....	St. Paul Seminary (R. C.).....	1895
73	Florissant, Mo.....	St. Stanislaus Seminary (R. C.).....	1823
74	Kansas City, Mo.....	Redemptorist Seminary of the St. Louis Province (R. C.).....	1889
75	St. Louis, Mo.....	Concordia Theological Seminary (Luth.).....	1839
76	.....do.....	Kerrick Diocesan Seminary (R. C.).....	1893
77	.....do.....	Theological Seminary of the German Evangelical Synod of North America, Eden College.....	1850
78	Warrenton, Mo.....	Central Wesleyan College (M. E.).....	1864
79	Blair, Nebr.....	Trinity Seminary (Luth.).....	1886
80	Omaha, Nebr.....	Presbyterian Theological Seminary.....	1891
81	Santee Agency, Nebr.....	Santee Normal Training School (Cong.).....	1870
82	Bloomfield, N. J.....	German Theological School of Newark (Presb.).....	1869
83	Madison, N. J.....	Drew Theological Seminary (M. E.).....	1867
84	New Brunswick, N. J.....	Seminary of the Reformed Dutch Church in America.....	1784
85	Princeton, N. J.....	Theological Seminary of the Presbyterian Church.....	1812
86	South Orange, N. J.....	Seminary of the Immaculate Conception (R. C.).....	1856
87	Alfred Center, N. Y.....	Alfred University Theological School (7th day Bapt.).....	1857
88	Allegany, N. Y.....	St. Bonaventure's Seminary (R. C.).....	1859
89	Auburn, N. Y.....	Auburn Theological Seminary (Presb.).....	1821
90	Buffalo, N. Y.....	German Martin Luther Seminary.....	1854
91	Canton, N. Y.....	Canton Theological School, St. Lawrence University (Univ.).....	1858
92	Geneva, N. Y.....	De Lancey Divinity School (P. E.).....	1861
93	Hamilton, N. Y.....	Hamilton Theological Seminary, Colgate University (Bapt.).....	1819
94	Hartwick Seminary, N. Y.....	Hartwick Seminary (Luth.).....	1816
95	New York, N. Y.....	General Theological Seminary of the Protestant Episcopal Church.....	1817
96	.....do.....	Jewish Theological Seminary.....	1886
97	.....do.....	Union Theological Seminary (Presb.).....	1836
98	Niagara University, N. Y.....	Seminary of Our Lady of Angels, Niagara University (R. C.).....	.....
99	Rochester, N. Y.....	Rochester Theological Seminary (Bapt.).....	1850
100	.....do.....	St. Bernard's Seminary (R. C.).....	1893
101	Stanfordville, N. Y.....	Christian Biblical Institute.....	1868
102	Yonkers, N. Y.....	St. Joseph's Seminary (R. C.).....	1896
103	Belmont, N. C.....	St. Mary's College (R. C.).....	1885
104	Charlotte, N. C.....	Biddle University Theological School (Presb.).....	1868
105	Hickory, N. C.....	St. Paul's Evangelical Lutheran Theological Seminary.....	1888
106	Raleigh, N. C.....	Shaw University Theological School (Bapt.).....	.....
107	Salisbury, N. C.....	Livingstone College Theological School (A. M. E. Zion).....	1882
108	Berea, Ohio.....	German Wallace College, Theological Department (M. E.).....	1865

* In 1895-96.
a One woman.

b Eleven of these were women.
c Eight of these were women.

theology, for 1896-97—Continued.

President or dean.	In-struct-ors.		Students.			Length of course.		Value of grounds and buildings.	Endowment funds.	Benefactions received in 1896-97.	Volumes in library.
	Professors.	Special or as-stant.	In attendance.	Graduating.	Having degree A. B. or B. S.	Years.	Weeks in year.				
4	5	6	7	8	9	10	11	12	13	14	15
George Harris.....	7	2	52	21	48	3	35	\$250,000	\$800,000	.....	54
Marcus D. Buell, A. M., S. T. D.	9	.....	a143	16	96	3	32	.....	.....	.....	55
John B. Hogan, D. D.....	9	2	130	16	100	3	40	350,000	.....	.....	10,000
George Hodges, D. D.....	6	2	38	15	31	3	40	300,000	200,000	0	8,300
C. C. Everett.....	7	5	39	4	30	3	38	.....	.....	.....	27,107
James Reed.....	3	3	5	2	1	3	38	55,450	57,150	\$1,100	2,363
Alvah Hovey, D. D., LL. D.	7	2	b98	22	39	3	38	198,315	456,497	3,457	22,000
Charles H. Leonard.....	6	3	c35	13	11	3	40	35,000	.....	.....	.....
G. B. McElroy, D. D.....	3	11	23	1	.....	3	36	.....	20,000	0	500
George F. Mosher, LL. D.	4	.....	d75	4	5	3	38	.....	.....	.....	.....
John W. Beardslee, D. D.	3	1	18	.....	6	3	32	10,000	48,000	.....	6,000
Peter Engel, Ph. D.....	6	.....	36	7	.....	3	40	.....	.....	.....	12,000
Henry B. Whipple, D. D., LL. D.	6	2	31	.....	7	3	36	.....	.....	.....	8,000
Georg Sverdrup.....	2	1	33	10	.....	3	36	50,000	50,000	4,000	.....
H. H. Bergsland.....	2	0	24	10	15	3	36	25,000	1,000	4,800	300
J. B. Frich.....	4	0	36	11	.....	3	40	5,000	1,510	0	500
H. Ernst.....	2	1	33	14	.....	3	40	25,000	.....	.....	500
C. W. Hertzler.....	1	3	7	0	0	3	37	.....	.....	.....	.....
L. E. Cailler.....	10	5	101	10	20	4	40	500,000	300,000	25,000	50,000
Fred. Hagemann.....	4	0	58	13	6	4	42	75,000	.....	.....	.....
George Hild.....	6	0	32	9	0	4	46	50,000	0	0	6,000
Francis Pieper.....	6	0	182	51	.....	3	40	250,000	0	0	25,000
Francis Nugent.....	11	0	78	13	7	3	37	150,000	.....	.....	2,000
Louis F. Haeberle.....	3	1	54	14	0	3	38	100,000	0	7,000	3,000
George B. Addicks.....	2	0	51	5	0	3	39	.....	2,500	.....	.....
Peter S. Vig.....	3	0	12	4	0	2	32	14,000	0	0	0
Joseph J. Lampe, Ph. D., D. D., sec.	7	3	31	8	16	3	32	25,000	.....	.....	5,000
A. L. Riggs.....	2	2	8	0	0	3	38	.....	.....	.....	.....
No report.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	81
Henry A. Buttz, D. D., LL. D.	6	1	134	37	18	3	34	460,000	405,000	.....	42,000
Samuel M. Woodbridge, D. D., LL. D.	5	2	46	15	35	3	32	350,000	375,000	0	43,000
Wm. Henry Green, D. D., LL. D.	8	3	253	65	206	3	32	506,150	1,399,248	.....	58,800
Joseph J. Synnott, D. D.	4	2	34	5	34	4	.....	0	0	.....	5,000
Boothe C. Davis, Ph. D.	2	0	3	0	0	3	38	.....	26,000	437	.....
Joseph F. Butler.....	4	0	49	14	0	3-4	40	20,000	0	0	3,119
Henry M. Booth, D. D., LL. D.	6	4	120	45	89	3	33	300,000	620,893	28,275	24,390
I. A. Graban.....	1	3	11	3	0	3-4	40	10,000	0	0	1,800
Isaac M. Atwoods.....	4	2	e24	9	4	3, 4	38	40,000	154,000	3,250	8,000
Charles W. Hayes, D. D.	3	0	6	0	.....	.....	.....	4,500	57,897	.....	1,000
Sylvester Burnham, D. D.	6	3	50	10	.....	3	35	125,000	.....	.....	.....
Alfred Hiller, D. D., ch.	2	0	8	3	2	3	39	11,000	10,000	0	3,360
Eugene A. Hoffman, D. D., D. C. L., LL. D.	12	3	132	39	80	3	37	1,353,000	1,068,147	81,370	27,500
S. Morais, LL. D.....	4	2	36	0	0	.....	40	25,000	4,000	1,000	.....
Charles C. Hall, D. D.	7	5	a134	33	113	3	36	500,000	1,350,000	20,000	71,576
J. P. Cribbins, director.....	7	.....	48	.....	.....	3	.....	.....	.....	.....	.....
Augustus H. Strong, D. D., LL. D.	12	1	148	44	29	3	35	131,630	603,946	f28,619	29,203
James J. Hartley.....	9	0	57	8	.....	4	40	250,000	.....	.....	8,500
John B. Weston.....	7	1	g21	6	0	3	34	40,000	52,000	2,400	2,100
Edward R. Dyer.....	9	.....	101	9	.....	4	39	1,100,000	.....	.....	21,000
Leo Haid, D. D.....	5	2	12	2	5	5	40	.....	.....	.....	5,364
D. J. Sanders, D. D.....	5	0	20	5	10	3	32	30,000	.....	.....	8,000
H. K. G. Doermann.....	2	1	22	7	2	3	42	8,000	0	2,500	750
M. W. D. Norman, A. M., prof.	1	.....	18	0	.....	.....	.....	.....	.....	.....	.....
W. H. Goler.....	3	2	21	0	2	3	32	10,000	0	1,000	2,100
William Nast.....	2	.....	*37	2	.....	.....	.....	.....	.....	.....	108

d Thirty-three women included.

e Three of these were women.

f \$20,000 received from John D. Rockefeller, of New York.

g Four of these were women.

TABLE 7.—Statistics of schools of

	Location.	Name of school.	Year of first opening.
	1	2	3
109	Carthagen, Ohio	St. Charles Borromeo Seminary (R. C.)	1860
110	Cincinnati, Ohio	Hebrew Union College	1875
111	.....do	Lane Theological Seminary (Presb.)	1832
112	Cleveland, Ohio	St. Mary's Theological Seminary (R. C.)*	1848
113	Columbus, Ohio	Evangelical Lutheran Theological Seminary	1830
114	Dayton, Ohio	Union Biblical Seminary (United Brethren)	1871
115	Gambier, Ohio	Kenyon College Divinity School (P. E.)	1828
116	Oberlin, Ohio	Oberlin College Theological School (Cong.)	1835
117	Springfield, Ohio	Wittenberg College Theological School (Ev. Luth.)	1845
118	Tiffin, Ohio	Heidelberg Theological Seminary (Ref. Ch.)	1850
119	Wilberforce, Ohio	Wilberforce University, Theological Department (A. M. E.)	1892
120	Xenia, Ohio	Xenia Theological Seminary (U. Presb.)	1794
121	Eugene, Oreg	Eugene Divinity School (Disciples)	1895
122	Allegheny, Pa	Allegheny Theological Seminary (U. Presb.)	1825
123	.....do	Reformed Presbyterian Theological Seminary	1856
124	.....do	Western Theological Seminary (Presb.)	1827
125	Beatty, Pa	St. Vincent's Seminary (R. C.)	1846
126	Bethlehem, Pa	Moravian Theological Seminary	1807
127	Collegeville, Pa	Ursinus College Theological School (Ref. Ch.)	1870
128	Gettysburg, Pa	Evangelical Lutheran Theological Seminary	1826
129	Lancaster, Pa	Theological Seminary of the Reformed Church	1825
130	Lincoln University, Pa	Lincoln University Theological School (Presb.)	1870
131	Meadville, Pa	Meadville Theological School (Unit.)	1844
132	Overbrook, Pa	St. Charles Borromeo Seminary (R. C.) *	1892
133	Philadelphia, Pa	St. Vincent's Seminary (R. C.)	1868
134	Selins Grove, Pa	Susquehanna University Theological School (Luth.)	1858
135	Upland, Pa	Crozer Theological Seminary (Bapt.)	1868
136	Villanova, Pa	Augustinian College Theological School (R. C.)	1843
137	Columbia, S. C	Presbyterian Theological Seminary *	1831
138	Due West, S. C.	Ersine Theological Seminary (A. R. Presb.)	1837
139	Newberry, S. C.	Evangelical Lutheran Theological Seminary	1892
140	Athens, Tenn	U. S. Grant University School of Theology (M. E.)	1885
141	Clarksville, Tenn	Southwestern Presbyterian University Theological School	1885
142	Knoxville, Tenn	Knoxville College Theological School (U. Presb.)	1893
143	Lebanon, Tenn	Cumberland University Theological School (Cumb. Presb.)	1854
144	Nashville, Tenn	Central Tennessee College, Theological Department (M. E.)	1867
145	.....do	Fisk University, Theological Department (Cong.)	1892
146	.....do	Vanderbilt University, Biblical Department (M. E. So.)	1875
147	Sewanee, Tenn	University of the South, Theological Department (P. E.)	1880
148	El Paso, Tex	Rio Grande Congregational Training School	1890
149	Marshall, Tex	Wiley University, Theological Department (M. E.) .....	.....
150	Hampton Sidney, Va.	Union Theological Seminary (Presb.)	1824
151	Petersburg, Va	Bishop Payne Divinity School (P. E.)	1878
152	Richmond, Va	Richmond Theological Seminary (Bapt.)	1886
153	Theological Seminary, Va	Protestant Episcopal Theological Seminary	1823
154	Franklin, Wis	Mission House (Ref.)	1860
155	Nashotah, Wis	Nashotah House (P. E.)	1843
156	St. Francis, Wis	Seminary of St. Francis of Sales (R. C.)	1886
157	Wauwatosa, Wis	Lutheran Theological Seminary	1878

* In 1895-96.

a One woman.

b Three of these were women.

c Four of these were women.

d Fourteen women included, in training department for Christian workers, not for ministers of the gospel.

theology, for 1896-97—Continued.

President or dean.	In-struct-ors.		Students.			Length of course.		Value of grounds and buildings.	Endowment funds.	Benefactions received in 1896-97.	Volumes in library.	
	Professors.	Special or as-sistant.	In attendance.	Graduating.	Having degree A. B. or B. S.	Years.	Weeks in year.					
4	5	6	7	8	9	10	11	12	13	14	15	
Boniface Russ.....	3	0	16	0	0	3	45	\$30,000	\$6,000	0	8,000	109
Isaac M. Wise.....	9	0	a 63	4	0	4	42	30,000	60,000	\$10,000	14,000	110
Kemper Fullerton.....	4	2	44	14	.....	3	30	162,000	330,567	.....	17,500	111
N. A. Moes, D. D.....	4	0	37	4	.....	4	42	75,000	0	.....	8,200	112
M. Loy, D. D.....	3	0	39	12	35	3	40	125,000	.....	5,000	6,000	113
G. A. Funkhouser, D. D.....	4	2	b 43	7	4	3	32	38,000	84,000	43,000	2,300	114
Hosea W. Jones, D. D.....	4	2	13	2	8	3	36	35,000	110,000	.....	8,000	115
Owen H. Gates, Ph. D., registrar.	8	4	c 69	22	15	3	32	75,000	132,695	5,407	.....	116
Samuel A. Ort, D. D., LL. D.	3	1	40	7	7	3	32	.....	90,000	.....	5,000	117
David Van Horne, D. D.....	5	0	22	5	3	3	28	.....	28,000	.....	11,000	118
John G. Mitchell, D. D.....	3	.....	13	1	0	3	36	8,500	0	.....	2,000	119
James Harper, D. D., LL. D.	4	1	d 71	21	56	3	33	12,000	124,000	.....	5,447	120
Eugene C. Sanderson, D. D.	1	2	e 21	0	4	4	36	5,000	500	500	450	121
James A. Grier.....	4	1	89	28	81	3	32	60,000	240,000	5,000	5,000	122
David B. Willson.....	2	.....	26	1	24	3	32	25,000	74,323	1,316	3,425	123
William H. Jeffers, D. D., LL. D.	5	1	105	26	95	3	32	250,000	530,055	19,000	.....	124
Leander Schnerr.....	4	.....	42	10	.....	3	42	.....	0	0	50,000	125
Augustus Schultze, D. D.....	4	1	17	0	14	2	40	.....	.....	.....	6,000	126
James I. Good, D. D.....	6	.....	24	13	19	3	32	.....	.....	.....	.....	127
Milton Valentine, D. D., LL. D.	4	.....	56	15	44	3	35	160,000	201,689	.....	12,000	128
Emanuel V. Gerhart, D. D., LL. D.	5	.....	68	27	47	3	36	120,000	148,614	.....	12,000	129
Isaac N. Rendall, D. D.....	8	.....	49	18	36	3	35	35,000	84,100	0	.....	130
George L. Cary, A. M., L. H. D.	5	2	f 28	8	5	3	38	35,000	430,678	.....	25,000	131
John E. Fitz Maurice, D. D.	12	1	145	16	.....	4	44	.....	.....	.....	23,000	132
James McGill.....	5	3	34	1	.....	4	40	.....	.....	.....	12,500	133
J. R. Dimm, D. D.....	2	1	10	4	2	3	39	50,000	43,000	.....	5,000	134
Henry G. Weston.....	6	1	104	29	.....	3	36	175,000	417,500	.....	14,000	135
Thomas C. Middleton, D. D.	5	.....	17	.....	.....	40	.....	.....	.....	.....	.....	136
J. D. Tadlock, D. D., LL. D.	5	1	27	6	19	3	32	50,000	222,000	.....	20,000	137
W. L. Pressly, D. D.....	4	0	15	5	3	2	36	.....	32,000	0	2,000	138
A. G. Voigt, D. D.....	1	1	9	1	8	3	33	0	24,000	0	2,000	139
G. T. Newesent, D. D.....	3	.....	30	7	.....	.....	.....	200,000	.....	.....	1,800	140
George Summey, D. D.....	5	1	30	10	13	2	40	.....	.....	.....	.....	141
J. R. Millin.....	1	2	4	.....	3	3	36	.....	.....	.....	.....	142
J. M. Hubbert, D. D.....	6	1	e 49	4	29	3	34	40,000	70,000	1,100	8,000	143
J. Braden, D. D.....	2	1	24	1	0	3	36	.....	2,300	0	500	144
E. M. Cravath, D. D.....	2	2	7	0	2	2	38	30,000	2,283	.....	550	145
Wilbur F. Tillett, D. D.....	5	.....	41	14	33	3	40	g 150,000	.....	2,000	5,000	146
William P. Dubose, S. T. D.....	4	1	22	.....	11	3	40	40,000	50,000	0	.....	147
A. C. Wright.....	.....	1	9	0	0	4	40	11,000	.....	.....	200	148
M. W. Dogan, A. M.....	1	.....	10	.....	.....	1	.....	.....	.....	.....	.....	149
Charles C. Hersman, D. D., LL. D.	5	1	66	13	41	3	35	150,000	295,000	0	15,000	150
C. R. Haines, D. D.....	2	1	9	0	1	3	36	5,000	15,000	500	1,200	151
Charles H. Corey, D. D.....	4	.....	53	8	1	4	30	30,000	60,000	.....	4,800	152
Cornelius Walker, D. D.....	4	1	39	9	22	3	38	.....	.....	h 5,000	.....	153
H. A. Muehlmeier, D. D.....	3	1	29	9	24	3	40	.....	.....	.....	6,000	154
Wm. Walter Webb, M. A.....	4	3	36	7	5	3	40	125,000	80,000	3,000	20,000	155
Joseph Rainer.....	13	2	95	28	.....	4	45	200,009	.....	.....	13,500	156
A. Hoenecke.....	3	1	33	10	25	3	40	60,000	.....	.....	1,200	157

^e Six of these were women.
^f Five of these were women.

^g Estimated value of Wesley Hall.
^h From Miss Whitridge, of Baltimore, Md.

TABLE 8.—*Statistics of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
1	University, Ala.....	University of Alabama, School of Law.	1874	Richard C. Jones, LL. D..
2	Little Rock, Ark.....	Arkansas Industrial University, Law Department.	1890	F. M. Goar.....
3	San Francisco, Cal....	University of California, Hastings College of the Law.	1878	Charles W. Slack.....
4	Stanford University, Cal.	Leland Stanford Junior University, Law Department.	1893	Nathan Abbot, prof.....
5	Boulder, Colo.....	University of Colorado Law School..	1892	Moses Hallett, LL. D.....
6	Denver, Colo.....	University of Denver, Denver Law School.	1892	Albert E. Pattison.....
7	New Haven, Conn.....	Yale University, Law Department....	1824	Francis Wayland, LL. D..
8	Washington, D. C.....	Catholic University of America, Law Department.	1895	William C. Robinson.....
9	.....do.....	Columbia University Law School.....	1862	Walter S. Cox.....
10	.....do.....	Georgetown University School of Law.	1870	Jeremiah M. Wilson, LL.D.
11	.....do.....	Howard University School of Law....	1870	Benjamin F. Leighton, LL. D.
12	.....do.....	National University, Law Department.	1870	Richard H. Alvey.....
13	Athens, Ga.....	University of Georgia Law School.....	1859	William E. Boggs.....
14	Atlanta, Ga.....	Atlanta Law School.....	1891	Andrew J. Cobb.....
15	Macon, Ga.....	Mercer University Law School.....		Emory Speer.....
16	Bloomington, Ill.....	Bloomington Law School, Illinois Wesleyan University.	1874	Owen T. Reeves, LL. D..
17	Chicago, Ill.....	Chicago Law School.....	1896	George W. Marvelle, LL.D.
18	.....do.....	Kent College of Law.....	1892	Marshall D. Ewell, LL. D.
19	.....do.....	Lake Forest University, Chicago College of Law.	1888	Thomas A. Moran, LL. D.
20	.....do.....	Northwestern University Law School.	1859	Henry Wade Rogers, LL. D.
21	Lebanon, Ill.....	McKendree Law School.....	1860	R. A. Mooneyham.....
22	Quincy, Ill.....	Chaddock College Law School.....	1887	Thomas R. Petri.....
23	Bloomington, Ind.....	Indiana University Law School.....	1889	William P. Rogers.....
24	Danville, Ind.....	Indiana Central Law School.....	1888	J. A. Joseph.....
25	Indianapolis, Ind.....	Indiana Law School, University of Indianapolis.	1894	W. S. Fishback.....
26	Notre Dame, Ind.....	University of Notre Dame, Law Department.	1869	William Hoynes, LL. D..
27	Valparaiso, Ind.....	Northern Indiana Law School.....	1879	Mark L. DeMotte.....
28	Des Moines, Iowa.....	Iowa College of Law, Drake University.	1892	Chester C. Cole, LL. D..
29	Iowa City, Iowa.....	State University of Iowa, Law Department.	1866	Emlin McClain, LL. D..
30	Lawrence, Kans.....	University of Kansas, School of Law..	1878	J. W. Green, A. M.....
31	Louisville, Ky.....	University of Louisville Law School..	1847	W. O. Harris.....
32	New Orleans, La.....	Tulane University of Louisiana, Law Department.	1847	Henry C. Miller.....
33	Baltimore, Md.....	Baltimore University School of Law..	1888	William F. Campbell.....
34	.....do.....	University of Maryland Law School..	1814	John Prentiss Poe.....
35	Boston, Mass.....	Boston University School of Law.....	1872	Edmund H. Bennett, LL.D.
36	Cambridge, Mass.....	Harvard University Law School.....	1817	James Parr Ames, A. M..
37	Ann Arbor, Mich.....	University of Michigan, Law Department.	1859	Harry B. Hutchins.....
38	Detroit, Mich.....	Detroit College of Law.....	1892	Philip T. Van Zile, LL. D..
39	Minneapolis, Minn....	University of Minnesota, College of Law.	1888	William S. Pattee, LL. D..
40	University, Miss.....	University of Mississippi, Law Department.	1856	G. D. Shands.....
41	Columbia, Mo.....	University of Missouri, Law Department.	1872	Alexander Martin, LL. D.
42	St. Louis, Mo.....	St. Louis Law School, Washington University.	1867	William S. Curtis.....
43	Lincoln, Nebr.....	University of Nebraska, College of Law.	1891	M. B. Reese.....

* In 1895-96.

a Two years will be required hereafter.

b In addition to the regular day course, there is an evening course covering three years.

schools of law, for 1896-97.

In-struct-ors.		Students.				Length of course.		Fees.			Value of grounds and buildings.	Endowment funds.	Volumes in library.	Benefactions received during the year.	Is the instruction given during the day or in the evening?	
Regular profes-sors.	Special or assist-ant.	Men.	Women.	Graduating.	Having degree A. B. or B. S.	Years.	Weeks in year.	Tuition fee.	Graduation or ex-amination fees.	Cost of entire course.						
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
3	0	36	0	30	20	a 1	36	\$50	\$3	\$53	.....	0	1,000	0	Day...	1
1	6	37	0	6	4	2	40	50	5	105	.....	.....	.....	.....	Eve...	2
4	0	147	5	36	61	3	36	0	0	30	.....	.....	0	0	Day...	3
1	2	122	0	8	9	.....	40	0	0	20	.....	.....	500	0	Day...	4
8	17	26	0	10	2	2	36	35	0	75	.....	.....	1,500	0	Day...	5
9	2	47	5	10	6	2	34	75	10	160	.....	.....	2,500	.....	Day b...	6
5	27	213	0	98	81	2	38	e 150	5	315	.....	.....	.....	.....	Day...	7
5	4	37	0	10	22	3	32	.....	5	205	.....	\$50,000	1,000	\$50,000	Both...	8
14	0	318	0	91	.....	2	33	80	10	170	.....	.....	3,000	.....	Eve...	9
10	10	274	0	145	48	2-3	35	80	10	170	\$60,000	0	2,000	.....	Eve...	10
6	3	77	2	25	.....	2	36	0	3	.....	.....	.....	1,200	.....	Eve...	11
3	6	95	0	48	.....	3	32	80	2	177	40,000	0	.....	.....	Eve...	12
4	4	55	0	40	.....	1	38	75	0	75	.....	.....	.....	.....	Day...	13
5	1	9	0	1	.....	1	40	75	10	95	0	0	.....	.....	.....	14
4	0	16	0	7	.....	1	32	60	5	65	0	0	.....	.....	.....	15
6	2	55	3	25	.....	2	39	60	5	125	.....	0	.....	0	Day...	16
8	12	184	5	60	37	2	36	60	5	130	.....	.....	.....	.....	Eve...	17
5	6	213	5	79	11	2	36	75	6	156	0	0	.....	0	Eve...	18
9	3	540	13	169	53	3	39	60	5	185	.....	.....	1,000	.....	Eve...	19
6	0	185	3	76	.....	3	38	105	10	330	0	0	1,116	0	Day...	20
1	0	15	0	5	0	2	36	45	5	95	.....	.....	.....	.....	Day...	21
4	0	7	1	2	1	2	36	60	5	125	.....	0	0	0	Eve...	22
3	1	90	0	20	8	2	38	37	5	95	.....	.....	4,000	.....	Day...	23
2	0	35	0	7	5	.....	.....	48	5	.....	.....	0	500	0	Day...	24
13	6	86	2	46	.....	2	32	80	5	170	0	0	1,000	0	Both...	25
4	3	43	0	5	7	3	42	100	10	.....	.....	.....	2,700	.....	Day...	26
4	2	160	4	44	31	2	40	48	5	101	3,000	0	300	0	Day...	27
4	2	88	0	39	.....	2	36	50	5	55	.....	.....	1,000	.....	Day...	28
5	4	214	3	83	23	2	36	60	7	127	.....	.....	8,700	.....	Day...	29
2	6	147	3	54	10	2	36	0	5	5	.....	.....	1,200	.....	Day...	30
3	0	64	.....	29	.....	2	28	80	0	160	100,000	0	0	0	Day...	31
5	.....	85	40	36	5	2	36	80	0	.....	.....	.....	0	0	Eve...	32
3	4	90	0	23	.....	2	34	d 75	20	125	.....	.....	400	.....	Eve...	33
10	.....	184	0	53	28	2, 3	35	70	10	f 180	10,000	.....	800	.....	(g)	34
11	21	387	9	89	72	3	32	125	10	385	225,000	0	7,500	0	Day...	35
7	4	475	0	103	385	3	39	150	0	.....	* 135,000	* 360,000	* 38,000	.....	Day...	36
12	17	580	6	61	92	3	36	35	10	125	53,000	.....	13,500	.....	Day...	37
18	.....	121	5	38	18	h 2	40	50	10	110	.....	.....	.....	.....	Eve...	38
3	15	364	1	39	.....	3	36	45	10	153	45,000	0	5,000	.....	Day b...	39
1	4	42	0	* 20	.....	2	38	50	0	105	.....	.....	1,700	.....	Day...	40
3	6	133	0	57	20	2	38	50	3	104	50,000	.....	5,200	0	Day...	41
12	0	164	1	40	.....	2	32	80	0	160	.....	.....	7,000	.....	.....	42
13	.....	75	2	36	25	2	33	45	5	100	.....	.....	2,200	0	Day...	43

c Average.

d \$100 for the two years if paid in advance.

e Reorganized in 1869.

f \$220 for three years' course.

g Afternoon and evening.

h Three years hereafter.

TABLE 8.--Statistics of

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
44	Albany, N. Y.....	Albany Law School, Union University	1851	J. Newton Fiero.....
45	Buffalo, N. Y.....	Buffalo Law School, University of Buffalo.	1887	Charles Daniels, LL. D..
46	Ithaca, N. Y.....	Cornell University School of Law....	1887	Francis M. Finch, LL. D.
47	New York, N. Y.....	Columbia University School of Law..	1858	William A. Keener, LL. D.
48	do	New York Law School ^a	1891	George Chase.....
49	do	New York University School of Law..	1834	Clarence D. Ashley.....
50	Syracuse, N. Y.....	Syracuse University, College of Law..	1895	James B. Brooks.....
51	Chapel Hill, N. C.....	University of North Carolina, Law School.	1846	John Manning, LL. D....
52	Raleigh, N. C.....	Shaw University Law School.....	1889	E. A. Johnson.....
53	Ada, Ohio.....	Ohio Normal University Law School..	1835	S. P. Axline.....
54	Cincinnati, Ohio.....	Law School of Cincinnati College d..	1833	Jacob D. Cox, LL. D....
55	do	University of Cincinnati, Law Department.	1896	Wm. H. Taft, LL. D....
56	Cleveland, Ohio.....	Franklin T. Backus Law School of Western Reserve University.	1893	Evan H. Hopkins.....
57	Columbus, Ohio.....	Ohio State University School of Law..	1891	William F. Hunter.....
58	Lebanon, Ohio.....	National Normal University College of Law. ^a	.....	George W. Stanley.....
59	Portland, Oreg.....	University of Oregon, School of Law..	1884	Richard H. Thornton....
60	Salem, Oreg.....	Willamette University Law Department.	1887	S. T. Richardson, A. M....
61	Carlisle, Pa.....	Dickinson School of Law.....	1834	William Trickett, LL. D..
62	Philadelphia, Pa.....	University of Pennsylvania, Law Department.	1790	William D. Lewis, Ph. D..
63	Pittsburg, Pa.....	Pittsburg Law School, Department of Western University of Pennsylvania.	1895	John D. Shafer.....
64	Columbia, S. C.....	South Carolina College Law School....	1884	Jos. Daniel Pope, LL. D..
65	Harriman, Tenn.....	American Temperance University, Law Department.	1894	Shirley E. Spence.....
66	Knoxville, Tenn.....	University of Tennessee, Law Department.	1890	Henry H. Ingersoll, LL. D.
67	Lebanon, Tenn.....	Cumberland University Law School..	1847	Nathan Green, LL. D....
68	Nashville, Tenn.....	Central Tennessee College, Law Department.	1880	J. W. Grant.....
69	do	Vanderbilt University, Law Department.	1875	Thomas H. Malone.....
70	Sewanee, Tenn.....	Sewanee Law School, University of the South.	1893	Burr J. Ramage, Ph. D....
71	Austin, Tex.....	University of Texas, Law Department.	1883	Geo. T. Winston.....
72	Fort Worth, Tex.....	Fort Worth University, Law Department.	1881	Augustus J. Booty.....
73	Lexington, Va.....	Washington and Lee University School of Law.	1849	John Randolph Tucker, LL. D. g
74	Richmond, Va.....	Richmond College School of Law.....	1870	Roger Gregory, LL. D....
75	University of Virginia, Va.....	University of Virginia Law School....	1825	W. M. Lile, sen. prof.....
76	Morgantown, W. Va..	West Virginia University, Law Department.	1878	Okey Johnson.....
77	Madison, Wis.....	University of Wisconsin College of Law.	1868	Edwin E. Bryant.....

* In 1895-96.

a Three years hereafter.

b Day course, two years; evening course, three years.

c In addition to the regular day course, there is an evening course covering three years.

d Cincinnati College Law School was consolidated with the law department of the University of Cincinnati in May, 1897.

schools of law, for 1896-97—Continued.

In-struct-ors.		Students.				Length of course.		Fees.			Value of grounds and buildings.	Endowment funds.	Volumes in library.	Benefactions received during the year.	Is the instruction given during the day or in the evening?	
Regular profess-ors.	Special or assist-ant.	Men.	Women.	Graduating.	Having degree A. B. or B. S.	Years.	Weeks in year.	Tuition fee.	Graduation or ex-amination fees.	Cost of entire course.						
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
6	8	46	1	44	....	1	34	\$100	\$10	\$110	\$22,000	0	1,478	0	Day	44
12	15	73	0	27	17	2	34	100	0	200	0	0	.....	0	Day	45
5	3	249	3	81	....	a 2	35	100	5	205	100,000	.....	25,046	.....	Day	46
10	4	361	0	72	203	3	36	150	25	475	.....	.....	25,000	.....	Day	47
3	15	617	0	123	249	2	34	100	10	210	0	.....	.....	.....	Day	48
12	7	576	34	142	110	b 2,3	34	100	20	320	150,000	0	10,122	0	Day	49
13	8	55	0	23	14	2	37	100	5	221	0	0	6	0	Day	50
3	1	72	....	2	9	2	40	100	5	205	.....	.....	1,500	.....	Day	51
2	....	11	0	3	....	3	21	60	10	220	.....	.....	.....	.....	Day	52
3	0	129	2	39	27	3	36	45	9	144	.....	0	1,000	0	Day	53
5	1	120	0	56	....	3	33	75	5	230	.....	.....	.....	.....	Day	54
10	2	44	....	0	20	3	30	75	10	235	.....	.....	.....	.....	Day	55
18	0	63	0	14	17	3	36	100	0	300	30,000	.....	.....	.....	Day	56
8	2	138	2	34	12	3	36	60	5	185	.....	0	2,800	0	Day	57
7	0	30	1	....	....	3	32	40	5	125	.....	.....	.....	.....	Day	58
4	0	44	1	23	3	2	31	60	10	130	.....	.....	.....	.....	Both	59
13	0	21	4	0	7	2	36	53	10	.....	0	0	0	0	Eve	60
7	0	75	0	* 45	....	2	33	80	10	176	.....	.....	4,000	.....	Day	61
9	3	855	3	72	24	3	34	150	0	465	.....	.....	12,500	.....	Day	62
8	0	48	0	24	24	2	33	100	5	210	0	0	0	0	(f)	63
1	0	14	0	7	....	2	36	40	3	83	.....	.....	.....	.....	Day	64
2	9	13	0	6	3	2	36	50	5	150	.....	.....	.....	.....	Day	65
2	2	34	0	10	4	2	36	50	6 1/2	116	.....	0	300	0	Day	66
2	0	84	0	53	....	1	40	100	10	115	20,000	0	500	0	Day	67
3	3	7	1	2	4	1	36	30	10	70	.....	.....	200	.....	Day	68
3	0	37	0	15	4	2	38	110	5	225	100,000	.....	6,000	.....	Day	69
1	....	14	0	2	0	2	40	100	10	240	40,000	0	200	0	Day	70
4	1	143	0	54	30	2	39	0	0	30	.....	.....	3,200	0	Day c	71
3	0	15	0	....	....	2	32	37	10	90	.....	.....	.....	.....	Day	72
2	1	54	0	23	....	2	36	105	.....	.....	.....	\$1,000	4,500	.....	Day	73
2	1	36	0	6	8	2	39	40	5	85	.....	.....	650	.....	Eve	74
3	0	119	0	19	21	2	39	100	0	247	.....	0	2,500	0	Day	75
3	0	103	1	49	3	1,2	40	0	5	.....	.....	0	400	0	Day	76
7	3	184	0	43	35	3	36	h 50	0	150	86,000	20,000	3,500	0	Day	77

e Reorganized in 1850.

f From 3.30 to 5.30 p. m.

g Deceased, February 3, 1897.

h Average.

TABLE 9.—Statistics of schools

	Post-office.	Name of institution.	Year of first opening.	Dean.
	1	2	3	4
		REGULAR.		
1	Birmingham, Ala.....	Birmingham Medical College	1894	W. H. Johnston.....
2	Mobile, Ala.....	Medical College of Alabama, Depart- ment of University of Alabama.	1859	George A. Ketchum.....
3	Los Angeles, Cal	College of Medicine, University of Southern California.	1885	H. G. Brainerd.....
4	San Francisco, Cal.....	College of Physicians and Surgeons of San Francisco.	1896	Winslow Anderson.....
5	.....do	Cooper Medical College	1859	Henry Gibbons, jr.....
6	.....do	University of California, Medical De- partment.	1864	Robert A. McLean.....
7	Boulder, Colo.....	University of Colorado, Medical De- partment.	1883	Luman M. Griffin.....
8	Denver, Colo	Denver School of Medicine, Depart- ment of University of Denver.	1881	Samuel A. Fisk.....
9	.....do	Gross Medical College	1887	Thomas H. Hawkins.....
10	New Haven, Conn.....	Yale University, Department of Medicine.	1812	Herbert E. Smith.....
11	Washington, D. C	Columbia University, Medical De- partment.	1824	D. K. Shute
12	.....do	Georgetown University, School of Medicine.*	1851	G. L. Magruder.....
13	.....do	Howard University, Medical Depart- ment.	1868	T. B. Hood
14	.....do	National University, Medical De- partment.	1884	H. H. Barker
15	Atlanta, Ga.....	Atlanta Medical College	1857	W. S. Kendrick.....
16	.....do	Southern Medical College	1879	James B. Baird.....
17	Augusta, Ga.....	University of Georgia, Medical De- partment.	1829	Eugene Foster.....
18	Chicago, Ill.....	College of Physicians and Surgeons, University of Illinois.	1882	William E. Quine.....
19	.....do	Harvey Medical College	1891	Francis Dickinson.....
20	.....do	Illinois Medical College	1895	Wm. F. Waugh
21	.....do	Jenner Medical College	1893	C. W. Hawley.....
22	.....do	Northwestern University Medical School.	1859	Nathan Smith Davis.....
23	.....do	Northwestern University Woman's Medical School.	.....	Isaac N. Danforth.....
24	.....do	Rush Medical College, Lake Forest University.	1843	E. L. Holmes
25	Fort Wayne, Ind.....	Fort Wayne College of Medicine, Taylor University.	1879	Christian B. Stemen
26	Indianapolis, Ind.....	Central College of Physicians and Surgeons.	1879	S. E. Earp.....
27	.....do	Medical College of Indiana, Univer- sity of Indianapolis.	1869	Joseph W. Marsee.....
28	Des Moines, Iowa.....	Iowa College of Physicians and Sur- geons, Drake University.	1882	Lewis Schooler
29	Iowa City, Iowa	State University of Iowa, Medical Department.	1870	Wm. D. Middleton.....
30	Keokuk, Iowa	College of Physicians and Surgeons..	1849	J. C. Hughes.....
31	.....do	Keokuk Medical College	1890	George F. Jenkins.....
32	Sioux City, Iowa.....	Sioux City College of Medicine	1890	Edward Hornibrook.....
33	Kansas City, Kans.....	College of Physicians and Surgeons..	1894	J. W. May
34	Topeka, Kans.....	Kansas Medical College.....	1889	John E. Minney.....
35	Louisville, Ky	Hospital College of Medicine	1873	P. Richard Taylor.....
36	.....do	Kentucky School of Medicine.....	1850	Samuel E. Woody.....
37	.....do	Louisville Medical College.....	1869	Clinton W. Kelly.....
38	.....do	University of Louisville, Medical Department.	1837	J. M. Bodine.....
39	New Orleans, La.....	New Orleans University, Medical School.	1889	L. G. Adkinson

* In 1895-96.

of medicine, for 1896-97.

In-struct-ors.		Students.				Length of course.		Annual charge for tuition.	Graduation or examination fees.	Cost of the entire course.	Estimated value of grounds and buildings.	Permanent productive funds.	Volumes in library.	Is the instruction given during the day or in the evening?	
Professors.	Special or as-sistant.	Men.	Women.	Graduating.	Having degree A. B. or B. S.	Years.	Weeks in year.								
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
10	10	34	2	7	0	3	25	\$100	\$30	\$330	.....	.....	300	Day ..	1
9	5	134	0	34	.....	3	24	100	25	300	.....	.....	.....	Day ..	2
19	2	74	9	13	4	4	32	130	40	445	\$21,000	0	.....	Day ..	3
14	12	190	8	12	10	4	25	75	25	335	.....	0	.....	Day ..	4
14	6	170	36	37	28	4	24	130	40	460	450,000	\$56,000	2,200	Day ..	5
14	10	87	16	7	14	4	32	100	25	437	20,000	0	500	Day ..	6
22	6	54	14	22	.....	4	36	50	10	a 275	.....	.....	.....	Day ..	7
16	10	40	5	9	12	4	28	75	25	400	10,000	0	0	Day ..	8
18	7	70	15	16	12	4	28	75	30	280	20,000	.....	.....	Day ..	9
13	12	138	0	35	10	4	34	140	30	530	.....	.....	5,000	Day ..	10
26	5	186	0	24	.....	4	28	106	.....	424	100,000	.....	.....	Even ..	11
24	9	82	0	11	.....	4	32	100	0	426	50,000	0	.....	.....	12
8	6	133	10	22	10	4	28	60	0	260	.....	15,000	.....	Even ..	13
7	15	59	6	10	3	4	28	100	.....	405	25,000	.....	.....	Even ..	14
8	10	230	0	39	.....	3	24	100	30	350	30,000	.....	300	Day ..	15
16	6	96	0	30	.....	3	26	75	30	320	30,000	0	0	Day ..	16
9	4	135	0	17	.....	3	26	80	30	335	30,000	0	5,000	Day ..	17
38	32	308	0	83	52	4	30	110	0	a 520	140,000	0	2,000	Day ..	18
52	5	127	13	7	22	4	36	60	30	a 400	.....	.....	200	Even ..	19
19	12	64	11	10	10	4	26	75	30	395	0	0	200	Day ..	20
25	10	81	3	7	9	4	40	75	0	315	.....	.....	.....	Even ..	21
33	18	327	0	56	67	4	32	125	0	605	150,000	50,000	2,500	Day ..	22
27	17	0	120	35	.....	4	30	75	30	385	30,000	1,000	.....	.....	23
20	54	813	0	*210	.....	4	34	125	.....	a 500	157,855	.....	.....	Day ..	24
23	3	38	5	10	.....	4	24	70	25	310	5,500	.....	400	Both ..	25
22	10	111	7	34	16	4	28	60	25	275	15,000	.....	3,000	Day ..	26
8	20	188	10	63	.....	4	26	75	25	350	.....	.....	.....	Day ..	27
12	8	77	12	22	.....	4	24	65	25	250	.....	10,000	.....	Day ..	28
12	7	209	5	60	20	4	26	65	0	260	.....	.....	1,200	Day ..	29
12	3	155	23	61	.....	4	26	33	30	150	3,500	.....	.....	Day ..	30
12	3	170	14	48	.....	4	26	33	30	167	30,000	0	0	Day ..	31
17	3	28	3	10	7	4	28	48	20	232	0	0	.....	Day ..	32
27	8	59	16	22	20	3	26	55	25	a 200	0	0	.....	Day ..	33
18	6	70	20	22	.....	3	26	60	30	170	18,000	.....	.....	Day ..	34
10	10	394	0	77	57	4	26	110	30	430	.....	0	500	Both ..	35
9	10	325	0	82	56	4	26	75	30	430	100,000	0	.....	.....	36
10	7	240	0	70	.....	4	24	75	30	430	140,000	0	0	Both ..	37
11	8	237	0	68	.....	3	26	75	30	.....	75,000	0	3,000	Both ..	38
10	.....	36	2	8	0	4	24	30	10	148	18,000	.....	.....	Day ..	39

a Approximately.

TABLE 9.—Statistics of schools of

	Post-office.	Name of institution.	Year of first opening.	Dean.
	1	2	3	4
	REGULAR—continued.			
40	New Orleans, La.....	Tulane University of Louisiana, Medical Department.	1834	Stanford E. Chaillé
41	Brunswick, Me	Medical School of Maine.....	1820	Alfred Mitchell.....
42	Portland, Me	Portland School of Medical Instruction <i>a</i>	1858	Stephen H. Weeks.....
43	Baltimore, Md	Baltimore Medical College	1881	David Street.....
44	do	Baltimore University School of Medicine.	1884	Hampson H. Biedler.....
45	do	College of Physicians and Surgeons..	1872	Thomas Opie
46	do	John Hopkins Medical School	1893	Wm. H. Welch, LL.D.
47	do	University of Maryland, School of Medicine.	1807	R. Dorsey Coale.....
48	do	Woman's Medical College of Baltimore.	1882	Eugene F. Cordell.....
49	Boston, Mass	College of Physicians and Surgeons..	1880	Augustus P. Clarke
50	do	Harvard University Medical School.	1816	Wm. L. Richardson
51	do	Tufts' College Medical School.....	1893	John L. Hildreth
52	Ann Arbor, Mich.....	University of Michigan, Department of Medicine and Surgery.	1850	Victor C. Vaughan.....
53	Detroit, Mich.....	Detroit College of Medicine.....	1867	Theodore G. McGraw.....
54	do	Michigan College of Medicine and Surgery.	1887	Hal C. Wyman.....
55	Saginaw, Mich.....	Saginaw Valley Medical College	1896	J. L. McLaren
56	Minneapolis, Minn.....	Minneapolis College of Physicians and Surgeons, Hamline University.	1883	Leo M. Crafts.....
57	do	University of Minnesota, College of Medicine and Surgery.	1888	Perry H. Millard
58	Columbia, Mo.....	Missouri University, Medical Department.	1845	A. W. McAlester
59	Kansas City, Mo.....	Kansas City Medical College.....	1869	J. D. Griffith
60	do	University Medical College of Kansas City.	1880	C. F. Wainwright.....
61	do	Woman's Medical College	1895	Flavel B. Tiffany
62	St. Joseph, Mo.....	Central Medical College.....	1894	T. E. Potter.....
63	do	Ensforth Medical College	1877	Hiram Christopher
64	St. Louis, Mo	Barnes Medical College	1892	C. H. Hughes
65	do	Beaumont Hospital Medical College..	1885	Frank J. Lutz
66	do	Marion Sims College of Medicine.....	1890	Young H. Bond
67	do	Missouri Medical College	1842	P. G. Robinson
68	do	St. Louis College of Physicians and Surgeons.*	1879	Waldo Briggs.....
69	do	St. Louis Medical College.....	1842	Henry H. Mudd
70	Omaha, Nebr	John A. Creighton Medical College ..	1892	D. C. Bryant
71	do	Omaha Medical College, University of Omaha.	1881	Harold Giffard.....
72	Hanover, N. H.....	Dartmouth Medical College.....	1798	Wm. T. Smith
73	Albany, N. Y	Albany Medical College.....	1838	Willis G. Tucker
74	Brooklyn, N. Y	Long Island College Hospital	1860	Jarvis S. Wight
75	Buffalo, N. Y.....	Niagara University, Medical Department.	1883	John Cronyn.....
76	do	University of Buffalo, Medical Department.	1845	Matthew D. Mann
77	New York, N. Y.....	Bellevue Hospital Medical College ..	1861	Austin Flint.....
78	do	College of Physicians and Surgeons in the City of New York, Columbia University.	1809	James W. McLane.....
79	do	University of New York, Medical Department.	1841	Charles Inslee Pardee
80	do	Woman's Medical College of the New York Infirmary for Women and Children.	1865	Emily Blackwell.....
81	Syracuse, N. Y.....	Syracuse University, College of Medicine.	1872	Henry D. Didama.....
82	Chapel Hill, N. C.....	University of North Carolina, Medical Department.	1891	Edwin A. Alderman.....
83	Davidson, N. C.....	North Carolina Medical College.....	1890	J. P. Munroe.....

* In 1895-96.

a A preparatory school; does not confer degrees.*b* Approximately.

medicine, for 1896-97—Continued.

In-struct-ors.		Students.				Length of course.		Annual charge for tuition.	Graduation or examination fees.	Cost of the entire course.	Estimated value of grounds and buildings.	Permanent productive funds.	Volumes in library.	Is the instruction given during the day or in the evening?	
Professors.	Special or assistant.	Men.	Women.	Graduating.	Having degree A. B. or B. S.	Years.	Weeks in year.								
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
7	10	350	0	83	.....	3	26	\$150	\$30	\$465	\$135,000	\$8,000	3,500	Day ..	40
10	3	140	0	30	22	3	24	78	25	246	12,000	0	4,000	Day ..	41
14	3	27	0	(a)	5	1	22	50	(a)		.....	.....	.....	Day ..	42
12	28	440	0	142	.....	4	27	90	30	b 275	.....	0	0	Day ..	43
24	12	110	0	54	.....	c 3	24	70	30	240	20,000	.....	.....	Day ..	44
12	14	284	0	83	.....	4	26	100	30	430	80,000	.....	0	Day ..	45
14	20	98	25	* 15	123	4	36	200	0	800	.....	.....	.....	Day ..	46
10	13	250	0	74	33	4	26	105	30	470	250,000	0	2,000	Day ..	47
12	11	0	21	7	2	4	34	106	30	430	16,000	0	300	Day ..	48
30	12	80	15	10	.....	4	36	100	30	b 475	30,000	.....	1,500	Day ..	49
21	11	593	0	73	.....	4	40	d 200	30	715	.....	.....	2,134	Day ..	50
18	13	148	35	41	14	4	32	100	30	b 450	.....	.....	500	Day ..	51
16	22	377	71	63	.....	4	36	.....	.....	300	.....	.....	10,000	Day ..	52
21	34	226	0	81	.....	3	30	60	30	325	.....	.....	.....	Day ..	53
14	6	104	14	46	4	4	24	50	25	290	25,000	0	3,000	Day ..	54
25	3	36	4	7	3	3	34	50	25	240	0	0	0	Day ..	55
27	9	93	11	30	17	4	32	65	0	243	0	0	0	Day ..	56
31	9	202	10	* 45	.....	4	32	100	10	400	150,000	.....	1,000	Day ..	57
7	5	52	0	4	.....	3	42	50	3	b 153	.....	.....	.....	Day ..	58
18	15	85	0	.....	.....	3	26	70	20	220	15,000	.....	.....	Day ..	59
22	15	204	0	83	22	3	30	60	20	213	.....	.....	1,300	Day ..	60
21	10	0	18	3	5	3	30	75	30	230	.....	0	0	Day ..	61
16	2	52	0	22	.....	3	26	60	25	b 240	25,000	.....	.....	Both ..	62
14	.....	34	3	18	.....	3	24	50	25	200	40,000	b 8,000	.....	Day ..	63
22	7	501	0	118	.....	4	26	55	25	b 200	140,000	0	.....	Day ..	64
21	6	72	0	29	29	3	26	75	.....	220	50,000	.....	0	Day ..	65
21	9	240	0	90	.....	c 3	26	70	25	230	65,000	0	400	Both ..	66
16	16	212	0	64	15	3	26	100	0	305	100,000	.....	.....	Day ..	67
18	10	280	0	68	.....	3	28	60	25	205	75,000	.....	1,500	.....	68
22	.....	89	0	39	21	3	31	100	0	305	150,000	.....	.....	Day ..	69
26	8	47	6	1	20	4	30	70	0	290	100,000	0	.....	Day ..	70
26	10	84	8	26	4	4	27	65	25	275	25,000	.....	.....	Day ..	71
8	5	145	0	.....	.....	3	22	77	25	267	.....	.....	.....	Day ..	72
13	15	244	0	60	26	3	29	100	25	380	35,000	7,500	.....	Day ..	73
20	22	383	0	71	40	3	26	125	25	475	.....	.....	.....	Both ..	74
18	16	52	3	10	0	3, 4	30	75	25	330	50,000	.....	.....	Day ..	75
7	22	290	36	72	43	4	30	100	40	b 475	195,500	0	6,077	Both ..	76
10	14	713	0	133	85	3	26	150	30	b 550	100,000	0	0	Day ..	77
11	20	641	0	40	.....	4	34	200	25	850	.....	.....	.....	Day ..	78
8	16	378	0	106	56	4	28	150	30	732	250,000	0	0	Day ..	79
11	7	0	111	16	12	4	32	130	30	515	.....	0	.....	Day ..	80
16	17	87	8	23	.....	4	32	125	25	500	.....	0	3,780	Day ..	81
5	.....	34	0	(a)	3	1	36	100	.....	.....	.....	.....	1,000	Day ..	82
5	0	42	0	2	2	3	36	75	25	265	3,500	0	.....	Day ..	83

e Four years hereafter.

d \$100 the fourth year.

TABLE 9.—Statistics of schools of

	Post-office.	Name of institution.	Year of first opening.	Dean.
	1	2	3	4
		REGULAR—continued.		
84	Raleigh, N. C.....	Leonard Medical School of Shaw University.	1882	James McKee
85	Cincinnati, Ohio.....	Cincinnati College of Medicine and Surgery.	1851	S. C. Ayers.....
86	.....do	Laura Memorial Woman's Medical College.*	1890	John M. Withrow.....
87	.....do	Medical College of Ohio, University of Cincinnati.	1819	W. W. Seely
88	.....do	Miami Medical College.....	1852	N. P. Dandridge
89	Cleveland, Ohio.....	Cleveland College of Physicians and Surgeons, Ohio Wesleyan University.	1864	Charles B. Parker
90	.....do	Wooster University, Medical Department.*	1864	Marcus Rosenwasser
91	Columbus, Ohio	Ohio Medical University	1892	George M. Waters.....
92	.....do	Starling Medical College.....	1847	Starling Loving
93	Lebanon, Ohio.....	College of Medicine, National Normal University.	1889	Selden S. Scoville.....
94	Toledo, Ohio	Toledo Medical College	1882	J. H. Pooley
95	Portland, Oreg	University of Oregon, Medical Department.	1887	S. E. Josephi
96	Salem, Oreg	Willamette University, Medical Department.	1865	W. H. Byrd
97	Philadelphia, Pa.....	Jefferson Medical College of Philadelphia.	1826	James W. Holland.....
98	.....do	Medico-Chirurgical College of Philadelphia.	1881	Isaac Ott
99	.....do	University of Pennsylvania, Department of Medicine.*	1765	John Marshall.....
100	.....do	Woman's Medical College of Pennsylvania.	1850	Clara Marshall
101	Pittsburg, Pa.....	Western Pennsylvania Medical College.	1886	J. C. Lange
102	Charleston, S. C	Medical College of the State of South Carolina.	1828	Francis L. Parker
103	Chattanooga, Tenn.....	Chattanooga Medical College, U. S. Grant University.	1889	E. A. Cobleigh
104	Knoxville, Tenn	Knoxville College, Medical Department.	1896	E. L. Randall
105	.....do	Tennessee Medical College.....	1839	J. C. Cawood
106	Memphis, Tenn	Memphis Hospital Medical College ..	1878	W. B. Rogers
107	Nashville, Tenn	Central Tennessee College, Meharry Medical Department.	1876	G. W. Hubbard
108	.....do	University of Nashville, Medical Department.	1850	W. L. Nichol.....
109	.....do	University of Tennessee, Medical Department.	1877	Paul F. Eve
110	.....do	Vanderbilt University, Medical Department.	1876	Wm. L. Dudley
111	Sewanee, Tenn	Sewanee Medical College, University of the South.	1892	J. S. Cain
112	Fort Worth, Tex	Fort Worth University, Medical Department.	1894	Bacon Saunders
113	Galveston, Tex	University of Texas, Medical Department.	1891	J. F. Y. Paine.....
114	Burlington, Vt.....	University of Vermont, Medical Department.	1823	A. P. Grinnell
115	Richmond, Va	University College of Medicine.....	1893	Hunter McGuire
116	University of Virginia, Va.	University of Virginia, Medical Department.	1825	J. W. Mallet
117	Milwaukee, Wis	Milwaukee Medical College.....	1894	Wm. H. Earles.....
118	.....do	Wisconsin College of Physicians and Surgeons.	1893	W. H. Washburn, see Y ..

* In 1895-96.

medicine for 1896-97—Continued.

In-struct-ors.		Students.				Length of course.		for tuition.	Graduation or examination fees.	Cost of the entire course.	Estimated value of grounds and buildings.	Permanent productive funds.	Volumes in library.	Is the instruction given during the day or in the evening?	
Professors.	Special or as- sistant.	Men.	Women.	Graduating.	Having degree A. B. or B. S.	Years.	Weeks in year.								
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
8	....	51	0	7	....	4	21	\$75	\$10	\$310	\$15,000	\$6,000	.....	Day ..	84
13	16	78	8	18	4	4	26	75	25	345	20,000	.....	.....	Day ..	85
19	1	0	40	9	....	4	28	50	25	310	20,000	.....	.....	.....	86
12	4	265	0	111	....	3	24	100	25	α 330	150,000	0	.....	Both..	87
11	6	98	0	32	....	4	26	100	25	445	20,000	.....	.....	Both..	88
21	15	99	14	33	22	4	32	100	40	480	.....	0	350	Day ..	89
19	15	87	6	....	....	4	26	100	30	.....	.....	0	0	.....	90
33	7	209	14	63	45	4	28	50	10	271	53,000	0	600	Day ..	91
14	16	271	0	79	....	4	22	79	25	350	100,000	0	3,500	Day ..	92
9	1	14	2	0	2	3	26	.....	.....	.....	.....	0	.....	Day ..	93
16	15	75	5	21	....	4	26	75	25	300	25,000	0	1,200	Day ..	94
15	6	51	12	33	4	4	26	130	30	390	.....	.....	1,000	Day ..	95
14	3	20	4	3	....	4	24	100	30	355	.....	.....	.....	Day ..	96
25	13	474	0	161	....	4	28	150	0	605	.....	.....	.....	Day ..	97
12	19	365	0	65	....	3	28	145	0	500	275,000	0	1,000	Day ..	98
22	26	878	0	88	....	4	36	200	0	815	.....	.....	.....	Day ..	99
9	16	0	164	28	18	4	30	130	0	516	110,000	170,000	1,925	Day ..	100
22	40	287	0	108	....	4	32	115	0	460	10,000	0	500	Day ..	101
8	2	90	0	25	....	3	24	105	.....	300	.....	.....	.....	Day ..	102
10	9	131	0	34	....	3	27	50	35	250	.....	0	.....	Day ..	103
6	....	5	0	0	0	4	25	30	10	135	.....	0	0	Day ..	104
15	6	74	18	12	8	3	26	65	25	α 260	.....	0	0	Day ..	105
10	16	316	0	65	....	3	26	75	25	250	80,000	0	0	Day ..	106
11	2	145	6	34	16	4	20	30	10	130	30,000	13,000	500	Day ..	107
13	3	204	5	50	....	3	26	75	25	250	40,000	0	.....	Day ..	108
15	10	135	0	26	5	3	26	100	25	α 350	30,000	0	2,000	Day ..	109
12	7	165	0	28	....	3	24	100	25	325	100,000	.....	.....	Day ..	110
9	7	32	0	8	3	3	26	65	25	275	12,000	0	600	Day ..	111
15	5	118	3	12	....	3	26	50	25	250	.....	.....	0	Day ..	112
9	11	261	27	33	25	4	30	0	0	85	250,000	0	3,000	Day ..	113
7	18	221	0	53	....	3	.....	80	25	330	.....	.....	.....	Day ..	114
18	17	270	0	40	....	3	32	100	30	330	.....	.....	.....	Day ..	115
6	6	151	0	50	28	3	40	b 93	0	280	.....	.....	.....	Day ..	116
26	7	129	0	38	15	3	28	65	30	300	200,000	0	0	Day ..	117
19	11	60	0	20	....	4	27	60	30	α 300	0	0	.....	Day ..	118

 α Approximately. b Average.

TABLE 9.—Statistics of schools of

	Post-office.	Name of institution.	Year of first opening.	Dean.
	1	2	3	4
	ECLECTIC.			
119	San Francisco	California Medical College*	1879	D. Maclean
120	Atlanta, Ga.	Georgia College of Eclectic Medicine and Surgery.	1877	A. G. Thomas
121	Chicago, Ill.	Bennett College of Eclectic Medicine and Surgery.	1868	Anson L. Clark
122	Indianapolis, Ind.	American Medical College	1894	Russell C. Kelsey
123	St. Louis	American Medical College	1873	E. Younkin
124	Lincoln, Nebr.	Lincoln Medical College of Cotner University.	1891	W. S. Latta
125	New York, N. Y.	Eclectic Medical College of the City of New York.	1865	George W. Boskowitz
126	Cincinnati, Ohio	American Eclectic Medical College* ..	1879	L. M. Bickmore
127	.....do	Eclectic Medical Institute	1845	Frederick J. Locke
	HOMEOPATHIC.			
128	San Francisco, Cal.	Hahnemann Hospital College	1883	A. C. Peterson
129	Denver, Colo.	Denver Homeopathic Medical College.	1894	Samuel S. Smythe
130	Chicago, Ill.	Chicago Homeopathic Medical College.	1876	J. S. Mitchell
131	.....do	Dunham Medical College	1895	C. S. Fahnestock
132	.....do	Hahneman Medical College	1861	C. H. Vilas
133	.....do	Hering Medical College	1892	Henry C. Allen
134	.....do	National Homeopathic Medical College.*	1891	J. J. Thompson
135	Iowa City, Iowa	University of Iowa, Homeopathic Medical Department.	1877	Wilmot H. Dickinson
136	Louisville, Ky.	Southwestern Homeopathic College..	1893	A. Leight Monroe
137	Baltimore, Md.	Southern Homeopathic Medical College.	1891	Henry Chandlee
138	Boston, Mass.	Boston University School of Medicine.	1873	I. Tisdale Talbot
139	Ann Arbor, Mich.	University of Michigan Homeopathic Medical College.	1875	W. B. Hinsdale
140	Minneapolis, Minn.	University of Minnesota, Department of Homeopathic Medicine and Surgery.	1888	Alonzo P. Williamson
141	Kansas City, Mo.	Kansas City Homeopathic Medical College.	1888	Peter Deiderick
142	St. Louis, Mo.	Homeopathic Medical College of Missouri.	1857	Wm. C. Richardson
143	New York, N. Y.	New York Homeopathic Medical College.	1858	Wm. Tod Helmuth
144	.....do	New York Medical College and Hospital for Women.	1861	Jennie de la M. Lozier
145	Cincinnati, Ohio	Pulte Medical College	1872	J. D. Buck
146	Cleveland, Ohio	Cleveland Medical College	1890	G. J. Jones
147	.....do	Cleveland University of Medicine and Surgery.	1849	William A. Phillips
148	Philadelphia, Pa.	Hahnemann Medical College .....	.....	Pemberton Dudley
	PHYSIOMEDICAL.			
149	Chicago, Ill.	Chicago Physiomedical College	1891	H. J. Treat
150	Indianapolis, Ind.	Physiomedical College of Indiana	1873	C. T. Bedford

* In 1895-96.

NOTE.—In addition to the above-mentioned medical schools, the following postgraduate and special schools have been reported: Chicago Ophthalmic College, 120 students; Chicago Polyclinic, 440; Postgraduate Medical School of Chicago, 175; New Orleans Polyclinic, 71; New York Polyclinic Medical School, 234; New York Postgraduate Medical School and Hospital, 513; Philadelphia Polyclinic and College for Graduates in Medicine, 117; Philadelphia Postgraduate School of Homeopathics, 14. Total, 1,684.

medicine, for 1896-97—Continued.

In-struct-ors.		Students.				Length of course.		Annual charge for tuition.	Graduation or examination fees.	Cost of the entire course.	Estimated value of grounds and buildings.	Permanent productive funds.	Volumes in library.	Is the instruction given during the day or in the evening?	
Professors.	Special or assistant.	Men.	Women.	Graduating.	Having degree A. B. or B. S.	Years.	Weeks in year.								
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
20	0	70	10	30	.....	4	32	\$100	\$40	\$390	\$25,000	0	200	.....	119
12	8	69	2	22	.....	3	26	70	25	268	15,000	0	.....	Both..	120
25	10	98	10	37	3	3	32	110	.....	340	40,000	0	600	Day ..	121
24	8	66	13	27	8	3	26	65	25	241	40,000	.....	.....	Day ..	122
15	6	60	10	24	2	4	24	.....	25	234	20,000	0	.....	Day ..	123
17	9	40	2	15	.....	4	26	50	25	200	.....	0	0	Day ..	124
12	14	97	14	11	14	4	29	100	30	450	40,000	.....	4,000	Day ..	125
12	3	34	7	12	.....	3	26	75	25	250	0	0	500	.....	126
14	4	174	13	55	21	4	26	75	25	a 350	60,000	0	500	Day ..	127
21	9	18	11	19	3	4	27	100	40	b 350	10,000	.....	.....	Day ..	128
19	7	23	14	13	.....	4	26	75	30	385	5,000	0	.....	Day ..	129
22	21	155	0	54	25	4	26	65	30	400	125,000	0	0	.....	130
19	14	39	11	8	12	4	28	100	0	405	50,000	0	450	.....	131
14	27	163	65	73	.....	4	26	70	40	360	187,000	\$70,000	1,500	Day ..	132
16	17	29	26	19	3	4	27	100	0	400	25,000	.....	.....	Day ..	133
27	17	185	33	27	.....	4	24	65	25	300	.....	.....	.....	Day ..	134
5	11	61	9	16	5	4	26	20	25	176	30,000	.....	350	Day ..	135
17	3	22	14	11	.....	4	26	85	0	380	0	0	0	Day ..	136
15	11	34	5	13	2	4	26	100	30	440	30,000	.....	500	Day ..	137
17	19	134	64	30	20	4	30	125	30	518	250,000	0	3,952	Day ..	138
5	4	40	7	6	8	4	36	35	10	240	50,000	.....	7,000	Day ..	139
21	.....	28	4	11	4	4	32	c 90	0	360	.....	.....	1,500	Day ..	140
9	21	*43	*10	14	.....	4	28	50	25	255	10,000	0	.....	Day ..	141
16	10	60	16	26	.....	4	26	60	25	a 250	15,000	0	0	Day ..	142
25	12	116	0	16	15	4	29	125	30	510	.....	0	2,600	Day ..	143
20	3	0	26	6	0	4	26	100	30	460	0	.....	.....	Day ..	144
15	7	35	7	17	.....	4	26	65	30	285	20,000	0	0	Day ..	145
15	11	123	24	50	20	4	26	75	25	330	75,000	0	500	Day ..	146
22	6	112	14	51	45	4	26	80	25	350	80,000	10,000	1,000	Day ..	147
8	4	258	0	37	45	4	30	125	30	500	690,154	d 223,762	10,000	Day ..	148
23	5	45	10	13	3	4	30	80	0	340	.....	.....	200	Day ..	149
17	4	46	11	22	.....	4	26	60	.....	240	1,500	.....	.....	Day ..	150

a Approximately.

b No tuition the fourth year.

c Average.

d \$10,000 received during the year from the estate of Edward Bamber, and a gift of \$6,000 from Anna M. Jeanes.

TABLE 10.—Statistics of schools

	Location.	Name of institution.	Year of first opening.	Dean.
	1	2	3	4
1	Birmingham, Ala.....	Birmingham Dental College.....	1893	T. M. Allen.....
2	San Francisco, Cal.....	College of Physicians and Surgeons, Dental Department.	1896	Charles Buxton.....
3	.....do.....	University of California, College of Dentistry.	1881	L. L. Dunbar.....
4	Denver, Colo.....	University of Denver, Dental Depart- ment.	1887	A. H. Sawins.....
5	Washington, D. C.....	Columbian University, Dental Depart- ment.	1886	J. Hall Lewis.....
6	.....do.....	Howard University, Dental Depart- ment.	1881	Thomas B. Hood.....
7	.....do.....	National University, Dental Depart- ment.*	1883	H. H. Barker.....
8	Atlanta, Ga.....	Atlanta Dental College.....	1893	Wm. Crenshaw.....
9	.....do.....	Southern Medical College, Dental De- partment.	1887	Sheppard W. Foster.....
10	Chicago, Ill.....	Chicago College of Dental Surgery....	1883	Truman W. Brophy.....
11	.....do.....	Columbian Dental College.....	1893	George T. Carpenter.....
12	.....do.....	German-American Dental College.....	1888	Fritz W. Huxmann.....
13	.....do.....	Northwestern College of Dental Sur- gery.	1885	L. L. Davis.....
14	.....do.....	Northwestern University Dental School.	1886	Edgar D. Swain.....
15	Indianapolis, Ind.....	Indiana Dental College, University of Indianapolis.	1879	George E. Hunt.....
16	Iowa City, Iowa.....	State University of Iowa, Dental De- partment.	1882	Charles A. Schaeffer.....
17	Louisville, Ky.....	Louisville College of Dentistry.....	1886	P. Richard Taylor.....
18	Baltimore, Md.....	Baltimore College of Dental Surgery*.	1839	M. W. Foster.....
19	.....do.....	University of Maryland, Dental De- partment.	1882	Ferdinand J. S. Gorgas.....
20	Boston, Mass.....	Boston Dental College.....	1868	No report.....
21	.....do.....	Harvard University, Dental School.....	1867	Eugene H. Smith.....
22	Ann Arbor, Mich.....	University of Michigan, College of Dental Surgery.	1875	J. Taft.....
23	Detroit, Mich.....	Detroit College of Medicine, Depart- ment of Dental Surgery.	1891	Theodore A. McGraw.....
24	Minneapolis, Minn.....	University of Minnesota, College of Dentistry.	1888	Thomas E. Weeks.....
25	Kansas City, Mo.....	Kansas City Dental College.....	1881	J. D. Patterson.....
26	.....do.....	Western Dental College.....	1890	D. J. McMillan.....
27	St. Louis, Mo.....	Marion Sims College of Medicine, Den- tal Department.	1894	Young H. Bond.....
28	.....do.....	Missouri Dental College.....	1866	Henry H. Mudd.....
29	Omaha, Nebr.....	University of Omaha, Dental Depart- ment.	1895	J. Carroll Whinnery.....
30	Buffalo, N. Y.....	University of Buffalo, Dental Depart- ment.	1891	W. C. Barrett.....
31	New York, N. Y.....	New York College of Dentistry.....	1866	Faneuil D. Weisse.....
32	.....do.....	New York Dental School.....	1893	Dwight L. Hubbard.....
33	Cincinnati, Ohio.....	Cincinnati College of Dental Surgery.	1893	G. S. Junkerman.....
34	.....do.....	Miami Dental College.....	1891	C. A. Schuchardt.....
35	.....do.....	Ohio College of Dental Surgery, Uni- versity of Cincinnati.	1846	H. A. Smith.....
36	Cleveland, Ohio.....	Western Reserve University, Dental Department.	1892	Henry L. Ambler.....
37	Columbus, Ohio.....	Ohio Medical University, Dental De- partment.	1892	A. O. Ross.....
38	Philadelphia, Pa.....	Pennsylvania College of Dental Sur- gery.	1853	C. N. Peirce.....
39	.....do.....	Philadelphia Dental College.....	1863	Simeon H. Guilford.....
40	.....do.....	University of Pennsylvania, Dental Department.*	1878	Edward C. Kirk.....
41	Pittsburg, Pa.....	Pittsburg Dental College, Western University of Pennsylvania.	1896	J. G. Templeton.....
42	Knoxville, Tenn.....	Tennessee Medical College, Dental Department.	1889	R. N. Kesterson.....
43	Nashville, Tenn.....	Central Tennessee College, Meharry Dental Department.	1886	G. W. Hubbard.....

* In 1895-96.

of dentistry, for 1896-97.

Instructors.		Students.			Years in course.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Cost of entire course.	Estimated value of grounds and buildings.	Is the instruction given during the day or in the evening?	
Professors.	Special or assistant.	Men.	Women.	Graduating.								
5	6	7	8	9	10	11	12	13	14	15	16	
8	2	41	0	7	3	26	\$100	\$25	\$360	.....	Day ..	1
12	6	111	1	5	3	26	100	25	332	.....	Day ..	2
7	9	153	11	43	3	34	120	25	360	.....	.....	3
10	11	27	2	8	3	28	75	25	265	.....	Both..	4
6	5	60	0	11	3	30	100	0	300	.....	Eve ..	5
9	4	20	0	4	3	28	60	.....	200	.....	Eve ..	6
8	.....	46	1	6	3	28	a 60	30	215	.....	Eve ..	7
10	3	200	0	50	3	24	100	25	350	.....	Day ..	8
8	6	80	0	19	3	24	80	25	265	\$15,000	Day ..	9
19	20	490	0	142	3	26	125	.....	375	.....	Day ..	10
14	12	82	5	12	3	26	80	0	240	6,000	Day ..	11
6	3	23	2	7	3	26	80	25	275	0	Day ..	12
14	5	47	0	15	3	26	100	5	320	0	Day ..	13
23	14	494	32	132	3	26	105	0	315	.....	Day ..	14
13	3	182	1	54	3	25	100	10	325	50,000	Day ..	15
8	3	180	5	34	3	24	75	0	225	.....	Day ..	16
8	6	146	0	37	3	26	115	30	365	24,000	Both..	17
5	21	206	1	44	3	25	100	30	350	.....	.....	18
6	4	210	0	62	3	25	105	30	355	.....	Day ..	19
12	22	131	0	32	3	36	a 166	0	500	.....	Day ..	20
4	3	192	5	49	3	34	a 40	10	204	.....	Day ..	21
10	10	79	0	22	3	36	60	30	260	.....	.....	22
3	12	94	3	* 14	3	30	100	0	300	.....	Day ..	23
9	4	105	0	39	3	24	100	20	450	12,500	Day ..	24
14	14	166	9	52	3	26	100	20	325	.....	Day ..	25
17	.....	60	0	15	3	28	100	0	305	.....	Day ..	26
10	13	100	0	19	3	31	100	0	305	.....	Day ..	27
16	7	48	0	.....	3	26	75	.....	.....	.....	Day ..	28
13	11	216	6	67	3	32	100	35	340	50,000	Both..	29
5	34	248	0	82	3	35	165	30	540	120,000	Day ..	30
7	10	39	6	10	3	32	150	25	505	0	Day ..	31
11	3	75	1	27	3	26	100	0	300	30,000	Both..	32
9	7	8	1	0	3	25	100	.....	300	.....	Day ..	33
6	4	* 207	9	50	3	26	100	25	350	10,000	Day ..	34
10	3	b 86	0	32	3	32	100	30	335	.....	Day ..	35
13	.....	70	1	21	3	28	50	10	205	60,000	Both..	36
5	18	324	30	101	3	26	100	30	345	80,000	Both..	37
5	4	399	16	135	3	26	100	35	370	150,000	Both..	38
8	17	323	0	74	3	35	100	30	345	.....	Day ..	39
8	7	114	0	5	3	26	100	30	350	.....	Day ..	40
13	4	18	0	7	3	26	60	25	240	.....	Day ..	41
7	.....	18	0	6	4	20	30	10	120	.....	Day ..	42
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Day ..	43

a Average cost of tuition.

b Also 24 taking special courses.

TABLE 10.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	Dean.
	1	2	3	4
44	Nashville, Tenn	University of Tennessee, Dental Department.	1877	J. P. Gray
45	.....do	Vanderbilt University, Dental Department.	1879	W. H. Morgan
46	Richmond, Va.....	University College of Medicine, Dental Department.	1893	L. M. Cowardin
47	Tacoma, Wash.....	Tacoma College of Dental Surgery....	1893	John M. Meyer
48	Milwaukee, Wis	Milwaukee Medical College, Dental Department.	1894	B. G. Maercklein.....

dentistry, for 1896-97—Continued.

Instructors.		Students.			Years in course.	Weeks in year.	Tuition fee.	Graduation or ex-amination fee.	Cost of entire course.	Estimated value of grounds and buildings.	Is the instruction given during the day or in the evening?
Professors.	Special or as-sistant.	Men.	Women.	Graduating.							
5	6	7	8	9	10	11	12	13	14	15	16
9	4	71	0	14	3	25	\$75	\$25	\$275	.....	Day .. 44
6	5	168	2	42	3	25	80	25	290	\$20,000	Day .. 45
9	6	30	0	8	3	28	100	30	330	.....	Day .. 46
9	11	32	0	4	3	24	100	0	300	0	Day .. 47
13	.....	89	0	21	3	28	60	30	300	.....	Day .. 48

TABLE 11.—Statistics of schools

	Location.	Name of institution.	Year of first opening.	Dean.
	1	2	3	4
1	Auburn, Ala.....	Alabama Polytechnic Institute, Department of Pharmacy.	1895	E. R. Miller.....
2	Mobile, Ala.....	Medical College of Alabama, School of Pharmacy, University of Alabama.	.....	George A. Ketchum.....
3	San Francisco, Cal.....	California College of Pharmacy, University of California.	1873	Wm. M. Searby.....
4	Washington, D. C.....	Howard University, Department of Pharmacy.	1868	Thomas B. Hood.....
5	.....do.....	National College of Pharmacy.....	1872	Francis M. Criswell.....
6	Atlanta, Ga.....	Atlanta College of Pharmacy.....	1891	W. S. Kendrick.....
7	Chicago, Ill.....	Chicago College of Pharmacy, University of Illinois.	1859	F. M. Goodman.....
8	.....do.....	Northwestern University, School of Pharmacy.	1886	Oscar Oldberg.....
9	Lafayette, Ind.....	Purdue University, School of Pharmacy.	1884	Arthur L. Green.....
10	Des Moines, Iowa.....	Iowa College of Pharmacy, Drake University.*	1882	Louis Schmidt.....
11	Iowa City, Iowa.....	State University of Iowa, Department of Pharmacy.	1885	Emil L. Boerner.....
12	Lawrence, Kans.....	University of Kansas, School of Pharmacy.	1885	Lucius E. Sayre.....
13	Louisville, Ky.....	Louisville College of Pharmacy.....	1871	Gordon L. Curry.....
14	New Orleans, La.....	Tulane University, Department of Pharmacy.	1838	Stanford E. Chaillé.....
15	Orono, Me.....	Maine State College, Department of Pharmacy.*	1895	W. F. Jackman, prof.....
16	Baltimore, Md.....	Maryland College of Pharmacy.....	1841	Charles Caspari, jr.....
17	Boston, Mass.....	Massachusetts College of Pharmacy..	1867	J. W. Baird.....
18	Ann Arbor, Mich.....	University of Michigan, School of Pharmacy.	1868	Albert B. Prescott.....
19	Detroit, Mich.....	Detroit College of Medicine, Department of Pharmacy.	1891	J. E. Clark.....
20	Minneapolis, Minn.....	University of Minnesota, College of Pharmacy.	1892	Frederick J. Wulling.....
21	Kansas City, Mo.....	Kansas City College of Pharmacy.....	1885	August Brenner.....
22	St. Louis, Mo.....	St. Louis College of Pharmacy.....	1866	James M. Good.....
23	Newark, N. J.....	New Jersey College of Pharmacy.....	1892	P. E. Hommell.....
24	Albany, N. Y.....	Albany College of Pharmacy, Union University.	1881	Willis G. Tucker.....
25	Brooklyn, N. Y.....	Brooklyn College of Pharmacy.....	1891	Elias H. Bartley.....
26	Buffalo, N. Y.....	Buffalo College of Pharmacy, University of Buffalo.	1886	Willis G. Gregory.....
27	New York, N. Y.....	College of Pharmacy of the City of New York.	1829	Edward Kemp.....
28	Raleigh, N. C.....	Shaw University, Pharmaceutical Department.	1891	Wm. Simpson.....
29	Ada, Ohio.....	Ohio Normal University, Department of Pharmacy.	1884	H. S. Lehr.....
30	Cincinnati, Ohio.....	Cincinnati College of Pharmacy, University of Cincinnati.	1871	Charles T. P. Fennel.....
31	Columbus, Ohio.....	Ohio State University, Department of Pharmacy.	.....	George B. Kauffman.....
32	Scio, Ohio.....	Scio College, Department of Pharmacy.	1890	J. H. Beal.....
33	Philadelphia, Pa.....	Philadelphia College of Pharmacy....	1821	Joseph P. Remington.....
34	Pittsburg, Pa.....	Pittsburg College of Pharmacy.....	1878	J. A. Koch.....
35	Charleston, S. C.....	Medical College of the State of South Carolina, Department of Pharmacy.*	.....	Francis L. Parker.....
36	Brookings, S. Dak.....	South Dakota Agricultural College, Department of Pharmacy.	1895	B. T. Whitehead.....
37	Nashville, Tenn.....	Central Tennessee College, Department of Pharmacy.	1889	G. W. Hubbard.....
38	.....do.....	Vanderbilt University, Department of Pharmacy.	1879	James M. Safford.....
39	Galveston, Tex.....	University of Texas, School of Pharmacy.	1893	J. F. Y. Paine.....
40	Richmond, Va.....	University College of Medicine, Department of Pharmacy.	1893	T. A. Miller.....

* In 1895-95.

a One year if the student's whole time is given to his studies; two years if divided between the shop and college.

of pharmacy, for 1896-97.

Instructors.		Students.			Years in the course.	Weeks in year.	Years of training in a pharmacy required.	Tuition fee.	Graduation or examination fees.	Cost of entire course.	Estimated value of grounds and buildings.	Is the instruction given during the day or in the evening?	
Professors.	Special or assistant.	Men.	Women.	Graduating.									
5	6	7	8	9	10	11	12	13	14	15	16	17	
1	3	27	0	3	2	36	.....	0	0	\$24	\$4,000	Day	1
3	1	.....	.....	8	2	26	0	\$50	\$10	120	.....	Day	2
5	6	88	7	26	2	26	4	90	25	200	10,000	Day	3
3	2	16	1	8	2	28	4	60	0	130	.....	Eve	4
4	2	67	2	21	3	26	4	60	0	185	15,000	Eve	5
3	.....	23	0	7	2	26	4	45	15	130	.....	Eve	6
4	3	175	6	* 40	2	28	4	75	0	150	.....	.....	7
4	6	168	9	122	a 1, 2	40	0	150	5	.....	40,000	Day	8
3	8	89	1	32	2	30	0	.....	5	105	.....	.....	9
6	2	17	1	7	2	24	4	65	20	145	.....	.....	10
5	5	58	4	11	2	24	0	71	10	147	.....	Day	11
10	15	54	4	26	2	40	0	0	5	b 50	.....	Day	12
5	3	52	0	12	2	25	4	70	10	155	.....	Both	13
3	3	25	6	17	2	26	2	70	20	155	.....	Day	14
2	5	10	2	0	2	36	3	30	.....	b 100	.....	Day	15
4	3	113	0	50	2	30	0	90	15	180	37,000	Day	16
5	6	223	9	19	2	34	4	100	10	215	68,850	Day	17
8	6	65	7	21	2	39	0	30	10	b 120	.....	Day	18
5	2	19	0	7	2	30	0	40	10	120	.....	Eve	19
12	6	33	2	* 15	2	32	0	40	10	165	.....	Day	20
7	2	32	3	17	2	26	4	65	10	145	.....	Eve	21
5	2	192	2	68	2	26	4	79	10	167	30,000	Eve	22
4	1	27	0	8	2	26	4	75	15	195	.....	Both	23
3	4	59	1	21	2	23	4	64	10	138	.....	Eve	24
5	9	67	3	32	2	26	4	60	10	140	.....	Day	25
5	6	94	2	45	2	26	0	65	10	140	.....	Both	26
7	5	363	12	127	2	28	0	75	10	160	204,067	Day	27
1	.....	10	1	8	3	21	2	32	10	106	2,000	Day	28
4	2	224	5	66	1	40	0	60	3	140	.....	.....	29
8	.....	41	5	.....	1	42	4	80	10	175	7,758	.....	30
12	4	47	1	11	3	39	0	0	5	50	.....	.....	31
6	2	54	2	16	.....	42	0	30	5	76	10,000	Day	32
4	5	535	17	73	3	26	4	90	15	290	150,000	Day	33
7	3	74	3	28	2	22	4	75	10	160	20,000	Day	34
3	1	13	0	7	2	24	2	65	.....	125	.....	Day	35
7	.....	.....	.....	0	2	38	0	9	2	.....	.....	Day	36
4	.....	12	2	.....	3	20	0	30	10	120	.....	Day	37
4	4	14	0	.....	2	36	0	50	5	200	.....	Day	38
5	1	24	2	11	2	32	2	0	0	50	.....	Day	39
4	5	20	0	5	2	32	3	60	15	135	.....	Both	40

b Approximately.

TABLE 11.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	Dean.
	1	2	3	4
41	University of Virginia, Va.	University of Virginia, Department of Pharmacy.*	1834	.....
42	Pullman, Wash.	Washington Agricultural College, School of Pharmacy.	1896	Elton Fulmer.....
43	Madison, Wis.	University of Wisconsin, School of Pharmacy.	1883	Edward Kremers.....
		<i>Received too late to include in summary.</i>		
44	Cleveland, Ohio.	Cleveland School of Pharmacy.....	1882	Joseph Feil.....

*In 1895-96.

pharmacy, for 1896-97—Continued.

Instructors.		Students.			Years in the course.	Weeks in year.	Years of training in a pharmacy required.	Tuition fee.	Graduation or examination fees.	Cost of entire course.	Estimated value of grounds and buildings.	Is the instruction given during the day or in the evening?	
Professors.	Special or assistant.	Men.	Women.	Graduating.									
5	6	7	8	9	10	11	12	13	14	15	16	17	
4	2	3	0	1	.....	40	0	\$120	0	\$170	.....	Day	41
4	1	7	0	0	2	36	0	0	0	.....	.....	Day	42
3	5	51	9	9	2	40	0	a 40	0	b 175	.....	.....	43
4	1	46	0	22	3	32	0	45	\$10	155	.....	Both....	44

a For incidental expenses.*b* Approximately.

TABLE 12.—Statistics of schools of veterinary medicine, for 1896-97.

Location.	Name of institution.	Year of first opening.	Dean.	In-struct-ors.			Students.		Length of course.		Fees.		
				Regu- lar pro- fessors.	Special or assist- ant.	In attendance.	Graduating.	Having A. B. or B. S.	Years.	Weeks in year.	Tuition fee.	Graduation examina- tion fee.	Fees of entire course.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1 San Francisco, Cal.	University of California, Veterinary Department	1895	Frank W. Skaffe	8	2	8	8	3	3	27	\$100	\$25	\$355
2 Washington, D. C.	Columbia University, Veterinary Department	1892	D. E. Salmon	11	2	17	10	2	3	24	80	10	250
3 "do"	United States College of Veterinary Surgeons	1894	C. E. Robinson	10	1	21	3	3	3	26	65	0	210
4 Chicago, Ill.	Chicago Veterinary College	1883	Richard J. Withers	11	2	45	23	2	3	26	80	10	250
5 Indianapolis, Ind.	Indiana Veterinary College	1883	Thomas L. Armstrong	10	8	7	3	0	2	26	75	20	190
6 Boston, Mass.	Harvard University, School of Veterinary Medicine	1883	Charles P. Lyman	11	10	52	20	1	3	39	150	.....	<i>a</i> 475
7 Detroit, Mich.	Detroit College of Medicine, Department of Veterinary Sur- gery.	1891	H. O. Walker	6	1	11	6	0	2	24	50	10	125
8 Ithaca, N. Y.	New York State Veterinary College at Cornell University .....	.....	J. Ames Law	4	4	11	3	3	3	38	<i>b</i> 100	.....	300
9 New York, N. Y.	American Veterinary College	1875	A. F. Liantard	7	12	81	23	1	3	25	115	25	370
10 "do"	New York College of Veterinary Surgeons	1857	Harry D. Gill	8	8	46	15	2	3	26	75	25	295
11 Columbus, Ohio	Ohio State University, School of Veterinary Medicine *	1884	David S. White	8	2	15	2	.....	3	37	0	5	65
12 Philadelphia, Pa.	University of Pennsylvania, Department of Veterinary Medicine.	1884	John Marshall	6	2	50	19	2	3	34	100	0	323

* In 1895-96.

a Approximately.*b* Tuition free to students with State scholarships.

TABLE 13.—Statistics of training schools for nurses, for 1896-97. a

Location.	Name of school.	Year of first opening.	Superintendent of nurses.	Pupils.			Years in the course.	Do you have a course of lectures and recitations?	Number of hours of such instruction each year.	Monthly allowance to pupils.		Honarium at graduation.
				Male.	Female.	Graduating.				First year.	Second year.	
1	2	3	4	5	6	7	8	9	10	11	12	13
1 Tuscaloosa, Ala.....	Alabama Bryce Insane Hospital Training School.....	1894	Mary L. Buck.....	12	16	7	2½	Yes.	108	\$10-\$16	\$12-\$16	....
2 Los Angeles, Cal.....	The College Training School for Nurses.....	1896	Anna O'Neil.....	0	22	14	2	Yes.	100	5	10	....
3 Oakland, Cal.....	Eabola Hospital Training School.....	1887	Sarah Craig.....	0	25	6	2	Yes.	....	8	10	0
4 San Francisco, Cal.....	California Woman's Hospital Training School.....	1884	Marguerite T. Thompson.....	0	17	5	2	Yes.	208	8	12	0
5 do.....	Children's Hospital Training School.....	1883	Eva F. Fenewill.....	0	33	18	2	Yes.	180	8	10	....
6 do.....	City and County Hospital Training School.....	1891	Mary Puton.....	1	30	13	2	Yes.	169	10	10	0
7 do.....	French Hospital Training School.....	1895	Mrs. M. J. Sichel.....	0	18	2	2	Yes.	150	10	15	0
8 do.....	Homeopathic Sanatorium Training School.....	1896	Hannah Goodridge.....	0	6	....	2	Yes.	150	8	10	....
9 do.....	Lane Hospital Training School.....	1885	Fanny C. Liesy.....	3	24	7	2	Yes.	....	10	15	....
10 do.....	St. Luke's Hospital Training School.....	1889	Hannah J. Brierley.....	1	26	10	2	Yes.	....	8	10	....
11 Denver, Colo.....	Arapahoe County Hospital Training School.....	1887	Ann M. Garland.....	0	25	9	2	Yes.	....	8	12	....
12 do.....	St. Luke's Hospital Training School.....	1891	M. J. Kober.....	0	25	8	2	Yes.	....	8	12	....
13 Bridgeport, Conn.....	Bridgeport Hospital Training School.....	1887	Elsie Wallace.....	0	35	15	2	Yes.	208	8	12	....
14 Danbury, Conn.....	Danbury Hospital Training School.....	1894	Julia E. Converse.....	0	7	3	2	Yes.	....	10	14	....
15 Hartford, Conn.....	Hartford Hospital Training School.....	1884	Linda A. J. Richards.....	0	30	12	2	Yes.	75	10	14	0
16 New Haven, Conn.....	Connecticut Training School for Nurses, New Haven Hospital.....	1874	Sarah Henry.....	0	50	22	2	Yes.	....	6	8	32
17 New London, Conn.....	Memorial Hospital Training School.....	1893	Minnie J. Wallace.....	0	7	4	2	Yes.	....	10	10	....
18 Norwich, Conn.....	William W. Backus Hospital Training School*.....	1893	May L. Love.....	0	12	4	2	....	....	5	8	....
19 Wilmington, Del.....	Delaware Hospital Training School.....	1897	Emma Stilwell.....	0	5	0	3	Yes.	....	7	9	0
20 do.....	Wilmington Training School, Homeopathic Hospital.....	1889	Mary White.....	0	10	5	3	Yes.	140	8	9	....
21 Washington, D. C.....	Columbia and Children's Hospitals Training School.....	1892	Ella Underhill and Mary L. Rogers.....	0	32	6	2	Yes.	100	9	9	0
22 do.....	Freedmen's Hospital Training School.....	1894	Sarah C. Ebersole.....	0	37	14	2	Yes.	228	7	7	0
23 do.....	Garfield Hospital Training School.....	1889	Georgia M. Nevins.....	0	25	17	3	Yes.	90	7	7	0
24 do.....	National Homeopathic Hospital Training School.....	1892	Mary H. Ellison.....	0	15	14	2	Yes.	70	7	12	58
25 do.....	Providence Hospital Training School.....	1892	S. M. Alice.....	0	10	5	3	Yes.	200	5	5	....

* In 1895-96.

a Since this tabulation was made, several other schools have been added to the list in this office.

b Men \$15 to \$20 first year; \$18 to \$20 second year.
c Approximately.

TABLE 13.—Statistics of training schools for nurses, for 1896-97—Continued.

Location.	Name of school.	Year of first opening.	Superintendent of nurses.	Pupils.			Years in the course.	Do you have a course of lectures and recitations?	Number of hours of such instruction each year.	Monthly allowance to pupils.		Honorarium at graduation.
				Male.	Female.	Graduating.				First year.	Second year.	
1	2	3	4	5	6	7	8	9	10	11	12	13
26 Jacksonville, Fla.....	St. Luke's Hospital Training School.....	1894	Caroline P. Standing.....	0	10	4	2	Yes.....	.....	\$14.....	\$15.....	0
27 Atlanta, Ga.....	Spelman Seminary, Nurse Training Department.....	1886	Lena M. Topping.....	0	39	2	3	Yes.....	.....	.....	.....	.....
28 Augusta, Ga.....	Augusta Hospital Training School.....	1894	Dona M. Pope.....	0	14	5	2	Yes.....	100	5	10	.....
29 Aurora, Ill.....	Aurora City Hospital Training School.....	1894	Louis Thexton.....	0	5	1	1	Yes.....	140	8	12	.....
30 Chicago, Ill.....	Alexian Brothers Hospital Training School.....	1894	Bro. Philip Krainer.....	17	0	8	1	Yes.....	52	.....	.....	.....
31	Augustana Hospital Training School.....	1894	Julia I. Anderson.....	0	24	11	2	Yes.....	.....	8	8	0
32	Bethesda Home Training School, German-American Hospital.....	1886	Minnie Wieland.....	0	20	8	2	Yes.....	150	.....	5	.....
33	Chicago Baptist Hospital Training School.....	1892	Linnie M. Ousley.....	0	30	10	2	Yes.....	.....	4	4	.....
34	Garfield Park Training School *.....	1894	Miss Brooks.....	0	8	0	2	Yes.....	.....	8	10	.....
35	German Hospital Training School.....	1896	Anna M. Welber.....	0	18	6	2	Yes.....	125	2	4	\$50
36	Hahnemann Hospital Training School.....	1896	Corn Overholt.....	0	25	11	2	Yes.....	148	.....	.....	.....
37	Illinois Training School, Presbyterian and Cook County hospitals.....	1880	Isabel McIsaac.....	0	152	68	3	Yes.....	102	.....	.....	.....
38	J. S. Mitchell Training School, Chicago Homeopathic Hospital.....	1895	Otilia Hanson.....	0	14	6	2	Yes.....	128	8	12	0
39	Lakeside Hospital Training School.....	1892	Winna McD. Clark.....	0	28	10	2	Yes.....	92	4	8	50
40	Marion Sims Sanitarium Training School.....	1896	Mabel Bell.....	0	6	0	2	Yes.....	200	8	8	.....
41	Mary Thompson Hospital Training School.....	1895	Catherine Hewitt.....	0	24	11	2	Yes.....	.....	8	12	100
42	Maurice Fortier Hospital for Children, Training School.....	1895	.....	0	6	2	2	Yes.....	.....	.....	.....	0
43	Mercy Hospital Training School.....	1888	Sr. Mary V. Ryan.....	0	31	8	2	Yes.....	.....	8	8	0
44	Michael Reese Hospital Training School.....	1890	A. E. Nourse.....	0	30	11	2	Yes.....	104	8	12	.....
45	Polyclinic Hospital Training School.....	1893	Elizabeth C. Wetler.....	0	12	4	2	Yes.....	.....	8	12	.....
46	Provident Hospital Training School.....	1891	Nina Y. Price.....	0	12	6	2	Yes.....	200	.....	.....	.....
47	St. Joseph's Hospital Training School.....	1893	Sr. M. Elizabeth.....	0	30	.....	2	Yes.....	90	5	5	0
48	Wesley Hospital Training School.....	1890	Annie S. Hewitt.....	0	16	15	2	Yes.....	180	6	8	.....
49	Woman's Hospital Training School.....	1883	Lucy C. Ayers.....	0	22	15	2	Yes.....	232	8	8	0
50 Elgin, Ill.....	Sherman Hospital Training School.....	1896	M. C. Wheeler.....	0	7	0	2	Yes.....	100	8	12	0
51 Peoria, Ill.....	Cottage Hospital Training School.....	1893	Eleanor J. Coolidge.....	0	10	5	2	Yes.....	115	3	9	72
52 Rockford, Ill.....	Rockford Hospital Training School.....	1888	Eliza C. Glenn.....	0	0	5	2	Yes.....	70	8	12	0

53	Quincy, Ill.	Pressing Hospital Training School.	1891	0	10	4	2	Yes.	104	8	10	0
54	Evansville, Ind.	Evansville Sanitarium Training School.	1894	1894	0	6	1	2	Yes.	52	8	12
55	do	St. Mary's Hospital Training School.	1894	1894	0	11	8	2	Yes.	200	8	100
56	Indianapolis, Ind.	City Hospital Training School.	1896	1896	0	21	0	2	Yes.	108	4	100
57	Cedar Rapids, Iowa.	St. Luke's Hospital Training School.	1892	1892	0	6	4	2	Yes.	94	8	10
58	Clairinda, Iowa.	Training School of the Iowa Hospital at Clairinda.	1894	1894	20	16	8	2	Yes.	130	16-18	20-22
59	Council Bluffs, Iowa.	Women's Christian Association Training School.	1891	1891	0	8	3	2	Yes.	48	14-24	0
60	Independence, Iowa.	Hospital for the Insane.	1879	1879	25	31	16	2	Yes.	180	8	10
61	Iowa City, Iowa.	University Homeopathic Hospital Training School.	1897	1897	0	5	2	2	Yes.	104	16-24	17-25
62	Iowa City, Iowa.	Iowa Hospital Training School.	1890	1890	35	35	0	2	Yes.	200	10	0
63	Mt. Pleasant, Iowa.	Christ's Hospital Training School.	1893	1893	1	7	5	2	Yes.	200	10	0
64	Topeka, Kans.	Jane C. Stormont Hospital Training School.	1896	1896	0	10	2	2	Yes.	8	15	0
65	Wichita, Kans.	Wichita Hospital Training School.	1896	1896	0	6	2	2	Yes.	65	4	100
66	Louisville, Ky.	City Hospital Training School.	1894	1894	0	20	12	2	Yes.	190	5	75
67	do	Jennie Casseday Infirmary or Hospital for Women.	1893	1893	0	7	3	2	Yes.	42	10	0
68	do	John N. Norton Memorial Infirmary Training School.	1890	1890	0	16	12	2	Yes.	75	40	0
69	New Orleans, La.	Charity Hospital Training School.	1893	1893	0	26	10	2	Yes.	90	8	12
70	do	Phyllis Wheatley Training School, New Orleans University.	1897	1897	0	6	0	2	Yes.	100	60	0
71	do	Touro Infirmary Training School.	1896	1896	0	15	0	2	Yes.	180	6	12
72	Bangor, Me.	Eastern Maine General Hospital Training School.	1892	1892	0	6	2	2	Yes.	76	10	14
73	Portland, Me.	Maine General Hospital Training School.	1885	1885	0	54	19	2	Yes.	215	10	14
74	Baltimore, Md.	Johns Hopkins Hospital Training School.	1889	1889	0	64	28	3	Yes.	300	0	0
75	do	Maryland General Hospital Training School.	1890	1890	0	21	5	2	Yes.	8	12	0
76	do	St. Agnes Hospital Training School.	1896	1896	0	0	0	2	Yes.	50	8	8
77	do	University of Maryland Hospital Training School*.	1890	1890	0	24	5	2	Yes.	8	12	0
78	Cumberland, Md.	Western Maryland Hospital Training School.	1894	1894	0	6	4	3	Yes.	216	6	8
79	Boston, Mass.	Boston City Hospital Training School.	1873	1873	0	190	36	2	Yes.	100	14	0
80	do	Boston Lying-in Hospital Training School.	1888	1888	0	42	18	3	Yes.	100	12	12
81	do	Children's Hospital Training School.	1890	1890	0	20	8	3	Yes.	200	10	10
82	do	Infants' Hospital Postgraduate Course for Nurses.	1895	1895	0	16	11	(e)	Yes.	80	14	0
83	do	Massachusetts Charitable Eye and Ear Infirmary Postgraduate Training School.	1895	1895	0	15	13	0	Yes.	15	0	0
84	do	Massachusetts General Hospital Training School.	1873	1873	0	76	32	2	Yes.	124	10	14
85	do	Massachusetts Homeopathic Hospital Training School.	1885	1885	0	45	21	2	Yes.	80	5-8	10-12
86	do	New England Hospital Training School.	1895	1895	0	20	20	2	Yes.	250	8	12
87	do	St. Elizabeth's Hospital Training School.	1895	1895	0	17	0	2	Yes.	205	8	8
88	do	Woman's Charity Club Hospital Training School.	1895	1895	0	15	2	2	Yes.	150	8	10
89	Brookline, Mass.	Free Hospital for Women Postgraduate Training School.	1893	1893	0	10	9	d	Yes.	54	6	0
90	Clinton, Mass.	Clinton Hospital Training School.	1889	1889	0	13	0	2	Yes.	100	8	12
91	Danvers, Mass.	Danvers Hospital Training School.	1894	1894	15	23	4	2	Yes.	100	15-20	17-25
92	Fall River, Mass.	Emergency Hospital Training School.	1894	1894	0	42	4	2	Yes.	132	73	83
93	Fitchburg, Mass.	Burbank Hospital School for Nurses.	1894	1894	0	9	4	2	Yes.	140	6	10
94	Greenfield, Mass.	Franklin County Hospital Training School.	1895	1895	0	11	2	2	Yes.	200	7	10
95	Holyoke, Mass.	City Hospital Training School.	1893	1893	0	15	6	2	Yes.	120	10	14
96	Lawrence, Mass.	General Hospital Training School.	1886	1886	0	10	3	2	Yes.	72	10	10
97	Lowell, Mass.	Lowell Hospital Training School.	1887	1887	0	10	3	2	Yes.	104	10	14
98	Malden, Mass.	Malden Hospital Training School.	1893	1893	0	16	4	2	Yes.	130	8	12
99	Malden, Mass.	Malden Hospital Training School.	1892	1892	0	14	9	2	Yes.	150	8	12

4 Months.

c Four months.

b Each pupil is charged \$20 for the course.

a Text-books and uniforms are furnished free.

²⁴ In 1895-96,

TABLE 13.—Statistics of training schools for nurses, for 1896-97—Continued.

Location.	Name of school.	Year of first opening.	Pupils.			Years in the course.	Do you have a course of lectures and recitations?	Number of hours of such instruction each year.	Monthly allowance to pupils.		Honorarium at graduation.
			Male.	Female.	Graduating.				First year.	Second year.	
			5	6	7	8	9	10	11	12	13
		3	4								
	Superintendent of nurses.										
100	Melrose, Mass.....	1893	0	14	8	2	Yes.	64	\$9	\$12	0
101	New Bedford, Mass.....	1884	0	12	4	2	Yes.	.....	10	10	.....
102	Newburyport, Mass.....	1888	0	12	5	2	Yes.	102	9	12	0
103	Newton Lower Falls, Mass.....	1890	0	28	0	3	Yes.	104	10	10	.....
104	North Adams, Mass.....	1892	0	27	8	2	Yes.	.....	6	12	.....
105	Pittsfield, Mass.....	1884	0	35	21	2	Yes.	312	8	12	.....
106	Salem, Mass.....	1880	0	10	5	2	Yes.	85	10	14	.....
107	South Framingham, Mass.....	1893	0	25	6	2	Yes.	120	8	11	.....
108	Springfield, Mass.....	1891	0	16	7	2	Yes.	200	8	10	.....
109	Taunton, Mass.....	1888	0	6	5	2	Yes.	156	9	10	0
110	Waltham, Mass.....	1885	0	40	10	3	Yes.	200	0	6	.....
111	Waverley, Mass.....	1882	41	47	37	2	.....	.....	(a)	.....	.....
112	Westborough, Mass.....	1888	2	105	8	2	Yes.	175	16	18	0
113	Worcester, Mass.....	1883	2	30	6	2	Yes.	150	10	14	0
114	do.....	1889	0	18	6	2	Yes.	166	10	14	0
115	Ann Arbor, Mich.....	1896	0	5	2	2	Yes.	216	4	6	0
116	do.....	1891	0	4	.....	2	Yes.	.....	4	6	0
117	Battle Creek, Mich.....	1884	44	36	40	.....	Yes.	250	6	15	.....
118	Detroit, Mich.....	1883	0	45	17	3	Yes.	195	.....	.....	.....
119	do.....	1889	4	29	14	2	Yes.	264	(c)	.....	.....
120	do.....	1894	0	25	8	2	Yes.	.....	6	6	0
121	Grand Rapids, Mich.....	1886	0	30	13	2	.....	.....	(b)	.....	.....
122	Muskegon, Mich.....	1895	2	4	0	2	Yes.	250	.....	.....	.....
123	Saginaw, Mich.....	1890	1	9	2	2	Yes.	133	3	4	0
124	Duluth, Minn.....	1890	0	11	6	2	Yes.	150	8	12	.....
125	Fergus Falls, Minn.....	1894	5	9	.....	2	Yes.	115	(d)	.....	.....

126	Minneapolis, Minn.	Asbury Methodist Hospital Training School	1892	Phinette K. Bristol	0	24	9	2	Yes.	236	8	8
127	do	City Hospital Training School	1893	N. E. Lelan	0	18	7	2	Yes.	108	12	12
128	do	Northwestern Hospital Training School	1882	Marion A. Mead	1	22	7	2	Yes.	102	8	16
129	do	St. Barnabas Hospital Training School	1894	Eleanor Weston	0	19	0	3	Yes.	100	5	\$75
130	Rochester, Minn	State Hospital Training School	1889	R. M. Phelps	45	53	19	2	Yes.	50	12-25	18-25
131	St. Paul, Minn	City and County Hospital Training School	1890	M. Louise Van Thuyne	0	24	10	2	Yes.	.....	10	.....
132	do	St. Joseph's Hospital Training School	1891	Mother Bernardine	0	24	10	2	Yes.	.....	8	10
133	do	St. Luke's Hospital Training School	1891	Helen G. Hill	0	30	21	2	Yes.	160	0	5
134	St. Peter, Minn	St. Peter State Hospital Training School	1892	H. A. Tomlinson, M. D.	29	43	.....	2	Yes.	50	12-25	.....
135	Kansas City, Mo	Scarritt Hospital Training School	1892	Emma D. Cushman	0	10	5	2	Yes.	240	(6)	.....
136	do	University Medical College Training School, All Saints Hospital	1895	Helen A. Roe	0	13	6	2	Yes.	180	8	.....
137	St. Joseph, Mo	St. Joseph's Hospital Training School	1895	Sister M. John	0	9	0	2	Yes.	150	5	.....
138	St. Louis, Mo	Protestant Hospital Training School	1888	Josephine B. Rice	2	16	8	2	Yes.	100	8	10
139	do	Rebekah Hospital Training School	1893	M. Isabel Forbes	0	9	5	2	Yes.	8	10	.....
140	do	St. Louis Mullaphy Hospital Training School	1894	Mary A. McGinty	0	12	7	2	Yes.	200	8	8
141	do	St. Louis Training School for Nurses, City Hospital	1889	Emma L. Ward	0	28	6	2	Yes.	.....	10	12
142	do	St. Luke's Hospital Training School	1889	Gertrude M. Gibson	0	18	5	2	Yes.	.....	5	.....
143	Claremont, N. H	Claremont Cottage Hospital Training School	1895	Louise H. Gutberlet	0	3	0	2	Yes.	156	8	10
144	Concord, N. H	Margaret Pillsbury General Hospital Training School	1889	Ellen Smith	0	7	2	2	Yes.	150	10	14
145	Hanover, N. H	May Hitchcock Memorial Hospital Training School	1893	Theresa G. Leach	0	14	3	2	Yes.	182	10	12
146	Manchester, N. H	Elliot Hospital Training School	1891	Mary E. Barr	1	12	4	2	Yes.	75	10	12
147	do	Sacred Heart Hospital Training School	1892	Sister M. Ursula	0	7	2	2	Yes.	.....	8	10
148	do	Cooper Hospital Training School	1889	R. Bourke	0	9	4	2	Yes.	100	9	12
149	do	New Jersey Training School for Nurses	1889	Daniel Strook	0	27	15	2	Yes.	236	0	0
150	do	West Jersey Training School, Homeopathic Hospital for Women and Children	1894	Emma J. Morgan	0	9	.....	2	Yes.	80	8	10
151	Elizabeth, N. J	Elizabeth General Hospital Training School	1892	M. M. Goodrich	0	22	2	3	Yes.	.....	8	10
152	Hackensack, N. J	Hackensack Hospital Training School	1889	Emma F. Orm	1	10	5	2	Yes.	.....	5	10
153	Jersey City, N. J	Christ Hospital Training School	1889	Katharine Johnston	0	16	4	2	Yes.	88	8	10
154	Newark, N. J	Essex County Hospital for the Insane	1886	L. S. Hinekey	13	9	9	2	Yes.	130	14-20	0
155	do	Newark City Hospital Training School	1886	Clara Horrikan	0	22	9	2	Yes.	50	9	11
156	do	St. Barnabus Hospital Training School	1896	Annie E. Kirchhoff	0	15	6	2	Yes.	90	9	11
157	Orange, N. J	Orange Memorial Hospital Training School	1883	Anne A. Hintze	0	44	21	2	Yes.	75	5	6
158	Paterson, N. J	Paterson General Hospital Training School	1883	Eugenia D. Ayers	2	22	7	2	Yes.	126	7	12
159	do	St. Joseph's Hospital Training School	1895	B. Macdonell	0	21	0	2	Yes.	.....	5	5
160	Plainfield, N. J	Muhlenberg Hospital Training School	1894	Louise Moss	0	7	3	2	Yes.	80	10	14
161	Trenton, N. J	City Hospital Training School	1890	Ida F. Giles	0	10	4	2	Yes.	120	5	9
162	do	Mercer Hospital Training School	1895	Sarah J. Graham	0	8	3	2	Yes.	76	8	10
163	Albany, N. Y	Albany Hospital Training School	1896	Emily J. Macdonnell	0	15	0	3	Yes.	110	7	0
164	Amsterdam, N. Y	City Hospital Training School	1892	Marion D. Lingemelter	0	6	2	2	Yes.	150	8	7
165	Astoria, N. Y	Astoria Hospital Training School	1895	Margaret E. Nygant	0	10	2	2	Yes.	52	7	12
166	Auburn, N. Y	City Hospital Training School	1887	M. M. Nelson	0	10	4	2	Yes.	150	8	10
167	Binghamton, N. Y	City Hospital Training School	1896	Edith Weller	0	8	0	2	Yes.	.....	8	0
168	do	Binghamton State Hospital Training School	1891	Anna L. Alline	26	33	.....	2	Yes.	100	14-20	17-23
169	Brooklyn, N. Y	Brooklyn Homeopathic Hospital Training School	1877	Isabel Merritt	0	33	15	3	Yes.	104	7	0
170	do	Brooklyn Hospital Training School	1881	Isabel Merritt	0	34	15	3	Yes.	77	7	7

* In 1895-96.

^a Male nurses \$23 and \$25; female nurses \$12 and \$15.

^c Men \$10 first year, \$12 second year; women \$100 at graduation.

^d Men \$18 to \$25 first year, \$25 to \$30 second year; women \$12 to \$20 first year, \$20 to \$24 second year.

^e Uniforms and text-books furnished.

TABLE 13.—Statistics of training schools for nurses, for 1896-97.—Continued.

Location.	1	2 Name of school.	3 Year of first opening.	Pupils.			5 Male.	6 Female.	7 Graduating.	8 Years in the course.	9 Do you have a course of lectures and recitations?	10 Number of hours of such instruction each year.	Monthly allowance to pupils.		13 Honorarium at graduation.
													11 First year.	12 Second year.	
171	Brooklyn, N. Y.	Brooklyn Maternity and New York State School for Nurses.	1871	0	17	10	3	Yes.	201	0	14	...	0	\$8	0
172	do	Memorial Hospital for Women and Children Training School.	1891	0	23	4	2	Yes.	95	2	12	...	0	\$12	0
173	do	Methodist Episcopal Hospital Training School.	1888	0	40	17	2	Yes.	120	2	(a)	...	(a)	5	\$50
174	do	St. John's Hospital Training School.	1895	0	25	0	3	Yes.	185	0	(b)	...	(b)	8	0
175	do	St. Mary's General Hospital Training School.	1889	0	39	14	3	Yes.	56	0	6	...	6	10-22	0
176	Buffalo, N. Y.	Buffalo General Hospital Training School.	1879	0	60	17	2	Yes.	243	14-29	15	...	15	10	0
177	do	Buffalo State Hospital Training School.	1884	41	45	17	2	Yes.	150	8	12	...	8	12	0
178	do	Children's Hospital Training School.	1892	0	9	6	1	Yes.	72	10	15	...	10	15	0
179	do	Erie County Hospital Training School.	1895	0	25	17	2	Yes.	312	5	5	...	5	5	0
180	do	Homeopathic Hospital Training School.	1887	0	30	11	2	Yes.	200	10-16	12-18	...	10-16	12-18	0
181	do	Lexington Heights Hospital Training School.	1890	0	12	8	0	Yes.	160	...	...	...	...	...	0
182	do	Providence Refractory Training School.	1895	3	4	1	2	Yes.	200	...	...	...	...	...	0
183	do	Riverside Hospital Training School.	1893	1	5	1	2	Yes.	90	...	...	...	...	...	0
184	do	Woman's Hospital Training School.	1891	0	4	1	2	Yes.	130	...	...	...	...	...	0
185	do	Cortland Hospital Training School.	1894	0	12	5	2	Yes.	192	...	...	...	...	...	0
186	Elmira, N. Y.	Annott Ogden Memorial Hospital Training School.	1888	0	10	4	2	Yes.	90	...	...	...	...	...	0
187	Flushing, N. Y.	Flushing Hospital Training School.	1889	0	10	4	2	Yes.	85	...	...	...	...	...	0
188	do	Woman's Christian Association Training School.	1888	0	29	...	2	Yes.	100	...	...	...	...	...	0
189	Jamestown, N. Y.	Middletown State Hospital Training School.	1880	29	29	...	2	Yes.	100	...	...	...	...	...	0
190	Middletown, N. Y.	Middletown State Hospital Training School.	1888	0	22	8	2	Yes.	100	...	...	...	...	...	0
191	New Brighton, N. Y.	Staten Island Training School, Smith Infirmary.	1892	0	8	1	2	Yes.	100	...	...	...	...	...	0
192	New York, N. Y.	St. Luke's Home and Hospital Training School.	1894	0	8	1	2	Yes.	100	...	...	...	...	...	0
193	do	Babies Hospital Training School.	1896	0	23	23	6	Yes.	...	...	...	...	...	...	0
194	do	Debs Hospital Training School.	1896	2	3	0	2	Yes.	...	...	...	...	...	...	0
195	do	City Hospital Male Training School, Blackwells Island.	1896	25	0	...	...	Yes.	100	...	...	...	...	...	0
196	do	German Hospital Training School.	1887	0	38	18	2	Yes.	100	...	...	...	...	...	0
197	do	Hahemann Hospital Training School.	1884	0	18	4	2	Yes.	...	...	...	...	...	...	0
198	do	Lebanon Hospital Training School.	1893	0	16	2	2	Yes.	...	...	...	...	...	...	0
199	do	Metropolitan Hospital Training School.	1892	0	40	10	2	Yes.	...	...	...	...	...	...	0

199	do	Mount Sinai Hospital Training School.	1881	Mrs. M. F. Dean.	0	103	59	2	Yes.	7	12
200	do	New York City Training School for Nurses (Women), Blackwells Island.	1875	Louise Durfee.	0	65	22	2	Yes.	150	15
201	do	New York Hospital Training School.	1877	Irene H. Sutcliffe.	0	60	25	3	Yes.	10	13
202	do	New York Infirmary Training School.	1894	Catherine M. Benham	0	23	12	2	Yes.	150	8
203	do	New York Training School of Bellevue Hospital.	1873	Agnes S. Brennan	0	74	25	2	Yes.	7	12
204	do	Post-graduate Course in nurse training, New York Cen- ter Hospital.	1893	Adella C. Walters	0	42	26	1 $\frac{1}{2}$	Yes.	16	0
205	do	Presbyterian Hospital Training School.	1892	Anna C. Maxwell.	0	46	22	2	Yes.	118	11
206	do	Roosevelt Hospital Training School.	1896	Sarah G. Whitney	0	33	...	3	Yes.	250	7
207	do	St. Luke's Hospital Training School.	1888	Lilly W. Quintard	0	40	12	3	Yes.	117	10
208	do	St. Mark's Hospital Training School.	1894	Anna M. Troll	0	59	47	1	Yes.	84	5
209	do	Sloane Maternity Hospital Training School.	1887	Katherine M. Pierce.	0	40	26	...	Yes.	70	15
210	Ogdensburg, N. Y.	Woman's Hospital Post-graduate Course.	1895	Frances A. Stone	16	62	14	2	Yes.	120	d16
211	Ogdensburg, N. Y.	St. Lawrence State Hospital Training School.	1891	William Mayo	0	16	6	2	Yes.	225	10
212	Poughkeepsie, N. Y.	Vassar Brothers Hospital Training School.	1887	Gertrude Deyo.	0	36	8	2	Yes.	100	12
213	Rochester, N. Y.	City Hospital Training School.	1881	Sophia F. Palmer	0	36	8	2	Yes.	140	4
214	do	Hargous Memorial Hahnemann Hospital Training School.	1892	L. Alice Torrey	0	103	8	2	Yes.	140	5
215	do	Homeopathic Hospital Training School.	1890	Eva Allerton	0	32	13	2	Yes.	129	9
216	do	St. Mary's Hospital Training School.	1894	Dorothy Turner	0	25	6	2	Yes.	200	5
217	Syracuse, N. Y.	Syracuse Training School of House of the Good Shepherd.	1887	Jessie Roberts	0	25	10	2	Yes.	150	8
218	do	Training School of Hospital for Women and Children.	1884	Laura A. Slee	0	20	6	2	Yes.	150	8
219	Troy, N. Y.	Troy Hospital Training School.	1897	Sister Gabriella	0	12	4	2	Yes.	200	5
220	Utica, N. Y.	Faxon Hospital Training School.	1892	Katharine Newman	0	14	5	3	Yes.	148	10
221	do	St. Luke's Hospital Training School.	1888	Emma J. Keith	0	27	11	3	Yes.	162	10
222	do	Utica State Hospital Training School.	1890	G. A. Blumer	11	11	4	2	Yes.	60	14-22
223	Yonkers, N. Y.	St. John's Riverside Hospital Training School.	1894	Mary D. Burnham	0	25	6	2	Yes.	106	8
224	Morgantown, N. C.	State Hospital Training School.	1895	Susan E. Pitts	4	17	0	2	Yes.	72	10-12
225	Cincinnati, Ohio	Cincinnati Hospital Training School.	1893	Oliver Fisher	1	47	23	0	Yes.	220	9
226	do	Good Samaritan Hospital Training School.	1896	Sister Debusian.	2	8	...	2	Yes.	100	...
227	do	Jewish Hospital Training School.	1891	Mary H. Greenwood	0	13	4	2	Yes.	128	6
228	do	Ohio Hospital for Women and Children Training School.	1891	F. Irene Hunt.	0	8	3	2	Yes.	52	3
229	Cleveland, Ohio.	Cleveland General Hospital Training School.	1887	Caroline Kirkpatrick	2	18	10	2	Yes.	125	4
230	do	Cleveland Homeopathic Hospital Training School.	1884	J. Christie	0	23	9	2	Yes.	6	10
231	do	Cleveland State Hospital Training School.	1891	Henry C. Eymann	24	16	18	2	Yes.	50	18-25
232	Columbus, Ohio.	Columbus Training School, Ohio Medical University.	1892	S. A. Ballou	0	18	5	2	Yes.	200	8
233	Toledo, Ohio.	St. Vincent's Hospital Training School.	1896	Sr. M. J. Tasse	0	9	0	2	Yes.	204	0
234	do	Toledo Hospital Training School.	1893	Mabel Morrison	3	36	6	2	Yes.	125	5
235	Zanesville, Ohio	City Hospital Training School.	1893	C. B. Hall	0	5	5	2	Yes.	160	8
236	Portland, Ore.	Good Samaritan Hospital Training School.	1890	Emily L. Loveridge	0	23	7	2 $\frac{1}{2}$	Yes.	312	7
237	do	Homeopathic Hospital Training School.	1895	L. E. Killian.	0	16	8	2	Yes.	50	...
238	do	St. Vincent's Hospital Training School.	1894	Charlotte E. Perkins	0	12	3	2	Yes.	100	6
239	Allegheny, Pa.	Allegheny General Hospital Training School.	1888	A. M. Badger	0	35	33	2	Yes.	6	12
240	Bradford, Pa.	Bradford Hospital Training School.	1897	Katherine C. Desmond	0	6	0	3	Yes.	8	10
241	Carlisle, Pa.	Carlisle Indian School Hospital.	1894	M. S. Barr	1	6	...	2	Yes.	72	

d Male nurses, \$20 first year; \$22 second year.

Months.

a \$25 at end of each six months. *b* \$100 at end of second and third years each.

TABLE 13.—Statistics of training schools for nurses, for 1896-97—Continued.

Location.	Name of school.	Year of first opening.	Superintendent of nurses.	Pupils.		Years in the course.	Do you have a course of lec- tures and recitations?	Number of hours of such in- struction each year.	Monthly allow- ance to pupils.		Honorarium at graduation.	
				Male.	Female.				First year.	Second year.		
1	2	3	4	5	6	7	8	9	10	11	12	13
Meadville, Pa.	City Hospital Training School.....	1889	Ada B. Shaw.....	0	7	4	2	Yes.	108	\$6	\$10	0
Norristown, Pa.	Charity Hospital Training School.....	1892	Pena Schneider.....	0	8	3	2	Yes.	100	4	10	0
Philadelphia, Pa.	Children's Homeopathic Hospital Training School.....	1896	Mary H. Keifer.....	0	6	0	2	Yes.	120	7	10	0
do.	Frederick Douglass Hospital Training School.....	1895	S. Gertrude Patterson.....	0	6	2	2	Yes.	72	6	6	0
do.	Friends' Asylum for the Insane.....	1894	S. Elizabeth Winter.....	4	30	7	2	Yes.	13-18	16-22	9	0
do.	German town Hospital and Dispensary Training School.....	1892	M. P. Vaughan.....	0	12	2	3	Yes.	106	8	10	0
do.	Gynceon Hospital Training School.....	1889	Mary A. Knabb.....	0	40	15	3	Yes.	102	10	10	0
do.	Jefferson Medical College Hospital Training School.....	1891	Susan C. Earle.....	0	12	3	2	Yes.	64	6	7	0
do.	Jewish Hospital Training School.....	1892	Eliza Hanson.....	0	14	12	3	Yes.	173	8	10	0
do.	Maternity Hospital Training School.....	1886	Mrs. A. L. Lippincott.....	0	34	11	3	Yes.	128	10	12	0
do.	Medico-Chirurgical Hospital Training School.....	1891	Katharine A. Taylor.....	1	25	17	3	Yes.	225	9	9	0
do.	Methodist Episcopal Hospital Training School.....	1875	Alice M. Seabrook.....	0	50	9	3	Yes.	225	5	5	0
do.	Pennsylvania Hospital Training School.....	1885	Lucy Walker.....	0	102	50	2	Yes.	75	7	9	\$50
do.	Philadelphia Hospital Training School.....	1893	Marion E. Smith.....	0	49	44	1	Yes.	175	6	6	0
do.	Philadelphia Lying-in, Charity, and Nurse School.....	1893	Fannie M. Shaw.....	0	21	2	3	Yes.	208	5	5	0
do.	Philadelphia Polyclinic Training School.....	1889	Maud Banfield.....	0	25	12	3	Yes.	160	8	10	50
do.	Presbyterian Hospital Training School.....	1896	Caroline I. Milne.....	0	28	11	3	Yes.	100	4	10	0
do.	St. Agnes Hospital Training School.....	1894	Sister Mary Maura.....	0	42	6	3	Yes.	200	5	10	0
do.	St. Joseph's Hospital Training School.....	1892	Sister Adelaide.....	0	66	34	3	Yes.	200	5	10	0
do.	Samaritan Hospital Training School.....	1886	Eliza D. O'Hara.....	0	24	8	2	Yes.	90	8	12	0
do.	University Hospital Training School.....	1861	M. E. P. Davis.....	0	17	5	2	Yes.	174	5	8	0
do.	Woman's Hospital Training School.....	1884	Anna L. Fetting.....	0	14	8	2	Yes.	154	5	8	0
do.	Women's Homeopathic Association Training School.....	1884	Gertrude V. Dunlap.....	0	6	0	2	Yes.	104	5	8	0
Pittsburg, Pa.	Womens' Homeopathic Association Training School.....	1885	Laura L. Lindley.....	0	14	7	2	Yes.	110	10	10	0
do.	Pittsburg Training School for Nurses, Homeopathic Hospital.....	1885	Enma Church.....	12	32	17	2	Yes.	90	8	12	0
do.	Western Pennsylvania Hospital Training School.....	1889	Mary L. Rose.....	0	17	5	2	Yes.	174	5	8	0
Reading, Pa.	Reading Hospital Training School.....	1893	Elise K. Kraemer.....	0	14	8	2	Yes.	154	5	8	0
Scranton, Pa.	Lackawanna Hospital Training School.....	1893	Mrs. A. W. Smith.....	0	6	0	2	Yes.	104	5	8	0
do.	Moses Taylor Hospital Training School.....	1893	Victoria White.....	0	14	7	2	Yes.	110	10	10	0
South Bethlehem, Pa.	St. Luke's Hospital Training School.....	1885	Victoria White.....	0	14	7	2	Yes.	110	10	10	0

275	West Chester, Pa.	1892	Julie King	0	12	4	2	Yes.	100	8	10	0
276	Wilkesbarre, Pa.	1887	Mary W. McKechnie	0	18	10	2	Yes.	64	α 0	α 0	0
277	Williamsport, Pa.	1893	Virginia Loomis	0	16	5	2	Yes.	176	8	10	44
278	York, Pa.	1895	Annie E. Rouen	0	5	---	2	Yes.	---	7	10	---
279	Newport, R. I.	1881	Lucy V. Pickett	0	20	---	2	Yes.	---	8	10	0
280	Providence, R. I.	1887	Bertha B. Bonnyman	0	10	8	2	Yes.	100	8	10	0
281	do	1892	Georgia S. Hall	0	19	2	2	Yes.	100	10	12	---
282	do	1882	Emma L. Stowe	8	45	18	2	Yes.	190	10-22	15-25	---
283	Charleston, S. C.	1895	Lella V. Jones	0	13	---	2	Yes.	---	7	10	0
284	Columbia, S. C.	1892	Miss Irwin	16	20	---	2	Yes.	72	10-15	12-17	0
285	Nashville, Tenn.	1890	Frances Wallace	0	7	1	2	Yes.	96	15	15	0
286	Galveston, Tex.	1890	Hanna Kindom	0	18	7	2	Yes.	50	6	8	---
287	Salt Lake City, Utah	1894	Maria Mitchell	0	20	---	2	Yes.	---	10	12	---
288	Burlington, Vt.	1884	Clara J. Churchill	0	19	9	2	Yes.	---	6	8	---
289	Alexandria, Va.	1894	Marjorie Adamson	0	16	2	2	Yes.	258	4	4	50
290	Hampton, Va.	1892	Frances Weidner	0	14	1	2	Yes.	---	7	10	---
291	Norfolk, Va.	1895	Sister Regis McDade	0	14	8	2	Yes.	200	7	9	0
292	Petersburg, Va.	1893	L. N. Ions	0	14	6	2	Yes.	---	8 1/2	8 1/2	0
293	Richmond, Va.	1891	Margaret Shafer	0	14	3	2	Yes.	200	8	12	---
294	Wheeling, W. Va.	1890	Mrs. J. E. Johnson	7	7	7	2	Yes.	300	0	0	100
295	do	1888	N. E. Casey	0	14	6	2	Yes.	96	0	0	100
296	Milwaukee, Wis.	1895	Henrietta W. Randall	0	56	25	2	Yes.	260	8	10	0
297	Wauwatosa, Wis.	1895	Mrs. E. C. Johnson	0	15	5	2	Yes.	156	2	2	52
298	Wausau, Wis.	1895	E. L. Barlow	0	4	2	2	Yes.	---	---	---	---

* In 1895-96.

α Uniforms and text-books are furnished free.



CHAPTER XXXIX.

STATISTICS OF NORMAL SCHOOLS.

In the scholastic year 1896-97 there were enrolled in various institutions in the United States 89,934 students pursuing training courses for teachers, an increase of 5,534 over the previous year. Of the above total 67,380 normal students were in public and private normal schools, 6,489 in universities and colleges, and 16,065 in public and private high schools and academies. Of the 89,934 normal students a little more than 60 per cent, or 54,039, were in public institutions. The public normal schools reported 43,199 of these students, public colleges and universities 1,839, and public high schools 9,001. Of the 35,895 normal students in private institutions 24,181 were in private normal schools, 4,650 in private universities and colleges, and 7,064 in private high schools and academies. The following table shows the number of institutions of each class and the number of normal students in each class for three scholastic years:

Normal students reported for three years.

Classes of institutions.	1894-95.		1895-96.		1896-97.	
	Institutions.	Students.	Institutions.	Students.	Institutions.	Students.
Public normal schools.....	155	36,276	160	40,421	164	43,199
Private normal schools.....	201	21,927	169	20,777	198	24,181
Public universities and colleges.....	26	1,075	27	1,691	30	1,839
Private universities and colleges.....	166	5,327	166	5,335	166	4,650
Public high schools.....	433	6,809	447	8,246	507	9,001
Private high schools.....	458	9,124	439	7,930	422	7,064
Grand total.....	1,439	89,538	1,408	84,400	1,487	89,934
In all public institutions.....	614	44,160	634	50,358	701	54,039
In all private institutions.....	825	36,378	774	34,042	786	35,895

The 89,934 students included in the above table are those who were actually pursuing teachers' training courses in these various institutions. Students in public and private normal schools pursuing other courses of study are accounted for elsewhere in this chapter. The 164 public normal schools had more than 48 per cent of the normal students reported by the 1,487 institutions, or an average of 263 students to the school. The average number of normal students to the private normal school was 122. The 196 colleges and universities reporting had an average of 33 normal students to the institution. The 507 public high schools and the 422 private high schools and academies reporting had an average of 18 and 17 normal students, respectively.

More than 18 per cent of the students enrolled in the public and private normal schools were graduated at the end of the year, 6,738 in all. It is safe to estimate that a like percentage of normal students in colleges and universities and public and

private high schools graduated at the same time. The students pursuing teachers' training courses in the various institutions who graduated or completed their courses of study at the end of the scholastic year 1896-97 must have numbered approximately 16,188.

PUBLIC NORMAL SCHOOLS.

The statistics of the 164 public normal schools are summarized in Tables 1 to 8 in this chapter. Information in detail concerning the individual schools is given in Table 19.

Table 1 shows that there were 1,773 teachers in the public normal schools instructing students in normal courses. This was an average of nearly 11 teachers to the school. There were 703 teachers wholly for other departments. The States of New York and Pennsylvania have 14 schools each, Massachusetts 9, West Virginia, North Carolina, Mississippi, and Wisconsin 7 each. No other State reports more than 6, and a few States are yet without public normal schools.

The number of students in the public normal schools of each State is shown in Table 2. Of the 43,199 students in training courses for teachers more than 70 per cent, or 30,592, were women. The North Atlantic Division had 17,651 normal students and the North Central 15,818, these two divisions having more than 77 per cent of the students in the public normal schools of the United States. The States of New York and Pennsylvania alone had 13,699 of these students, or more than 31 per cent of the number for all the States in the Union.

There were 1,339 students in business courses in 14 of the States. Commercial courses are not maintained in the public normal schools of the other States. In 24 of the States the public normal schools reported 5,145 students in secondary grades. Most of these are students preparing to enter the regular normal courses. In 35 of the States 14,601 pupils were reported in elementary grades of the public normal schools. These pupils are reported as actually belonging to the normal schools, and it is said that thousands of them will go up through the secondary grades and finally enter the training courses for teachers. These elementary pupils now form the model schools in many of the institutions.

Table 3 shows that the total enrollment in all departments of the public normal schools was 64,284. In the 43,199 normal students there were included 1,800 colored students. The colored normal schools of the two Southern divisions reported 1,551 of these students; 202 were reported from the North Atlantic Division and 47 from the North Central. The last column of Table 3 shows that 28,038 children were in the model schools used by the public normal schools, 7 of the States not reporting model schools.

The number of graduates from public normal schools for the year 1896-97 was 8,032, as shown in Table 4. Of these graduates 6,369 were women and 1,663 men. It was shown above that the two Northern divisions had more than 77 per cent of the normal students. This table shows that they had 6,648 graduates, or nearly 83 per cent of the whole number of graduates from the public normal schools of the United States.

Notwithstanding the "hard times" the States continue to increase their support of the normal schools. As shown above in Table 5, the aggregate amount appropriated by States, cities, and counties for the running expenses of the public normal schools for 1896-97 was \$2,426,185, an increase of \$238,310 over the previous year. This aggregate of nearly two and a half millions was a sum larger than ever before received by the public normal schools for support for a single year. In addition to public appropriations these schools received \$466,195 from tuition, \$77,720 from productive funds, and \$294,828 from sources not named, making a total income of \$3,264,928 for the year.

It is probable that a large part of the \$294,828 mentioned as receipts from other sources really came from public appropriations.

Table 6 is a summary showing the value of property of various kinds possessed by the public normal schools. The number of volumes reported in 141 of the schools

was 461,075, of an estimated value of \$485,383. The value of buildings, grounds, scientific apparatus, etc., aggregated \$18,455,742. The schools received from public sources for the year for buildings and improvements appropriations amounting to \$743,333. This sum is less than the sum received by the schools for this purpose for any year since 1892.

The amount of money received by the public normal schools from public sources for support for each year from 1891-92 to 1896-97 is shown in Table 7. The amounts received in the same years from public sources for buildings and improvements are given in Table 8.

PRIVATE NORMAL SCHOOLS.

There were 198 institutions in 1896-97 reporting to this office as private normal schools. This was an increase of 29 schools over the number reporting the previous year. These are not new institutions, but are schools transferred from other lists. A few of them were formerly reported by their principals as public normal schools, because they had received certain public aid. Others had been academies, seminaries, and other institutions of secondary grade, which their proprietors transformed into training schools for teachers.

The summaries of private normal school statistics are given in Tables 9 to 14, while the information concerning the separate schools is given in Table 20. As may be seen from Table 9 there are 15 States and Territories which do not have any private normal schools.

There were 1,030 teachers instructing students in teachers' training courses in the private normal schools. There were 689 teachers for other departments.

Table 10 shows that the students in the normal departments of these schools were divided almost equally between the sexes, 12,095 males and 12,086 females, making a total of 24,181. There were 3,875 students in business courses, 7,585 in other courses equivalent to courses in high schools, and 17,234 pupils in elementary grades.

The total enrollment in all grades in these institutions was 52,875. In the model schools there were 4,560 children, most of whom were counted in the elementary grades of the private normal schools.

Of the 24,181 normal students in these schools, 2,383 were colored students, 2,347 of whom were in colored private normal schools of the two Southern divisions, and 36 in schools of the North Central division.

Table 12 gives the number of graduates from the teachers' training departments of the private normal schools as 2,294 men and 1,814 women, a total of 4,108. There were 1,511 graduates from business courses, and 1,706 from the secondary or high school courses.

The income of the private normal schools, so far as reported, is exhibited in Table 13. These schools received from tuition \$632,218, from public appropriations \$49,013, from productive funds \$50,564, and from other sources and unclassified \$294,282, making a total of \$1,026,077.

Table 14 exhibits the value of the property possessed by the private normal schools. Only 155 of the 198 schools reported libraries. These had 223,067 volumes, whose value was estimated at \$225,069. The value of buildings and grounds and scientific apparatus aggregates \$6,911,131. The value of benefactions received by these schools for the year amounted to \$205,238. The endowment of the private normal schools now aggregates \$2,880,225.

DISTRIBUTION OF NORMAL STUDENTS.

The statistics of public and private normal schools are compared in Table 15. It shows that in the public normal schools the male students comprise 29.18 per cent of the total number and the female students 70.82 per cent, while in the private normal schools the students are almost equally divided between the sexes. The percentages for the different States show great variation, the female students in public normal

schools comprising from 90 to 100 per cent in at least 10 States. In 1897 the per cent of graduates to the total number of students in the public normal schools was 18.59, while the per cent for the private normal schools was 16.99.

Table 16 summarizes the students pursuing training courses for teachers in institutions other than public and private normal schools. Thus 196 colleges and universities reported 2,656 men and 3,833 women pursuing such courses. In 507 public high schools there were 2,490 male and 6,511 female students, and in 422 private high schools and academies there were 3,068 male and 3,996 female students pursuing teachers' training courses, making a total of 22,544 in these institutions.

A general summary of the normal students in the five classes of institutions is given in Table 17, showing a grand total of 89,934 such students in the United States for the year 1896-97.

A list of the colleges and universities in which courses designed for the professional training of teachers are maintained is given in Table 18. The number of normal students in each institution each year for the past four years is given so far as reported. For a number of the universities and colleges which have regularly organized pedagogical departments the number of students in pedagogy could not be learned.

The details of public and private normal school statistics are given in Tables 19 and 20.

TABLE 1.—*Summary of statistics of public normal schools.*

SCHOOLS AND INSTRUCTORS.

State or Territory.	Schools.	Teachers for normal students.			Teachers wholly for other departments.			Total number teachers employed.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	164	746	1, 027	1, 773	144	559	703	890	1, 586	2, 476
North Atlantic Division...	53	249	483	732	55	269	324	304	752	1, 056
South Atlantic Division...	29	91	146	237	23	62	85	114	208	322
South Central Division...	24	68	62	130	27	49	76	95	111	206
North Central Division...	44	273	267	540	36	162	198	309	429	738
Western Division.....	14	65	69	134	3	17	20	68	86	154
North Atlantic Division:										
Maine.....	4	11	16	27	0	7	7	11	23	34
New Hampshire.....	1	4	4	8	1	5	6	5	9	14
Vermont.....	3	4	13	17	0	1	1	4	14	18
Massachusetts.....	9	28	66	94	8	35	43	36	101	137
Rhode Island.....	1	4	7	11	0	7	7	4	14	18
Connecticut.....	4	9	44	53	1	44	45	10	88	98
New York.....	14	66	159	225	12	112	124	78	271	349
New Jersey.....	3	13	19	32	3	25	28	16	44	60
Pennsylvania.....	14	110	155	265	30	33	63	140	188	328
South Atlantic Division:										
Delaware.....	1	0	2	2	0	8	8	0	10	10
Maryland.....	2	5	7	12	0	4	4	5	11	16
District of Columbia...	2	2	11	13	0	4	4	2	15	17
Virginia.....	4	27	43	70	7	18	25	34	61	95
West Virginia.....	7	23	18	41	5	4	9	28	22	50
North Carolina.....	7	14	28	42	6	3	9	20	31	51
South Carolina.....	2	7	23	30	0	4	4	7	27	34
Georgia.....	2	7	13	20	1	11	12	8	24	32
Florida.....	2	6	1	7	4	6	10	10	7	17
South Central Division:										
Kentucky.....	4	7	3	10	3	4	7	10	7	17
Tennessee.....										
Alabama.....	6	26	34	60	19	27	46	45	61	106
Mississippi.....	7	15	3	18	3	10	13	18	13	31
Louisiana.....	2	4	13	17	0	3	3	4	16	20
Texas.....	2	3	5	8	1	2	3	4	7	11
Arkansas.....	2	8	1	9	1	3	4	9	4	13
Oklahoma.....	1	5	3	8	0	0	0	5	3	8
Indian Territory.....										
North Central Division:										
Ohio.....	6	8	23	31	2	12	14	10	35	45
Indiana.....	3	32	16	48	0	8	8	32	24	56
Illinois.....	3	28	27	55	4	12	16	32	39	71
Michigan.....	3	26	19	45	0	32	32	26	51	77
Wisconsin.....	7	52	60	112	0	28	28	52	88	140
Minnesota.....	5	29	41	70	0	13	13	29	54	83
Iowa.....	6	33	21	54	3	11	14	36	32	68
Missouri.....	5	30	22	52	26	40	66	56	62	118
North Dakota.....	2	9	5	14	1	3	4	10	8	18
South Dakota.....	2	5	14	19	0	0	0	5	14	19
Nebraska.....	1	7	6	13	0	3	3	7	9	16
Kansas.....	1	14	13	27	0	0	0	14	13	27
Western Division:										
Montana.....										
Wyoming.....										
Colorado.....	1	11	8	19	0	0	0	11	8	19
New Mexico.....	1	2	1	3	0	1	1	2	2	4
Arizona.....	1	2	3	5	0	0	0	2	3	5
Utah.....										
Nevada.....										
Idaho.....	2	6	3	9	0	0	0	6	3	9
Washington.....	2	5	10	15	2	3	5	7	13	20
Oregon.....	3	14	9	23	1	4	5	15	12	28
California.....	4	25	35	60	0	9	9	25	44	69

TABLE 2.—*Summary of statistics of public normal schools.*

STUDENTS AND COURSES OF STUDY.

State or Territory.	Students in normal department.			Students in business courses.			Other students in secondary grades.			Pupils in elementary grades.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	12,607	30,592	43,199	492	847	1,339	1,537	3,608	5,145	6,861	7,740	14,601
North Atlantic Division.....	4,424	13,227	17,651	98	48	146	399	1,502	1,901	1,791	2,079	3,870
South Atlantic Division.....	1,131	2,612	3,743	111	453	564	118	197	315	943	1,246	2,189
South Central Division.....	1,213	1,803	3,016	62	201	263	269	215	484	1,458	1,521	2,979
North Central Division.....	5,174	10,644	15,818	214	136	350	751	1,694	2,445	2,046	2,130	4,176
Western Division.....	665	2,306	2,971	7	9	16	0	0	0	623	764	1,387
North Atlantic Division:												
Maine.....	315	457	772	0	0	0	55	71	126	96	114	210
New Hampshire.....	1	94	95	0	0	0	40	40	80	79	91	170
Vermont.....	56	295	351	0	0	0	0	0	0	0	0	0
Massachusetts.....	58	1,188	1,246	0	0	0	38	163	201	195	243	438
Rhode Island.....	2	167	169	0	0	0	0	82	82	0	0	0
Connecticut.....	6	521	527	0	0	0	0	0	0	0	0	0
New York.....	1,188	5,730	6,918	63	19	82	107	984	1,091	107	228	395
New Jersey.....	75	717	792	0	0	0	0	0	0	474	560	1,034
Pennsylvania.....	2,723	4,058	6,781	35	29	64	159	162	321	780	843	1,623
South Atlantic Division:												
Delaware.....	0	20	20	0	0	0	0	0	0	0	0	0
Maryland.....	33	399	432	0	0	0	0	0	0	10	40	50
District of Columbia.....	8	86	94	0	0	0	0	0	0	0	0	0
Virginia.....	206	399	605	0	0	0	23	2	25	514	468	982
West Virginia.....	677	597	1,274	81	61	142	13	16	29	35	40	75
North Carolina.....	84	551	635	20	55	75	0	0	0	203	396	599
South Carolina.....	6	207	213	10	233	243	12	19	31	128	106	234
Georgia.....	105	340	445	0	104	104	0	72	72	7	93	100
Florida.....	12	13	25	0	0	0	70	88	158	46	103	149
South Central Division:												
Kentucky.....	125	202	327	34	190	224	19	4	23	339	393	732
Tennessee.....	589	904	1,493	15	8	23	159	132	291	414	496	910
Alabama.....	115	135	250	13	3	16	72	61	133	384	335	719
Mississippi.....	72	284	356	0	0	0	2	6	8	75	69	144
Louisiana.....	88	89	177	0	0	0	15	12	27	105	100	205
Texas.....	150	82	232	0	0	0	2	0	2	141	128	269
Oklahoma.....	74	107	181	0	0	0	0	0	0	0	0	0
Indian Territory.....												
North Central Division:												
Ohio.....	37	480	517	7	11	18	50	58	108	69	178	247
Indiana.....	697	861	1,558	0	0	0	0	0	0	74	56	130
Illinois.....	534	1,321	1,855	0	0	0	0	0	0	257	234	491
Michigan.....	257	946	1,203	0	0	0	28	53	81	139	130	269
Wisconsin.....	862	1,894	2,756	0	0	0	71	80	151	522	549	1,081
Minnesota.....	309	1,124	1,433	0	0	0	3	17	20	470	419	889
Iowa.....	531	1,220	1,751	85	51	136	60	80	140	270	270	540
Missouri.....	949	1,207	2,156	122	74	196	455	1,164	1,619	84	79	163
North Dakota.....	114	158	272	0	0	0	0	0	0	24	30	54
South Dakota.....	140	269	409	0	0	0	0	0	0	44	85	129
Nebraska.....	24	84	108	0	0	0	84	242	326	83	100	183
Kansas.....	720	1,080	1,800	0	0	0	0	0	0	0	0	0
Western Division:												
Montana.....												
Wyoming.....												
Colorado.....	76	281	357	0	0	0	0	0	0	93	105	198
New Mexico.....	8	26	34	5	7	12	0	0	0	0	0	0
Arizona.....	68	96	164	0	0	0	0	0	0	0	0	0
Utah.....												
Nevada.....												
Idaho.....	49	81	130	0	0	0	0	0	0	42	88	130
Washington.....	109	220	329	0	0	0	0	0	0	20	28	48
Oregon.....	180	247	427	2	2	4	0	0	0	185	176	361
California.....	175	1,355	1,530	0	0	0	0	0	0	283	367	650

TABLE 3.—*Summary of statistics of public normal schools.*

TOTAL ENROLLMENT OF STUDENTS.

State or Territory.	Total enrollment in all departments.			Colored students included in normal department.			Number of children in model school.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	21,497	42,787	64,284	794	1,006	1,800	13,025	15,013	28,038
North Atlantic Division...	6,712	16,856	23,568	57	145	202	7,570	8,959	16,529
South Atlantic Division...	2,303	4,508	6,811	301	364	665	811	1,118	1,929
South Central Division...	3,002	3,740	6,742	414	472	886	195	214	409
North Central Division...	8,185	14,604	22,789	22	25	47	3,935	4,058	7,993
Western Division.....	1,295	3,079	4,374	0	0	0	514	664	1,178
North Atlantic Division:									
Maine.....	466	642	1,108	0	0	0	123	160	283
New Hampshire.....	120	225	345	0	0	0	0	5	5
Vermont.....	56	295	351	0	0	0	60	63	123
Massachusetts.....	291	1,594	1,885	0	4	4	1,025	937	1,962
Rhode Island.....	2	249	251	0	0	0	0	0	0
Connecticut.....	6	521	527	0	4	4	1,796	1,825	3,561
New York.....	1,525	6,961	8,486	54	128	182	3,052	3,942	6,994
New Jersey.....	549	1,277	1,826	2	3	5	474	560	1,034
Pennsylvania.....	3,697	5,092	8,789	1	6	7	1,100	1,467	2,567
South Atlantic Division:									
Delaware.....	0	20	20	0	0	0	100	100	200
Maryland.....	43	439	482	9	25	34	10	40	50
District of Columbia...	8	86	94	8	22	30	274	382	656
Virginia.....	743	869	1,612	155	125	280	191	261	452
West Virginia.....	806	714	1,520	44	56	100	5	5	10
North Carolina.....	307	1,002	1,309	77	121	198	80	95	175
South Carolina.....	156	565	721	6	14	20	130	156	286
Georgia.....	112	609	721	0	0	0	7	53	60
Florida.....	128	204	332	2	1	3	14	26	40
South Central Division:									
Kentucky.....	517	789	1,306	48	50	98	0	0	0
Tennessee.....									
Alabama.....	1,177	1,540	2,717	247	332	579	106	123	229
Mississippi.....	584	534	1,118	34	48	82	0	0	0
Louisiana.....	149	359	508	0	0	0	89	91	180
Texas.....	208	201	409	0	0	0	0	0	0
Arkansas.....	293	210	503	85	42	127			
Oklahoma.....	74	107	181	0	0	0	0	0	0
Indian Territory.....									
North Central Division:									
Ohio.....	163	727	890	3	8	11	844	846	1,690
Indiana.....	771	917	1,688	3	4	7	100	122	222
Illinois.....	791	1,555	2,346	9	8	17	507	471	978
Michigan.....	424	1,129	1,553	0	2	2	678	667	1,345
Wisconsin.....	1,465	2,523	3,988	0	1	1	513	532	1,045
Minnesota.....	782	1,560	2,342	0	0	0	600	608	1,208
Iowa.....	946	1,621	2,567	0	0	0	357	360	717
Missouri.....	1,610	2,524	4,134	0	0	0	127	148	275
North Dakota.....	138	188	326	0	0	0	0	0	0
South Dakota.....	184	354	538	1	1	2	79	132	211
Nebraska.....	191	426	617	0	0	0	83	100	183
Kansas.....	720	1,080	1,800	6	1	7	47	72	119
Western Division:									
Montana.....									
Wyoming.....									
Colorado.....	169	386	555	0	0	0	93	108	201
New Mexico.....	13	33	46	0	0	0	0	0	0
Arizona.....	68	96	164	0	0	0	13	15	28
Utah.....									
Nevada.....									
Idaho.....	91	169	260	0	0	0	0	0	0
Washington.....	129	243	377	0	0	0	70	104	174
Oregon.....	367	425	792	0	0	0	185	210	395
California.....	458	1,722	2,180	0	0	0	153	227	380

TABLE 4.—Summary of statistics of public normal schools.

NUMBER OF NORMAL AND OTHER GRADUATES.

State or Territory.	Normal graduates.			Graduates in business courses.			Graduates in other courses.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	1,663	6,369	8,032	74	196	270	111	324	435
North Atlantic Division..	679	3,589	4,268	7	4	11	35	179	214
South Atlantic Division..	109	286	395	38	79	117	32	57	89
South Central Division...	183	429	612	24	112	136	29	61	90
North Central Division...	610	1,770	2,380	4	0	4	15	27	42
Western Division.....	82	295	377	1	1	2	0	0	0
North Atlantic Division:									
Maine.....	22	120	142	0	0	0	0	0	0
New Hampshire.....	1	36	37	0	0	0	2	5	7
Vermont.....	10	110	120	0	0	0	0	0	0
Massachusetts.....	23	412	435	0	0	0	2	2	4
Rhode Island.....	0	28	28	0	0	0	0	0	0
Connecticut.....	3	271	274	0	0	0	0	0	0
New York.....	177	1,307	1,484	5	2	7	8	140	148
New Jersey.....	21	190	211	0	0	0	10	19	29
Pennsylvania.....	422	1,115	1,537	2	2	4	13	13	26
South Atlantic Division:									
Delaware.....	0	16	16	0	0	0	0	0	0
Maryland.....	3	72	75	0	0	0	1	17	18
District of Columbia..	0	0	0	0	0	0	0	0	0
Virginia.....	37	70	107	0	0	0	3	0	3
West Virginia.....	32	34	66	25	27	52	2	2	4
North Carolina.....	19	35	54	3	16	19	0	0	0
South Carolina.....	6	30	36	10	27	37	12	20	32
Georgia.....	8	29	37	0	9	9	0	8	8
Florida.....	4	0	4				14	10	24
South Central Division:									
Kentucky.....	28	49	77	17	109	126	2	1	3
Tennessee.....									
Alabama.....	109	165	274	3	3	6	27	60	87
Mississippi.....	9	4	13	4	0	4	0	0	0
Louisiana.....	28	200	228						
Texas.....	0	0	0						
Arkansas.....	7	8	15						
Oklahoma.....	2	3	5						
Indian Territory.....									
North Central Division:									
Ohio.....	13	258	271						
Indiana.....	31	71	102						
Illinois.....	25	38	63	0	0	0	2	2	4
Michigan.....	118	190	308						
Wisconsin.....	64	145	209	0	0	0	2	8	10
Minnesota.....	53	348	401	0	0	0	1	0	1
Iowa.....	36	227	263	4	0	4	0	1	1
Missouri.....	186	341	527	0	0	0	10	16	26
North Dakota.....	27	17	44						
South Dakota.....	3	33	36						
Nebraska.....	16	36	52						
Kansas.....	38	66	104						
Western Division:									
Montana.....									
Wyoming.....									
Colorado.....	9	35	44						
New Mexico.....	3	14	17	1	1	2	0	0	0
Arizona.....	5	12	17						
Utah.....									
Nevada.....									
Idaho.....	0	0	0						
Washington.....	20	69	89						
Oregon.....	29	64	93						
California.....	16	101	117						

TABLE 5.—Summary of statistics of public normal schools.

INCOME FROM VARIOUS SOURCES.

State or Territory.	Appropriated by States, counties, or cities, for support for 1896-97.	Received from tuition and other fees.	Received from productive funds.	Received from other sources and unclassified.	Total income for the year 1896-97.
United States	\$2, 426, 185	\$466, 195	\$77, 720	\$294, 828	\$3, 264, 928
North Atlantic Division.....	1, 005, 972	291, 491	500	110, 651	1, 408, 614
South Atlantic Division.....	257, 836	33, 898	30, 604	152, 235	474, 573
South Central Division.....	75, 940	23, 710	0	29, 934	129, 584
North Central Division.....	852, 787	99, 446	46, 616	957	999, 806
Western Division	233, 650	17, 650	0	1, 051	252, 351
North Atlantic Division:					
Maine	26, 900	2, 266	0	0	29, 166
New Hampshire.....	13, 000	550	0	0	13, 550
Vermont	12, 426	1, 200	500	0	14, 126
Massachusetts	168, 207	255	0	0	168, 462
Rhode Island.....	20, 000	0	0	0	20, 000
Connecticut	42, 695	0	0	0	42, 695
New York	484, 801	24, 391	0	2, 456	511, 648
New Jersey	44, 943	26, 055	0	0	70, 998
Pennsylvania	193, 000	236, 774	0	108, 195	537, 969
South Atlantic Division:					
Delaware.....					
Maryland	12, 500	8, 000	240	0	20, 740
District of Columbia.....					
Virginia	38, 333	2, 084	30, 264	138, 145	208, 826
West Virginia.....	42, 200	2, 894	0	5, 000	50, 094
North Carolina.....	41, 316	13, 926	100	4, 090	59, 432
South Carolina.....	62, 229	2, 936	0	3, 000	68, 165
Georgia	45, 400	3, 680	0	2, 000	51, 080
Florida.....	15, 858	378			16, 236
South Central Division:					
Kentucky.....	5, 775	920	0	3, 499	10, 194
Tennessee.....					
Alabama	29, 450	13, 272	0	20, 285	63, 007
Mississippi	6, 615	5, 459	0	0	12, 074
Louisiana	15, 000	2, 341	0	3, 150	20, 491
Texas	1, 600	800	0	0	2, 400
Arkansas	5, 500	918	0	0	6, 418
Oklahoma	12, 000	0	0	3, 000	15, 000
Indian Territory.....					
North Central Division:					
Ohio	3, 500	4, 240	0	0	7, 740
Indiana	60, 720	4, 740	0	0	65, 460
Illinois	64, 000	10, 800	0	0	74, 800
Michigan	63, 850	8, 155	4, 200	0	76, 205
Wisconsin.....	288, 540	17, 136	28, 000	0	333, 676
Minnesota.....	95, 000	8, 164	0	0	103, 164
Iowa	42, 625	13, 888	0	400	56, 913
Missouri	143, 552	22, 684	0	0	166, 236
North Dakota.....	20, 000	3, 385	100	0	23, 485
South Dakota.....	26, 000	2, 154	316	557	29, 027
Nebraska	25, 000	1, 100	0	0	26, 100
Kansas	20, 000	3, 000	14, 000	0	37, 000
Western Division:					
Montana					
Wyoming					
Colorado	35, 000	2, 000	0	375	37, 375
New Mexico.....	6, 000	3, 500	0	20	9, 520
Arizona	8, 000	650	0	0	8, 650
Utah					
Nevada.....					
Idaho	17, 000	500	0	556	18, 056
Washington.....	26, 500	1, 000	0	0	27, 500
Oregon	15, 650	7, 450	0	100	23, 200
California.....	125, 500	2, 550	0	0	128, 050

TABLE 6.—*Summary of statistics of public normal schools.*

VALUE OF BUILDINGS AND OTHER PROPERTY.

State or Territory.	Schools reporting libraries.	Volumes in libraries.	Estimated value of libraries.	Value of buildings, grounds, apparatus, etc.	Value of benefactions received 1896-97.	Total money value of endowment.	Appropriated by States, counties, and cities for buildings and improvements.
United States	141	461,075	\$485,383	\$18,455,742	\$38,385	\$1,157,114	\$743,333
North Atlantic Division...	50	187,861	205,358	9,682,636	0	15,914	146,044
South Atlantic Division...	22	36,237	33,420	2,015,159	0	1,117,200	233,045
South Central Division...	18	19,992	15,105	361,746	8,645	24,000	15,250
North Central Division...	39	187,266	201,000	4,910,201	10,240	0	203,669
Western Division	12	29,719	30,500	1,486,000	19,500	0	115,325
North Atlantic Division:							
Maine	4	4,670	5,900	176,000	0	0	63,000
New Hampshire	1	3,000	3,000	100,000	0	0	715
Vermont	2	5,700	5,000	32,000	0	9,000	0
Massachusetts	8	30,210	30,300	1,398,512	0	0	10,000
Rhode Island	1	3,000	3,000	4,000	0	0	0
Connecticut	3	22,567	22,000	280,000	0	0	0
New York	14	59,614	79,373	3,466,813	0	0	16,895
New Jersey	3	4,107	3,510	498,000	0	0	330
Pennsylvania	14	54,993	53,275	3,727,311	0	6,914	50,104
South Atlantic Division:							
Delaware	0	0	0				
Maryland	2	4,500	5,000	195,000	0	0	0
District of Columbia ..	2	919	500				
Virginia	3	14,522	9,800	847,059	0	1,117,000	166,405
West Virginia	7	5,800	7,700	410,000	0	200	61,400
North Carolina	4	5,700	5,270	88,100	0	0	190
South Carolina	2	2,100	2,200	243,000	0	0	50
Georgia	1	2,000	2,009	190,000	0	0	35,000
Florida	1	696	950	42,000	0	0	0
South Central Division:							
Kentucky	3	917	450	28,703	0	0	2,700
Tennessee							
Alabama	6	7,100	5,175	134,643	5,495	24,000	50
Mississippi	3	3,740	3,600	23,400	0	0	20
Louisiana	2	3,360	3,200	50,000	3,150	0	12,480
Texas	1	75	30	2,500	0	0	0
Arkansas	2	3,800	1,450	72,500	0	0	0
Oklahoma	1	1,000	1,200	50,000	0	0	0
Indian Territory							
North Central Division:							
Ohio	4	1,430	1,000	90,000	0	0	3,000
Indiana	2	18,100	27,075	255,000	0	0	10,000
Illinois	3	36,600	38,000	900,000	0	0	56,000
Michigan	3	18,303	27,500	248,355	10,000	0	25,000
Wisconsin	7	34,365	35,125	795,000	240	0	55,839
Minnesota	5	17,860	16,500	640,500	0	0	12,500
Iowa	5	8,765	8,800	162,500	0	0	3,000
Missouri	4	12,649	10,100	953,846	0	0	6,280
North Dakota	2	2,910	2,700	130,000	0	0	0
South Dakota	2	11,445	8,200	118,000	0	0	0
Nebraska	1	12,000	14,000	200,000	0	0	20,000
Kansas	1	12,839	12,000	417,000	0	0	12,000
Western Division:							
Montana							
Wyoming							
Colorado	1	8,000	7,000	150,000	0	0	0
New Mexico	1	1,000	600	40,000	0	0	10,000
Arizona	1	700	1,000	51,000	0	0	35,000
Utah							
Nevada							
Idaho	2	656	800	65,000	11,500	0	1,000
Washington	1	3,513	2,500	160,000	0	0	62,825
Oregon	3	850	1,100	63,000	8,000	0	4,000
California	3	15,000	17,500	957,000	0	0	2,500

TABLE 7.—*Review of public normal school statistics, 1891-1897.*

APPROPRIATIONS FROM STATE, COUNTY, OR CITY FOR SUPPORT.

State or Territory.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
United States.....	\$1,567,082	\$1,452,914	\$1,996,271	\$1,917,375	\$2,187,875	\$2,426,185
North Atlantic Division....	702,284	696,603	907,010	773,035	887,590	1,005,972
South Atlantic Division.....	93,260	62,268	121,460	141,017	146,592	257,836
South Central Division.....	83,800	56,344	119,949	113,460	106,043	75,940
North Central Division.....	527,038	465,319	651,824	668,063	769,900	852,787
Western Division.....	160,700	172,380	196,028	221,800	277,750	233,650
North Atlantic Division:						
Maine.....	24,650	28,600	26,450	25,600	27,350	26,900
New Hampshire.....	9,000	12,000	12,000	12,000	10,000	13,000
Vermont.....	8,670	16,100	13,039	7,264	13,032	12,426
Massachusetts.....	105,011	121,731	122,164	78,397	138,294	168,207
Rhode Island.....	14,000	14,000	16,000	18,000	.....	20,000
Connecticut.....	34,600	49,000	79,656	72,000	39,000	42,695
New York.....	334,847	336,645	397,523	360,111	444,954	484,801
New Jersey.....	21,500	28,750	34,083	40,570	40,570	44,943
Pennsylvania.....	150,000	89,777	206,095	159,093	174,390	193,000
South Atlantic Division:						
Delaware.....	.....	.....	.....	9,100	9,642	.....
Maryland.....	10,500	10,500	10,500	10,500	10,500	12,500
District of Columbia.....	.....	.....	.....	.....	.....	.....
Virginia.....	58,500	17,000	27,950	30,200	31,000	38,333
West Virginia.....	13,430	15,000	18,718	28,267	35,100	42,200
North Carolina.....	6,000	4,300	29,235	19,800	20,750	41,336
South Carolina.....	1,050	5,250	7,250	5,250	.....	62,229
Georgia.....	.....	.....	23,207	32,900	32,900	45,400
Florida.....	3,780	10,218	3,600	5,000	7,300	15,858
South Central Division:						
Kentucky.....	.....	.....	23,588	9,200	10,350	5,775
Tennessee.....	16,000	1,500	1,500	15,000	20,225	.....
Alabama.....	31,000	27,604	23,411	18,525	22,418	29,450
Mississippi.....	2,500	2,500	3,950	8,425	6,350	6,615
Louisiana.....	10,000	12,500	12,500	13,750	13,750	15,000
Texas.....	20,000	.....	35,000	40,500	28,000	1,609
Arkansas.....	4,300	6,240	12,500	8,060	4,950	5,500
Oklahoma.....	.....	6,000	7,500	.....	.....	12,000
Indian Territory.....	.....	.....	.....	.....	.....	.....
North Central Division:						
Ohio.....	6,000	1,500	800	5,000	1,800	3,500
Indiana.....	41,100	40,030	42,700	40,000	65,827	60,720
Illinois.....	100,104	56,105	96,104	56,500	123,610	64,000
Michigan.....	49,908	56,647	62,298	58,450	61,400	63,850
Wisconsin.....	121,201	123,417	120,911	155,271	165,086	288,540
Minnesota.....	68,500	76,300	82,000	88,000	91,500	95,000
Iowa.....	25,000	21,000	27,875	38,525	39,075	42,625
Missouri.....	37,250	26,250	142,561	142,317	142,352	143,552
North Dakota.....	13,500	23,060	20,000	22,000	19,000	20,000
South Dakota.....	21,500	21,100	26,250	26,000	12,500	26,000
Nebraska.....	19,350	.....	21,200	30,000	19,500	25,000
Kansas.....	23,625	20,000	9,125	6,000	28,250	20,000
Western Division:						
Montana.....	.....	.....	.....	.....	.....	.....
Wyoming.....	.....	.....	.....	.....	.....	.....
Colorado.....	35,000	35,000	35,000	35,000	35,000	35,000
New Mexico.....	.....	.....	3,500	0	7,000	6,000
Arizona.....	6,000	.....	7,200	0	6,000	8,000
Utah.....	.....	.....	.....	.....	.....	.....
Nevada.....	.....	.....	.....	.....	.....	.....
Idaho.....	.....	.....	.....	7,600	50,500	17,000
Washington.....	28,300	43,880	37,500	39,000	42,000	26,500
Oregon.....	900	48,000	18,528	23,200	16,000	15,650
California.....	90,500	45,500	94,300	117,000	121,250	125,500

TABLE 8.—*Review of public normal school statistics, 1891-1897.*

PUBLIC APPROPRIATIONS FOR BUILDINGS AND IMPROVEMENTS.

State or Territory.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
United States.....	\$394, 635	\$316, 825	\$1, 583, 399	\$1, 003, 933	\$1, 124, 834	\$743, 333
North Atlantic Division....	169, 050	48, 516	856, 670	449, 959	564, 118	146, 044
South Atlantic Division....	42, 624	35, 074	49, 580	100, 309	83, 168	263, 945
South Central Division....	11, 948	24, 450	23, 350	11, 200	9, 798	15, 250
North Central Division....	100, 913	168, 686	374, 799	320, 165	288, 250	203, 669
Western Division.....	70, 100	105, 100	279, 000	122, 300	179, 500	115, 325
North Atlantic Division:						
Maine.....	5, 000	2, 000	12, 500	39, 000	17, 000	68, 000
New Hampshire.....	0	0	0	0	0	715
Vermont.....	0	1, 000	10, 300	0	0	0
Massachusetts.....	25, 500	200, 000	276, 200	0	125, 000	10, 000
Rhode Island.....	0	0	0	0	250, 000	0
Connecticut.....	0	75, 000	125, 000	240, 000	20, 000	0
New York.....	44, 550	92, 391	97, 793	60, 142	140, 869	16, 895
New Jersey.....	0	12, 000	10, 000	10, 693	1, 249	330
Pennsylvania.....	94, 000	103, 125	324, 877	100, 124	10, 000	50, 104
South Atlantic Division:						
Delaware.....	0	0	0	0	5, 912	0
Maryland.....	2, 224	2, 224	0	43, 776	1, 631	0
District of Columbia.....	0	0	0	0	0	0
Virginia.....	0	0	5, 050	0	5, 125	166, 405
West Virginia.....	40, 400	27, 300	20, 000	42, 000	55, 000	61, 400
North Carolina.....	0	150	4, 630	5, 033	0	190
South Carolina.....	0	2, 060	0	0	0	50
Georgia.....	0	0	2, 500	1, 000	7, 009	35, 000
Florida.....	0	1, 400	7, 400	8, 500	8, 500	0
South Central Division:						
Kentucky.....	0	0	2, 500	0	0	2, 700
Tennessee.....	4, 000	0	0	0	0	0
Alabama.....	5, 448	200	1, 300	500	3, 002	50
Mississippi.....	0	0	0	0	0	20
Louisiana.....	2, 500	1, 250	1, 250	7, 500	0	12, 480
Texas.....	0	0	3, 000	3, 000	2, 500	0
Arkansas.....	0	6, 000	300	200	1, 296	0
Oklahoma.....	0	17, 000	15, 000	0	3, 000	0
Indian Territory.....	0	0	0	0	0	0
North Central Division:						
Ohio.....	0	0	0	0	1, 000	3, 000
Indiana.....	0	40, 000	40, 000	20, 000	0	10, 000
Illinois.....	0	0	0	40, 000	47, 000	56, 000
Michigan.....	4, 000	20, 000	20, 000	20, 000	0	25, 000
Wisconsin.....	22, 913	2, 686	20, 060	12, 736	155, 800	55, 889
Minnesota.....	25, 000	66, 000	116, 000	54, 500	11, 750	12, 500
Iowa.....	6, 000	0	3, 000	36, 000	30, 000	3, 000
Missouri.....	0	0	104, 479	131, 929	35, 400	6, 280
North Dakota.....	40, 000	40, 000	18, 220	0	0	0
South Dakota.....	0	0	3, 100	0	0	0
Nebraska.....	3, 000	0	0	5, 000	3, 000	20, 000
Kansas.....	0	0	50, 000	0	4, 300	12, 000
Western Division:						
Montana.....	0	0	0	0	0	0
Wyoming.....	0	0	0	0	0	0
Colorado.....	30, 000	20, 000	35, 000	10, 000	20, 000	0
New Mexico.....	0	0	12, 000	0	10, 000	10, 000
Arizona.....	0	0	8, 000	1, 300	11, 500	35, 000
Utah.....	0	0	0	0	0	0
Nevada.....	0	0	0	0	0	0
Idaho.....	0	0	0	25, 000	70, 000	1, 000
Washington.....	0	0	135, 000	6, 000	60, 000	62, 825
Oregon.....	1, 100	10, 100	11, 000	0	3, 000	4, 000
California.....	39, 000	75, 000	78, 000	80, 000	5, 000	2, 500

TABLE 9.—*Summary of statistics of private normal schools.*

SCHOOLS AND INSTRUCTORS.

State or Territory.	Schools.	Teachers for normal students.			Teachers wholly for other departments.			Total number teachers employed.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	198	625	405	1,030	286	403	689	911	808	1,719
North Atlantic Division...	17	63	76	139	27	23	50	90	99	189
South Atlantic Division...	39	68	77	145	27	140	167	95	217	312
South Central Division...	56	122	93	215	59	127	186	181	220	401
North Central Division...	80	342	145	487	170	168	278	512	253	765
Western Division.....	6	30	14	44	3	5	8	33	19	52
North Atlantic Division:										
Maine.....	4	8	6	14	0	3	3	8	9	17
New Hampshire.....										
Vermont.....										
Massachusetts.....	3	3	15	18	0	0	0	3	15	18
Rhode Island.....										
Connecticut.....										
New York.....	2	19	34	53	4	7	11	23	41	64
New Jersey.....										
Pennsylvania.....	8	33	21	54	23	13	36	56	34	90
South Atlantic Division:										
Delaware.....	1	2	0	2	0	1	1	2	1	3
Maryland.....	3	8	2	10	2	0	2	10	2	12
District of Columbia...	1	0	4	4	0	0	0	0	4	4
Virginia.....	6	14	7	21	5	11	16	19	18	37
West Virginia.....	3	10	5	15	3	2	5	13	7	20
North Carolina.....	9	12	24	36	4	40	44	16	61	80
South Carolina.....	6	6	9	15	10	29	39	16	33	54
Georgia.....	6	4	20	24	3	52	55	7	72	79
Florida.....	4	12	6	18	0	5	5	12	11	23
South Central Division:										
Kentucky.....	11	18	12	30	7	15	22	25	27	52
Tennessee.....	16	45	48	93	25	47	72	70	95	165
Alabama.....	5	1	0	1	0	1	1	1	1	2
Mississippi.....	9	22	14	36	10	29	39	32	43	75
Louisiana.....	1	2	0	2	6	6	12	8	6	14
Texas.....	8	20	12	32	7	17	24	27	29	56
Arkansas.....	6	14	7	21	4	12	16	18	19	37
Oklahoma.....										
Indian Territory.....										
North Central Division:										
Ohio.....	13	57	17	74	24	15	39	81	32	113
Indiana.....	12	59	39	98	53	23	76	112	62	174
Illinois.....	10	44	15	59	30	22	52	74	37	111
Michigan.....	4	6	6	12	3	6	9	9	12	21
Wisconsin.....	2	16	1	17	0	0	0	16	1	17
Minnesota.....	2	8	0	8	0	2	2	8	2	10
Iowa.....	18	56	30	86	35	23	58	91	53	144
Missouri.....	6	9	6	15	9	5	14	18	11	29
North Dakota.....	1	2	1	3	3	1	4	5	2	7
South Dakota.....	1	5	2	7	0	0	0	5	2	7
Nebraska.....	4	32	11	43	5	4	9	37	15	52
Kansas.....	7	48	17	65	8	7	15	56	24	80
Western Division:										
Montana.....										
Wyoming.....										
Colorado.....	1	6	5	11	0	0	0	6	5	11
New Mexico.....										
Arizona.....										
Utah.....	1	18	4	22	3	5	8	21	9	30
Nevada.....										
Idaho.....										
Washington.....										
Oregon.....										
California.....	4	6	5	11	0	0	0	6	5	11

TABLE 10.—*Summary of statistics of private normal schools.*

STUDENTS AND COURSES OF STUDY.

State or Territory.	Students in normal department.			Students in business courses.			Other students in secondary grades.			Pupils in elementary grades.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	12,095	12,086	24,181	2,751	1,124	3,875	4,686	2,899	7,585	8,005	9,229	17,234
North Atlantic Division.	836	1,411	2,247	242	182	424	297	297	594	577	463	1,040
South Atlantic Division.	752	1,065	1,817	85	32	117	101	233	334	1,856	3,296	5,152
South Central Division..	2,476	2,024	4,500	346	118	464	627	599	1,226	3,326	3,578	6,904
North Central Division..	7,664	7,153	14,817	2,005	789	2,794	3,659	1,770	5,429	2,091	1,700	3,791
Western Division.....	367	433	800	73	3	76	2	0	2	155	192	347
North Atlantic Division:												
Maine.....	73	107	180	20	14	34	142	136	278	4	13	17
New Hampshire.....												
Vermont.....												
Massachusetts.....	0	167	167							0	0	0
Rhode Island.....												
Connecticut.....												
New York.....	54	507	561	0	0	0	77	96	173	121	65	186
New Jersey.....												
Pennsylvania.....	709	630	1,339	222	168	390	78	65	143	452	385	837
South Atlantic Division:												
Delaware.....	5	3	8	0	0	0	0	0	0	11	7	18
Maryland.....	50	12	62	10	0	10	2	1	3	22	14	36
District of Columbia..	0	40	40	0	0	0	0	0	0	0	0	0
Virginia.....	125	127	252	20	5	25	19	34	53	331	396	727
West Virginia.....	192	153	345	15	1	16	4	2	6	62	91	153
North Carolina.....	125	296	421	10	14	24	15	25	40	389	927	1,316
South Carolina.....	69	139	208	0	0	0	23	45	68	660	733	1,393
Georgia.....	41	153	194	7	9	16	35	124	159	260	995	1,255
Florida.....	145	142	287	23	3	26	3	2	5	121	133	254
South Central Division:												
Kentucky.....	273	268	541	104	34	138	219	162	381	399	431	830
Tennessee.....	986	935	1,921	92	41	133	117	90	207	1,114	1,211	2,325
Alabama.....	617	313	930	0	0	0	19	36	55	339	354	693
Mississippi.....	183	172	355	59	14	73	172	185	357	840	833	1,673
Louisiana.....	2	13	15	7	3	10	5	10	15	107	107	214
Texas.....	218	206	424	53	11	64	68	91	159	267	427	694
Arkansas.....	197	117	314	31	15	46	27	25	52	260	215	475
Oklahoma.....												
Indian Territory.....												
North Central Division:												
Ohio.....	2,402	1,584	3,986	375	84	459	1,574	544	2,118	137	95	232
Indiana.....	2,151	1,849	4,000	117	74	191	1,086	292	1,378	463	179	642
Illinois.....	907	735	1,642	239	102	341	240	181	421	312	164	476
Michigan.....	176	276	452	73	55	128	95	84	179	57	91	148
Wisconsin.....	43	24	67	36	0	36	8	0	8	80	84	164
Minnesota.....	34	8	42	22	3	25	0	0	0	69	24	93
Iowa.....	1,033	1,593	2,626	513	192	705	229	287	516	326	329	655
Missouri.....	124	179	303	38	17	55	37	23	60	77	63	140
North Dakota.....	75	10	85	75	10	85						
South Dakota.....	50	38	88	0	0	0	0	0	0	0	0	0
Nebraska.....	419	666	1,085	295	112	407	15	10	25	390	528	918
Kansas.....	250	191	441	222	140	362	375	349	724	180	143	323
Western Division:												
Montana.....												
Wyoming.....												
Colorado.....	28	133	161	0	0	0	0	0	0	12	18	30
New Mexico.....												
Arizona.....												
Utah.....	276	236	512	73	2	75	0	0	0	143	174	317
Nevada.....												
Idaho.....												
Washington.....												
Oregon.....												
California.....	63	64	127	0	1	1	2	0	2	0	0	0

TABLE 11.—*Summary of statistics of private normal schools.*

TOTAL ENROLLMENT OF STUDENTS, ETC.

State or Territory.	Total enrollment in all departments.			Colored students included in normal department.			Number of children in model school.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	27,537	25,338	52,875	1,165	1,218	2,383	1,874	2,686	4,560
North Atlantic Division..	1,952	2,353	4,305	0	0	0	303	265	568
South Atlantic Division...	2,794	4,626	7,420	265	490	755	362	1,013	1,375
South Central Division...	6,775	6,319	13,094	881	711	1,592	727	961	1,688
North Central Division.....	15,419	11,412	26,831	19	17	36	482	447	929
Western Division.....	597	628	1,225	0	0	0	0	0	0
North Atlantic Division:									
Maine.....	239	270	509	0	0	0	0	0	0
New Hampshire.....									
Vermont.....									
Massachusetts.....	0	167	167	0	0	0	9	13	22
Rhode Island.....									
Connecticut.....									
New York.....	252	608	920	0	0	0	228	177	405
New Jersey.....									
Pennsylvania.....	1,401	1,248	2,709	0	0	0	65	75	141
South Atlantic Division:									
Delaware.....	16	10	26	0	0	0	0	0	0
Maryland.....	84	27	111	0	0	0	0	0	0
District of Columbia..	0	40	40	0	0	0	0	0	0
Virginia.....	495	562	1,057	11	22	33	173	228	401
West Virginia.....	273	247	520	32	28	60			
North Carolina.....	539	1,262	1,801	110	158	268	84	254	338
South Carolina.....	752	917	1,669	70	139	209	81	78	159
Georgia.....	343	1,281	1,624	30	136	166	0	421	421
Florida.....	292	280	572	12	7	19	24	32	56
South Central Division:									
Kentucky.....	995	895	1,890	60	130	190	61	90	151
Tennessee.....	2,309	2,277	4,586	107	146	253	357	509	866
Alabama.....	975	703	1,678	597	291	888	46	82	128
Mississippi.....	1,254	1,204	2,458	25	22	47	72	80	152
Louisiana.....	121	133	254	2	13	15	65	89	154
Texas.....	606	735	1,341	20	42	62	10	18	28
Arkansas.....	515	372	887	70	67	137	116	93	209
Oklahoma.....									
Indian Territory.....									
North Central Division:									
Ohio.....	4,483	2,307	6,795	11	5	16	167	146	313
Indiana.....	3,817	2,394	6,211	2	9	11	133	114	247
Illinois.....	1,698	1,182	2,880	5	2	7			
Michigan.....	401	503	907	0	0	0	0	0	0
Wisconsin.....	167	108	275	0	0	0	89	84	164
Minnesota.....	125	85	160	0	0	0	60	50	110
Iowa.....	2,101	2,401	4,502	0	0	0	24	58	62
Missouri.....	276	282	558	0	0	0	0	0	0
North Dakota.....	150	20	170	0	0	0	0	0	0
South Dakota.....	50	88	88	0	0	0	0	0	0
Nebraska.....	1,119	1,316	2,435	0	0	0	18	15	33
Kansas.....	1,027	823	1,850	1	1	2	0	0	0
Western Division:									
Montana.....									
Wyoming.....									
Colorado.....	40	151	191	0	0	0	0	0	0
New Mexico.....									
Arizona.....									
Utah.....	492	412	904						
Nevada.....									
Idaho.....									
Washington.....									
Oregon.....									
California.....	65	65	130	0	0	0	0	0	0

TABLE 12.—*Summary of statistics of private normal schools.*

NUMBER OF NORMAL AND OTHER GRADUATES.

State or Territory.	Normal graduates.			Graduates in business courses.			Graduates in other courses.		
	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.
United States	2, 294	1, 814	4, 108	1, 016	495	1, 511	996	710	1, 706
North Atlantic Division ..	41	176	217	49	51	100	34	32	66
South Atlantic Division...	90	135	225	38	14	52	26	36	62
South Central Division...	274	197	471	75	39	105	107	56	163
North Central Division...	1, 874	1, 259	3, 133	850	399	1, 249	829	586	1, 415
Western Division	15	47	62	4	1	5	0	0	0
North Atlantic Division:									
Maine	2	9	11	9	6	15	15	12	27
New Hampshire									
Vermont									
Massachusetts	0	68	68						
Rhode Island									
Connecticut									
New York	2	23	25	0	0	0	2	4	6
New Jersey									
Pennsylvania	37	76	113	40	45	85	17	16	33
South Atlantic Division:									
Delaware	5	3	8						
Maryland	12	2	14	5	0	5	0	0	0
District of Columbia ..	0	27	27						
Virginia	22	11	33	4	1	5	15	14	29
West Virginia	6	2	8	2	1	3	6	0	6
North Carolina	9	26	35	4	1	5	0	2	2
South Carolina	12	27	39	6	6	12	0	0	0
Georgia	4	29	33	4	4	8	0	18	18
Florida	20	8	28	13	1	14	5	2	7
South Central Division:									
Kentucky	31	22	53	0	0	0	0	3	3
Tennessee	127	103	230	41	18	59	25	9	34
Alabama	27	28	55	0	0	0	22	14	36
Mississippi	49	23	72	19	6	25	44	13	57
Louisiana	0	1	1	0	0	0	8	6	14
Texas	22	16	38	15	5	20	3	3	6
Arkansas	18	4	22	0	1	1	5	8	13
Oklahoma									
Indian Territory									
North Central Division:									
Ohio	887	475	1, 362	188	61	250	308	79	387
Indiana	604	350	954	146	107	253	251	216	467
Illinois	89	74	163	52	21	73	23	31	54
Michigan	12	23	35	24	39	63	44	65	109
Wisconsin	11	6	17	1	0	1	1	0	1
Minnesota	13	3	16	0	0	0	3	4	7
Iowa	74	77	151	162	54	216	64	63	127
Missouri	4	0	4	21	3	24	16	13	29
North Dakota	0	0	0	10	2	12	0	0	0
South Dakota	0	2	2						
Nebraska	111	208	319	133	50	183	26	35	61
Kansas	69	41	110	103	62	165	93	80	173
Western Division:									
Montana									
Wyoming									
Colorado	0	22	22						
New Mexico									
Arizona									
Utah	11	8	19	4	1	5	0	0	0
Nevada									
Idaho									
Washington									
Oregon									
California	4	17	21						

TABLE 13.—*Summary of statistics of private normal schools.*

INCOME FROM VARIOUS SOURCES.

State or Territory.	Appropriated by States, counties, or cities for support for 1896-97.	Received from tuition and other fees.	Received from productive funds.	Received from other sources and unclassified.	Total income for the year 1896-97.
United States.....	\$49, 013	\$632, 218	\$50, 564	\$294, 282	\$1, 026, 077
North Atlantic Division	12, 850	99, 884	2, 740	96, 323	211, 797
South Atlantic Division	2, 179	35, 670	5, 659	63, 290	106, 798
South Central Division	30, 084	134, 825	13, 670	56, 915	235, 494
North Central Division	3, 960	336, 644	28, 095	46, 527	415, 166
Western Division	0	25, 195	400	31, 227	56, 822
North Atlantic Division:					
Maine	2, 850	4, 144	740	700	8, 434
New Hampshire					
Vermont					
Massachusetts	0	2, 300		11, 548	13, 848
Rhode Island					
Connecticut					
New York	0	54, 705	0	79, 560	134, 265
New Jersey					
Pennsylvania	10, 000	38, 735	2, 000	4, 515	55, 250
South Atlantic Division:					
Delaware					
Maryland	0	1, 200	1, 100	8, 050	10, 350
District of Columbia		2, 000			2, 000
Virginia	0	4, 066	2, 000	6, 941	13, 007
West Virginia	0	2, 150	1, 559	4, 844	8, 553
North Carolina	251	10, 516	0	11, 559	22, 325
South Carolina	150	4, 290	1, 000	10, 470	15, 910
Georgia	278	7, 233		21, 426	28, 942
Florida	1, 500	4, 210			5, 710
South Central Division:					
Kentucky	800	33, 913	0	2, 320	37, 033
Tennessee	22, 580	33, 448	3, 800	48, 150	107, 978
Alabama	3, 170	7, 626	2, 726	0	13, 522
Mississippi	2, 274	30, 898	0	275	33, 887
Louisiana	0	457	2, 400	250	3, 107
Texas	560	13, 700	2, 500	1, 500	18, 260
Arkansas	760	14, 843	2, 244	4, 420	22, 207
Oklahoma					
Indian Territory					
North Central Division:					
Ohio	3, 200	53, 796	0	4, 625	66, 621
Indiana	700	125, 451	10, 000	8, 241	144, 392
Illinois	0	34, 445	975	2, 405	37, 825
Michigan	0	9, 665			9, 665
Wisconsin	0		5, 740	3, 811	9, 551
Minnesota	0	1, 500	0	6, 300	7, 800
Iowa	0	39, 185	11, 200	500	50, 885
Missouri	0	9, 100	80	160	9, 340
North Dakota	0	2, 000	0	0	2, 000
South Dakota	0	1, 500	0	2, 500	4, 000
Nebraska	0	20, 980	0	15, 985	36, 965
Kansas	0	34, 022	100	2, 000	39, 122
Western Division:					
Montana					
Wyoming					
Colorado					
New Mexico					
Arizona					
Utah	0	13, 300	400	31, 227	44, 927
Nevada					
Idaho					
Washington					
Oregon					
California	0	11, 895	0	0	11, 895

TABLE 14.—*Summary of statistics of private normal schools.*

VALUE OF BUILDINGS AND OTHER PROPERTY.

State or Territory.	Schools reporting libraries.	Volumes in libraries.	Estimated value of libraries.	Value of buildings, grounds, apparatus, etc.	Value of benefactions received 1896-97.	Total money value of endowment.
United States.....	152	223, 067	\$225, 069	\$6, 911, 131	\$205, 238	\$2, 880, 225
North Atlantic Division.....	13	28, 250	21, 044	1, 774, 861	96, 726	1, 455, 081
North Atlantic Division.....	30	29, 310	26, 358	836, 870	49, 640	256, 800
South Central Division.....	43	54, 721	58, 400	1, 455, 600	24, 172	502, 000
North Central Division.....	62	98, 623	102, 522	2, 708, 500	34, 700	626, 344
Western Division.....	4	12, 163	10, 745	140, 300	0	40, 000
North Atlantic Division:						
Maine.....	4	7, 080	2, 920	35, 500	3, 500	30, 000
New Hampshire.....						
Vermont.....						
Massachusetts.....	2	3, 420	3, 030	70, 000		
Rhode Island.....						
Connecticut.....						
New York.....	2	8, 563	10, 726	1, 251, 061	93, 226	1, 250, 081
New Jersey.....						
Pennsylvania.....	5	9, 187	4, 368	418, 300	0	175, 000
South Atlantic Division:						
Delaware.....	1	2, 000	5, 000	10, 000		
Maryland.....	3	5, 520	5, 508	154, 500	50	0
District of Columbia.....	1	300	400			
Virginia.....	4	2, 050	2, 075	71, 500	35	1, 200
West Virginia.....	2	5, 240	3, 500	71, 000	3, 515	100, 000
North Carolina.....	6	3, 708	2, 850	217, 836	23, 484	70, 600
South Carolina.....	5	3, 159	1, 575	93, 000	4, 500	85, 000
Georgia.....	6	5, 962	4, 100	189, 034	18, 056	
Florida.....	2	1, 380	1, 350	30, 000		
South Central Division:						
Kentucky.....	6	4, 080	1, 825	71, 200	132	7, 000
Tennessee.....	12	20, 400	33, 700	653, 200	0	65, 000
Alabama.....	4	7, 876	3, 600	320, 500	19, 620	290, 000
Mississippi.....	8	7, 295	8, 675	166, 200		
Louisiana.....	1	1, 000	1, 000	40, 000		
Texas.....	6	7, 220	4, 800	131, 000	0	32, 000
Arkansas.....	6	6, 650	4, 800	73, 500	4, 420	103, 000
Oklahoma.....						
Indian Territory.....						
North Central Division:						
Ohio.....	9	11, 155	23, 175	274, 000	2, 100	75, 000
Indiana.....	7	20, 598	27, 875	742, 000	1, 600	103, 000
Illinois.....	10	29, 330	19, 250	493, 500	5, 000	141, 000
Michigan.....	3	2, 040	3, 000	21, 000		
Wisconsin.....	2	3, 200	3, 200			113, 344
Minnesota.....	2	700	500	56, 000	3, 500	30, 000
Iowa.....	12	12, 275	11, 495	452, 500	0	40, 000
Missouri.....	4	1, 000	500	34, 500	500	9, 000
North Dakota.....	1	1, 200	500	33, 000		
South Dakota.....	1	1, 000	1, 000	30, 000	0	0
Nebraska.....	4	7, 425	5, 227	335, 000	0	45, 000
Kansas.....	7	8, 700	6, 800	232, 000	22, 000	70, 000
Western Division:						
Montana.....						
Wyoming.....						
Colorado.....	1	400	400	300		
New Mexico.....						
Arizona.....						
Utah.....	1	9, 963	14, 845	80, 000	0	0
Nevada.....						
Idaho.....						
Washington.....						
Oregon.....						
California.....	2	1, 800	1, 500	60, 000	0	40, 000

TABLE 15.—Percentage of male and female students and percentage of graduates to total number in normal course in public and private normal schools in 1896-97.

State or Territory.	In public normal schools.			In private normal schools.		
	Male.	Female.	Graduates.	Male.	Female.	Graduates.
United States.....	29.18	70.82	18.59	50.02	49.98	16.99
North Atlantic Division.....	25.06	74.94	24.13	37.21	62.79	9.66
South Atlantic Division.....	22.16	67.84	10.55	41.39	58.61	12.38
South Central Division.....	40.22	59.78	20.29	55.02	44.98	10.47
North Central Division.....	32.71	67.29	15.05	51.72	48.28	21.14
Western Division.....	22.38	77.62	12.69	45.88	54.12	7.75
North Atlantic Division:						
Maine.....	40.80	59.20	18.39	40.56	59.44	6.11
New Hampshire.....	1.05	98.95	38.95	.....	.....	.....
Vermont.....	15.95	84.05	34.19	.....	.....	.....
Massachusetts.....	4.65	95.35	34.91	0	100.00	40.72
Rhode Island.....	1.18	98.82	16.57	.....	.....	.....
Connecticut.....	1.14	98.86	51.99	.....	.....	.....
New York.....	17.17	82.83	21.45	9.63	90.37	4.46
New Jersey.....	9.47	90.53	26.64	.....	.....	.....
Pennsylvania.....	40.16	59.84	22.67	52.95	47.05	8.44
South Atlantic Division:						
Delaware.....	0	100.00	80.00	62.50	37.50	100.00
Maryland.....	7.64	92.36	17.36	80.65	19.35	22.58
District of Columbia.....	8.51	91.49	0	0	100.00	67.50
Virginia.....	34.05	65.95	17.69	49.60	50.40	18.10
West Virginia.....	53.14	46.86	5.18	55.65	44.35	2.32
North Carolina.....	13.23	86.77	8.50	29.69	70.31	8.31
South Carolina.....	2.82	97.18	16.90	33.17	66.83	18.75
Georgia.....	23.60	76.40	8.31	21.13	78.87	17.01
Florida.....	50.00	50.00	16.00	50.52	49.48	9.76
South Central Division:						
Kentucky.....	38.23	61.77	23.55	50.46	49.54	9.80
Tennessee.....	.....	.....	.....	51.33	48.67	11.97
Alabama.....	39.45	60.55	18.35	66.34	33.66	5.91
Mississippi.....	46.00	54.00	5.20	51.55	48.45	20.28
Louisiana.....	20.22	79.78	64.04	13.33	86.67	6.87
Texas.....	49.72	50.28	.....	51.42	48.58	8.96
Arkansas.....	64.06	35.94	6.47	62.74	37.26	7.01
Oklahoma.....	40.88	59.12	2.76	.....	.....	.....
Indian Territory.....	.....	.....	.....	.....	.....	.....
North Central Division:						
Ohio.....	7.15	92.85	52.42	60.26	39.74	34.17
Indiana.....	44.73	55.27	6.55	53.78	46.22	23.85
Illinois.....	28.73	71.27	3.40	55.24	44.76	9.93
Michigan.....	21.36	78.64	25.60	38.94	61.06	7.74
Wisconsin.....	31.28	68.72	7.58	64.18	35.82	25.37
Minnesota.....	21.56	78.44	27.98	80.95	19.05	38.10
Iowa.....	30.33	69.67	15.02	39.34	60.66	5.75
Missouri.....	44.02	55.98	24.44	40.92	59.08	1.32
North Dakota.....	41.91	58.09	16.18	88.24	11.76	0
South Dakota.....	34.01	65.99	8.80	56.82	43.18	2.27
Nebraska.....	22.22	77.78	48.15	38.62	61.38	29.40
Kansas.....	40.00	60.00	5.78	56.69	43.31	24.94
Western Division:						
Montana.....	.....	.....	.....	.....	.....	.....
Wyoming.....	.....	.....	.....	.....	.....	.....
Colorado.....	21.29	78.71	12.32	17.39	82.61	13.66
New Mexico.....	23.53	76.47	50.00	.....	.....	.....
Arizona.....	41.46	58.54	10.37	.....	.....	.....
Utah.....	.....	.....	.....	53.91	46.09	3.71
Nevada.....	.....	.....	.....	.....	.....	.....
Idaho.....	37.69	62.31	0	.....	.....	.....
Washington.....	33.13	66.87	27.05	.....	.....	.....
Oregon.....	42.15	57.85	21.78	.....	.....	.....
California.....	11.44	88.56	7.65	49.60	50.40	16.54

TABLE 16.—*Normal students in universities and colleges and public and private high schools and academies.*

State or Territory.	In universities and colleges.				In public high schools.				In private high schools.				Grand total.
	Institutions.	Male.	Female.	Total.	Schools.	Male.	Female.	Total.	Schools.	Male.	Female.	Total.	
United States	196	2,650	3,833	6,483	507	2,490	6,511	9,001	422	3,068	3,996	7,064	22,554
North Atlantic Division:													
Maine					8	11	60	71	2	23	84	107	178
New Hampshire					1	0	6	6	0	0	9	9	15
Vermont	1		2	2	16	29	108	137	8	13	49	62	201
Massachusetts	5	83	96	184	8	0	136	136	1	0	2	2	322
Rhode Island	1	25	30	55	1	4	4	8	1	0	7	7	70
Connecticut					2	0	120	120	1	5	0	5	125
New York	9	105	123	228	67	169	785	954	17	24	22	46	1,228
New Jersey	1	0	59	59	9	6	159	165	4	11	46	57	229
Pennsylvania	13	130	44	174	31	72	2,271	2,343	35	413	489	902	3,419
South Atlantic Division:													
Delaware					2	3	5	8	1	0	1	1	9
Maryland	2	2	33	35	3	3	8	11	2	11	1	12	53
District of Columbia	1	67	57	124	0	0	0	0	0	0	0	0	124
Virginia	5	111	35	146	12	93	121	214	12	54	85	139	499
West Virginia	2	30	11	41	3	9	13	22	5	58	39	97	160
North Carolina	5	61	47	108	0	0	0	0	23	168	144	312	420
South Carolina	4	56	75	131	3	2	12	14	2	15	34	49	194
Georgia	8	42	417	459	16	75	83	163	18	230	199	429	1,051
Florida	4	13	46	59	9	62	69	131	3	0	14	14	204
South Central Division:													
Kentucky	5	84	62	146	14	163	148	311	26	390	298	688	1,145
Tennessee	10	113	137	255	21	30	101	131	35	280	240	520	906
Alabama	3	32	36	68	11	50	71	121	19	77	140	217	406
Mississippi	11	32	119	151	25	205	240	445	17	126	150	276	872
Louisiana	3	6	186	192	2	5	11	16	4	16	23	39	247
Texas	4	54	30	84	50	274	295	569	28	145	200	345	998
Arkansas	1	4	12	16	17	183	223	406	12	105	92	197	619
Oklahoma					0	0	0	0	0	0	0	0	0
Indian Territory					1	20	0	20	3	5	11	16	36
North Central Division:													
Ohio	13	285	317	602	59	271	358	629	12	112	114	226	1,457
Indiana	5	97	63	160	9	42	28	70	4	41	27	68	298
Illinois	13	152	213	365	16	75	125	200	14	70	153	223	788
Michigan	6	71	88	159	23	127	209	336	2	53	173	226	721
Wisconsin	4	20	15	35	13	54	76	130	3	70	84	154	319
Minnesota	3	54	32	86	2	5	17	22	6	49	60	109	217
Iowa	10	204	229	433	24	115	196	311	15	100	244	344	1,088
Missouri	10	112	112	224	10	205	203	408	30	213	306	519	1,151
North Dakota	1	0	12	12	2	6	16	22					34
South Dakota	3	7	14	21	0	0	0	0	6	55	92	147	168
Nebraska	6	64	131	195	5	10	24	34	6	12	67	79	308
Kansas	9	98	117	215	9	105	165	270	9	35	62	97	582
Western Division:													
Montana					2	6	37	43					43
Wyoming	1	2	22	24	0	0	0	0	1	1	8	9	33
Colorado	1	20	45	65	0	0	0	0	2	0	16	16	81
New Mexico					0	0	0	0	1	0	1	1	1
Arizona					0	0	0	0	0	0	0	0	0
Utah	1	160	219	379	0	0	0	0	4	30	38	68	447
Nevada	1	5	70	75	0	0	0	0					75
Idaho					0	0	0	0	1	16	6	22	22
Washington	2	13	31	44	0	0	0	0	3	1	13	14	58
Oregon	3	10	37	47	0	0	0	0	8	24	39	63	110
California	6	222	429	651	1	1	3	4	9	17	114	131	786

TABLE 17.—*Distribution of students pursuing teachers' training courses in various institutions.*

TOTAL NUMBER OF NORMAL STUDENTS.

State or Territory.	In public normal schools.	In private normal schools.	In universities and colleges.	In public high schools.	In private high schools.	Total normal students.
United States.....	43,199	24,181	6,489	9,001	7,064	89,934
North Atlantic Division...	17,651	2,247	682	3,940	1,197	25,717
South Atlantic Division...	3,743	1,817	1,103	563	1,053	8,279
South Central Division...	3,016	4,500	912	2,019	2,298	12,745
North Central Division...	15,818	14,817	2,507	2,432	2,192	37,766
Western Division.....	2,971	800	1,285	47	324	5,427
North Atlantic Division:						
Maine.....	772	180	.....	71	107	1,130
New Hampshire.....	95	.....	.....	6	9	110
Vermont.....	351	.....	2	137	62	552
Massachusetts.....	1,246	167	184	136	2	1,735
Rhode Island.....	169	.....	55	8	7	239
Connecticut.....	527	.....	.....	120	5	652
New York.....	6,918	561	228	954	46	8,707
New Jersey.....	792	.....	39	165	57	1,053
Pennsylvania.....	6,781	1,339	174	2,343	902	11,539
South Atlantic Division:						
Delaware.....	20	8	.....	8	1	37
Maryland.....	432	62	35	11	12	552
District of Columbia...	94	40	124	0	0	258
Virginia.....	605	252	146	214	139	1,356
West Virginia.....	1,274	345	41	22	97	1,779
North Carolina.....	635	421	108	0	312	1,476
South Carolina.....	213	208	131	14	49	615
Georgia.....	445	194	450	163	429	1,690
Florida.....	25	287	50	131	14	516
South Central Division:						
Kentucky.....	327	541	146	311	688	2,013
Tennessee.....	.....	1,921	255	131	520	2,827
Alabama.....	1,493	930	68	121	217	2,829
Mississippi.....	250	355	151	445	276	1,477
Louisiana.....	356	15	192	16	39	618
Texas.....	177	424	84	569	345	1,599
Arkansas.....	232	314	16	406	197	1,165
Oklahoma.....	181	.....	.....	0	0	181
Indian Territory.....	.....	.....	.....	20	16	36
North Central Division:						
Ohio.....	517	3,986	602	629	226	5,960
Indiana.....	1,558	4,000	160	70	68	5,856
Illinois.....	1,855	1,642	365	200	223	4,285
Michigan.....	1,203	452	159	336	226	2,376
Wisconsin.....	2,756	67	35	130	154	3,142
Minnesota.....	1,433	42	86	22	109	1,692
Iowa.....	1,751	2,626	433	311	344	5,465
Missouri.....	2,156	303	224	408	519	3,610
North Dakota.....	272	85	12	22	.....	391
South Dakota.....	469	88	21	0	147	665
Nebraska.....	108	1,085	195	34	79	1,501
Kansas.....	1,800	441	215	270	97	2,823
Western Division:						
Montana.....	.....	.....	.....	43	.....	43
Wyoming.....	.....	.....	24	0	9	33
Colorado.....	357	161	65	0	16	599
New Mexico.....	34	.....	.....	0	1	35
Arizona.....	164	.....	.....	0	0	164
Utah.....	.....	512	379	0	68	959
Nevada.....	.....	.....	75	0	.....	75
Idaho.....	130	.....	.....	0	22	152
Washington.....	329	.....	44	0	14	387
Oregon.....	427	.....	47	0	63	537
California.....	1,530	127	651	4	131	2,443

TABLE 18.—Colleges and universities reporting students in teachers' training courses.

Location.	Institution.	Normal students.						
		1893.	1894.	1895.	1896.	1897.		
						Male.	Female.	Total.
ALABAMA.								
Athens	Athens Female College.....				8	0	10	10
Blountsville	Blount College.....		17		14	18	11	29
Cullman	St. Bernard College.....					14	0	14
Lafayette.....	Lafayette College.....	29	15	9				
Selma	Selma University.....	150	44	40				
Talladega	Isbell Female College.....				13	0	15	15
Tuskaloosa	Central Female College.....	14						
ARKANSAS.								
Arkadelphia.....	Ouachita Baptist College.....	40		40				
Clarksville	Arkansas Cumberland College.....		17	17	9			
Conway	Central Baptist College.....		11	7				
Do	Hendrix College.....	10						
Fayetteville	Arkansas Industrial University (public).....					4	12	16
Little Rock	Philander Smith College.....		3		2			
Mountain Home	Mountain Home Baptist College..		71					
CALIFORNIA.								
Berkeley	University of California (public) <i>a</i>		57	100	269	195	367	562
Los Angeles	St. Vincent's College			30	78			
Oakland	California College			3				
Pasadena	Throop Polytechnic Institute			16	11	1	9	10
San Jose	College of Notre Dame	24	20	35	20	0	10	10
Santa Rosa	Pacific Methodist College.....		6			0	1	1
Stanford University	Leland Stanford Junior Univer- sity. <i>a</i>		37	158	46	16	34	50
University	University of Southern California..					10	8	18
COLORADO.								
Boulder.....	University of Colorado (public) <i>a</i> ..					20	45	65
DISTRICT OF COLUMBIA.								
Washington	Gallaudet College.....	6	5	5	5			
Do	Howard University.....			188	47	67	57	124
FLORIDA.								
De Land	John B. Stetson University.....	6				3	26	29
Leesburg	Florida Conference College.....		3			3	5	8
St. Leo	St. Leo Military College.....		2	3	2	4	0	4
Winter Park	Rollins College.....					3	15	18
GEORGIA.								
Atlanta.....	Atlanta Baptist College.....					2	0	2
Do	Atlanta University.....	88	99	83	105	0	127	127
Do	Morris Brown University		25	29	26	5	11	16
College Park	Southern Female College		12			0	225	225
Cuthbert	Andrew Female College				4			
Dahlonega	North Georgia Agricultural College.....				40			
Gainesville	Georgia Female Seminary	40	20		18			
Lagrange	La Grange Female College.....	32	21	14	23	0	23	23
Do	Southern Female College				10			
Macon	Mercer University.....			27	10	10	0	10
South Atlanta	Clark University.....	45			42	7	24	31
Wrightsville	Nannie Lou Warthen College.....			18				
Young Harris	Young L. G. Harris College.....					18	7	25
ILLINOIS.								
Abingdon	Hedding College.....	25	17	22	18	2	2	4
Carlinville	Blackburn University.....	16		7				
Carthage	Carthage College.....		10	64				
Champaign	University of Illinois (public) ..			12	31	39	27	66

a Has pedagogical department.

TABLE 18.—Colleges and universities reporting students in teachers' training courses—Continued.

Location.	Institution.	Normal students.						
		1893.	1894.	1895.	1896.	1897.		
						Male.	Female.	Total.
ILLINOIS—continued.								
Chicago	University of Chicago <i>a</i>							
Efingham	Austin College		52	110	130	50	60	110
Elmhurst	Proseminar der Evangel Synode von N. A.	40			33			
Evanston	Northwestern University <i>a</i>		11		20	4	16	20
Ewing	Ewing College					6	3	9
Fulton	Northern Illinois College	35	40	30	50	6	40	46
Hoopeston	Greer College			4	51	24	20	44
Jacksonville	Illinois College				5			
Do.	Illinois Female College		7	7	7	0	15	15
Knoxville	St. Mary's School		90	40				
Lake Forest	Lake Forest University		15					
Naperville	Northwestern College	12	16	13	12	6	6	12
Quincy	Chaddock College		19		10			
Rock Island	Augustana College	12	8	17	12	2	3	5
Upper Alton	Shurtleff College		3	5				
Westfield	Westfield College		9		9	7	10	17
Wheaton	Wheaton College					6	11	17
INDIANA.								
Bloomington	Indiana University (public) <i>a</i>				52			
Hanover	Hanover College		5					
Merom	Union Christian College	26	18	47	54	17	6	23
Moores Hill	Moores Hill College	67	104	98	98	10	10	20
Ridgeville	Ridgeville College	10	15		90	40	25	65
Upland	Taylor University	12	25	50	40	30	22	52
INDIAN TERRITORY.								
Bacone	Indian University		9	19				
IOWA.								
Charles City	Charles City College	22	19	33	32	6	16	22
College Springs	Amity College	30		49	16	10	8	18
Des Moines	Drake University	358		88				
Fayette	Upper Iowa University	1			28			
Hopkinton	Lenox College	3	3					
Indianola	Simpson College	24	54	66	124	64	50	114
Iowa City	State University of Iowa (public) <i>a</i>				51	23	31	54
Mount Pleasant	German College		15	6	4	0	2	2
Do.	Iowa Wesleyan University	4		5	19	10	9	19
Mount Vernon	Cornell College			64	78	35	37	72
Pella	Central University of Iowa					8	22	30
Sioux City	Morningside College				12	25	30	55
Storm Lake	Buena Vista College		87	33	59	23	24	47
Toledo	Western College	68	35	21	14			
Waverly	Wartburg College	10						
KANSAS.								
Atchison	Midland College				9			
Baldwin	Baker University	32	39	62	77			
Dodge City	Soule College			49	20	17	11	28
Enterprise	Central College	29	20	20				
Highland	Highland University				4	0	3	3
Holton	Campbell University		65	8	18	7	11	18
Lawrence	University of Kansas (public) <i>a</i>					18	21	39
Lecompton	Lane University	7	2	23		5	15	20
Lindsborg	Bethany College		48	27				
Oswego	Oswego College for Women	1						
Ottawa	Ottawa University		4	13	11	4	4	8
Salina	Kansas Wesleyan University	50	66	50	54	33	27	60
Sterling	Cooper Memorial College			12		5	0	5
Wichita	Fairmont College				2			
Winfield	Southwest Kansas College			18	36	9	25	34

a Has pedagogical department.

TABLE 18.—Colleges and universities reporting students in teachers' training courses—Continued.

Location.	Institution.	Normal students.						
		1893.	1894.	1895.	1896.	1897.		
						Male.	Female.	Total.
KENTUCKY.								
Berea.....	Berea College.....	4	6	4				
Bowling Green.....	Potter College.....	227						
Columbia.....	Columbia Christian College.....		15	35				
Danville.....	Caldwell College.....	6						
Glasgow.....	Liberty College.....			27	12	25	15	40
Hopkinsville.....	South Kentucky College.....	10	25	20		10	5	15
Lexington.....	A. and M. College of Kentucky (public).....					43	36	79
Millersburg.....	Millersburg Female College.....			9				
Nicholasville.....	Jessamine Female Institute.....					0	2	2
Owensboro.....	Owensboro Female College.....			3				
Richmond.....	Central University.....	45		88				
Winchester.....	Kentucky Wesleyan College.....					6	4	10
LOUISIANA.								
Convent.....	College of the Immaculate Conception.....	124						
Keatchie.....	Keatchie Male and Female College.....				1			
Mansfield.....	Mansfield Female College.....		8					
New Orleans.....	College of the Immaculate Conception.....				142	0	142	142
Do.....	Leland University.....				34			
Do.....	New Orleans University.....	38	39	31	42	2	36	38
Do.....	Straight University.....	47	12	20	20	4	8	12
MAINE.								
Kents Hill.....	Maine Wesleyan Female College.....	8	6	8	9			
MARYLAND.								
Baltimore.....	Morgan College.....	6	82		87			
Baltimore (Station L).....	Notre Dame of Maryland.....				4	0	15	15
Chestertown.....	Washington College.....				8	2	18	20
MASSACHUSETTS.								
Cambridge.....	Harvard University <i>a</i>					88	0	88
Do.....	Radcliffe College.....				26	0	13	13
South Hadley.....	Mount Holyoke College.....					0	28	28
Wellesley.....	Wellesley College.....	21	17	21	38	0	55	55
Worcester.....	Clark University <i>a</i>	3	5					
MICHIGAN.								
Adrian.....	Adrian College.....	1		19	29			
Albion.....	Albion College.....			10	21	20	10	30
Alma.....	Alma College.....	7	5			7	12	19
Ann Arbor.....	University of Michigan (public) <i>a</i>							
Benzonia.....	Benzonia College.....	10	18	19	83	32	51	83
Hillsdale.....	Hillsdale College.....		70	37	19	6	7	13
Holland.....	Hope College.....				30			
Olivet.....	Olivet College.....	9	27	20		6	8	14
MINNESOTA.								
Excelsior.....	Northwestern Christian College.....		13	15	23			
Minneapolis.....	University of Minnesota (public) <i>a</i>	22	29	46	130	12	16	28
St. Peters.....	Gustavus Adolphus College.....		60		84	40	10	50
Winnabago City.....	Parker College.....	6	18	17	16	2	6	8
MISSISSIPPI.								
Brookhaven.....	Whitworth Female College.....					0	15	15
Columbus.....	Mississippi Industrial Institute and College (public).....	80	67	90	104	0	15	15
Daleville.....	Cooper-Huddleston College.....	13	5	31	10			
French Camp.....	Central Mississippi Institute.....					0	23	23
Holly Springs.....	Rust University.....		72	77	28	3	12	20

a Has pedagogical department.

TABLE 18.—Colleges and universities reporting students in teachers' training courses—Continued.

Location.	Institution.	Normal students.						
		1893.	1894.	1895.	1896.	1897.		
						Male.	Female.	Total.
MISSISSIPPI—cont'd.								
Meridian	East Mississippi Female College.	8	.....	.....	.....	0	10	10
Do.....	Stone College for Young Ladies.....	.....	.....	.....	6	0	5	.....
Oxford.....	Union Female College.....	.....	.....	10	10	0	10	10
Pontotoc.....	Chickasaw Female College.....	.....	8	.....	.....	0	15	15
Port Gibson.....	Port Gibson Female College.....	.....	.....	.....	1	0	2	2
University.....	University of Mississippi (public) <i>a</i>.....	.....	18	27	40	24	7	31
Water Valley.....	Hamilton College.....	.....	.....	.....	6	0	5	5
Woodville.....	Edward McGehee College.....	2	.....	.....	.....	.....	.....	.....
MISSOURI.								
Albany.....	Central Christian College.....	.....	70	.....	10	4	1	5
Do.....	Northwest Missouri College.....	20	18	15	12	12	16	28
Bolivar.....	Southwest Baptist College.....	.....	.....	.....	.....	10	6	16
Bowling Green.....	Pike College.....	16	16	.....	.....	.....	.....	.....
Cameron.....	Missouri Wesleyan College.....	26	43	.....	20	14	14	28
Canton.....	Christian University.....	.....	.....	41	.....	3	4	7
Columbia.....	University of the State of Mis- souri (public) <i>a</i>	84	112	70	52	32	25	57
Edinburg.....	Grand River Christian Union Col- lege.....	12	.....	70	.....	.....	.....	.....
Fulton.....	Synodical Female College.....	.....	14	0	.....	.....	.....	.....
Glasgow.....	Pritchett State Institute.....	.....	.....	.....	3	.....	.....	.....
Lagrange.....	Lagrange College.....	.....	.....	.....	.....	7	12	19
Lexington.....	Baptist Female College.....	.....	.....	.....	2	.....	.....	.....
Nevada.....	Cooley College for Young Ladies.....	.....	.....	.....	.....	0	20	20
St. Charles.....	St. Charles College.....	10	.....	.....	.....	.....	.....	.....
Springfield.....	Drury College.....	.....	.....	.....	.....	10	4	14
Tarkio.....	Tarkio College.....	27	.....	8	.....	.....	.....	.....
Trenton.....	Avalon College.....	45	34	31	22	.....	.....	.....
Warrenton.....	Central Wesleyan College.....	8	9	5	22	20	10	30
MONTANA.								
Helena.....	Montana Wesleyan University.....	.....	.....	.....	15	.....	.....	.....
NEBRASKA.								
Bellevue.....	University of Omaha.....	12	12	10	.....	8	5	13
Bethany.....	Cotner University.....	.....	25	43	12	5	7	12
Crete.....	Doane College.....	11	15	13	.....	.....	.....	.....
Fairfield.....	Fairfield College.....	34	37	28	25	4	5	9
Lincoln.....	University of Nebraska (public).....	.....	.....	.....	60	15	65	80
Neligh.....	Gates College.....	.....	76	51	.....	17	39	56
University Place.....	Nebraska Wesleyan University.....	.....	15	50	.....	.....	.....	.....
York.....	York College.....	15	6	.....	15	15	10	25
NEVADA.								
Reno.....	State University of Nevada (public)	40	40	67	94	5	70	75
NEW JERSEY.								
Bordentown.....	Bordentown Female College.....	.....	.....	.....	.....	0	39	39
NEW MEXICO.								
Albuquerque.....	University of New Mexico (public)	63	30	4	1	.....	.....	.....
NEW YORK.								
Alfred.....	Alfred University.....	15	.....	.....	14	3	14	17
Allegany.....	St. Bonaventure's College.....	.....	.....	.....	.....	10	0	10
Brooklyn.....	Adelphi College.....	.....	.....	.....	.....	0	24	24
Clinton.....	Hamilton College.....	.....	.....	.....	10	20	0	20
Elmira.....	Elmira College.....	.....	12	.....	.....	.....	.....	.....
Hamilton.....	Colgate University.....	.....	.....	.....	10	.....	.....	.....
Ithaca.....	Cornell University <i>a</i>.....	.....	.....	.....	.....	.....	.....	.....
New York.....	Barnard College.....	.....	.....	.....	4	0	15	15
Do.....	Columbia College <i>a</i>.....	.....	.....	.....	.....	.....	.....	.....
Do.....	Manhattan College.....	.....	.....	.....	.....	4	0	.....

a Has pedagogical department.

TABLE 18.—Colleges and universities reporting students in teachers' training courses—Continued.

Location.	Institution.	Normal students.						
		1893.	1894.	1895.	1896.	1897.		
						Male.	Female.	Total.
NEW YORK—cont'd.								
New York.....	University of the City of New York. <i>a</i>	134	88	81	100	68	70	138
Syracuse	Syracuse University.....	50						
NORTH CAROLINA.								
Chapel Hill.....	University of North Carolina (public).			59	39	20	1	21
Charlotte.....	Biddle University		40	30	20	41	0	41
Guilford College.....	Guilford College.....		28					
Hickory.....	Claremont College.....				4	0	8	8
Lenoir.....	Davenport Female College.....	15	7					
Louisburg.....	Louisburg Female College.....	13	25			0	35	35
Mars Hill.....	Mars Hill College.....				50			
Murfreesboro.....	Chowan Baptist Female Institute.....					0	3	3
Raleigh.....	Shaw University.....		189	175				
Rutherford College.....	Rutherford College.....	25	10					
Salisbury.....	Livingstone College.....		52	53	52			
NORTH DAKOTA.								
Fargo	Fargo College		12	12				
University	University of North Dakota (public).	28		8	20	0	12	12
OHIO.								
Akron.....	Buchtel College	21	24	19		2	5	7
Alliance.....	Mount Union College.....		135	80				
Athens.....	Ohio University (public) <i>a</i>	74	105	73		30	20	50
Berea.....	Baldwin University.....			11	15	7	13	20
Columbus.....	Ohio State University (public).....					50	45	95
Defiance.....	Defiance College.....	50	34	59	39	56	72	128
Delaware.....	Ohio Wesleyan University.....		31		22			
Findlay.....	Findlay College.....		36	62	107	23	20	43
Glendale.....	Glendale Female College.....	8				0	6	6
Hiram.....	Hiram College.....	75	75		2	0	2	2
Lima.....	Lima College.....		55	74	67	20	25	45
Marietta.....	Marietta College.....	12			6			
New Concord.....	Muskingum College.....	10	16	10	15			
Richmond.....	Richmond College.....		20					
Tiffin.....	Heidelberg University.....	3	7	10	19	38	35	73
Westerville.....	Otterbein University.....			25	14	21	3	24
Wilberforce.....	Wilberforce University.....	43	60	107	107	29	54	83
Wooster.....	University of Wooster.....				33			
Yellow Springs.....	Antioch College			76	40	9	17	26
OREGON.								
Forest Grove.....	Pacific College.....	6						
McMinnville.....	McMinnville College.....					1	3	4
Philomath.....	Philomath College.....	10		16		4	5	9
Salem.....	Willamette University.....	22	26	31	39	5	29	34
University Park.....	Portland University.....		27		55			
PENNSYLVANIA.								
Allentown.....	Allentown College for Women.....				34			
Do.....	Muhlenberg College.....	24			20	15	0	15
Annaville.....	Lebanon Valley College.....	9	14	6	11	6	4	10
Beatty.....	St. Vincent's College.....	144			24	0		
Bryn Mawr.....	Bryn Mawr College.....					0	21	21
Chambersburg.....	Wilson College.....		4					
Collegeville.....	Ursinus College.....			27	9	6	1	7
Easton.....	Lafayette College.....					7	0	7
Gettysburg.....	Pennsylvania College.....				15	20	0	20
Greenville.....	Thiel College.....		7	7	12	10	1	11
New Berlin.....	Central Pennsylvania College.....	9	7	7	10	5	4	9
Philadelphia.....	Central High School (public).....	9	16	11	6	18	0	18
Do.....	University of Pennsylvania <i>a</i>				181			
Pittsburg.....	Duquesne College.....	44	30	30	40	5	4	9
Selinsgrove.....	Susquehanna University.....				13	21	1	22
Volant.....	Volant College.....	30				17	8	25

^a Has pedagogical department.

TABLE 18.—Colleges and universities reporting students in teachers' training courses—Continued.

		Normal students.						
Location.	Institution.	1893.	1894.	1895.	1896.	1897.		
						Male.	Female.	Total.
RHODE ISLAND.								
Providence	Brown University <i>a</i>				32	25	30	55
SOUTH CAROLINA.								
Columbia	Allen University	49	28	86	23	12	8	20
Do	Columbia Female College				8			
Do	South Carolina College (public) <i>a</i>			14	25	24	2	26
Due West	Due West Female College			25	25	0	12	12
Orangeburg	Claffin University	45	68	48	83	20	53	73
Union	Clifford Seminary			6				
Williamston	Williamston Female College	6			8			
SOUTH DAKOTA.								
East Pierre	Pierre University	5	25	23	25	3	9	12
Hot Springs	Black Hills College	17	8	6	18	0	2	2
Mitchell	Dakota University	70	56	57	17			
Redfield	Redfield College	56	51	33	33			
Vermilion	University of South Dakota (pub- lic).					4	3	7
TENNESSEE.								
Brownsville	Brownsville Female College	24				0	4	4
Chatanooga	U. S. Grant University	62						
Columbia	Columbia Athenæum		10	8				
Franklin	Tennessee Female College				4			
Harriman	American Temperance University		20	45				
Hiwassee College	Hiwassee College			20				
Huntington	Southern Normal University	50	60					
Knoxville	Knoxville College	18	80	25		21	22	43
Do	University of Tennessee (public) <i>a</i>	29	47	48	35	12	5	17
McKenzie	Bethel College	20			15	15	10	25
Milligan	Milligan College	20	40	20	24			
Mossy Creek	Carson and Newman College	30	26	27				
Nashville	Central Tennessee College		35	16	24	6	9	15
Do	Fisk University	101	87	82				
Do	Roger Williams University	55		39	92	46	35	81
Do	University of Nashville			132	420			
Pulaski	Martin College	8				0	20	20
Rogersville	Rogersville Synodical College	8	8	12	20	0	12	12
Sewanee	University of the South	6	8					
Spencer	Burritt College	47	42	16	19	18	14	32
Sweetwater	Sweetwater College	5		16	8			
Washington College	Washington College			11				
Winchester	Mary Sharp College				6	0	6	6
TEXAS.								
Austin	University of Texas (public) <i>a</i>			125	129			
Bonham	Carlton College	7						
Brownwood	Howard Payne College	20	15	15	18	15	7	22
Campbell	Henry College		13	15		30	20	50
Fort Worth	Fort Worth University	14	8	37	9			
Marshall	Wiley University		24	34	33			
San Antonio	St. Louis College				1			
Sherman	Austin College	5						
Tehuacana	Trinity University		4					
Waco	Paul Quinn College	5	6	6	2	9	3	12
UTAH.								
Logan	Brigham Young College			107				
Salt Lake City	University of Utah (public) <i>a</i>	203		70	320	160	219	379
VERMONT.								
Middlebury	Middlebury College					0	2	2

a Has pedagogical department.

TABLE 18.—Colleges and universities reporting students in teachers' training courses—
Continued.

Location.	Institution.	Normal students.						
		1893.	1894.	1895.	1896.	1897.		
						Male.	Female.	Total.
VIRGINIA.								
Bridgewater.....	Bridgewater College.....		5	10	8	5	3	8
Fredericksburg.....	Fredericksburg College.....					0	10	10
Lynchburg.....	Randolph-Macon Woman's Col- lege. <i>a</i>		7	6	10	0	20	20
Williamsburg.....	William and Mary College.....			114	125	106	0	106
Winchester.....	Valley Female College.....		2	2	1	0	2	2
WASHINGTON.								
Burton.....	Vashon College.....		28	20	25	6	12	18
Colfax.....	Colfax College.....	5						
College Place.....	Walla Walla College.....				20			
Seattle.....	University of Washington (public)	14	59	107	4			
Tacoma.....	Puget Sound University.....		6	39	49	7	19	26
Vancouver.....	St. James College.....			14	14			
Wallawalla.....	Whitman College.....	14		12				
WEST VIRGINIA.								
Barboursville.....	Barboursville College.....	60	57	20		10	8	18
Morgantown.....	West Virginia University (pub- lic). <i>a</i>		21	20	15	20	3	23
WISCONSIN.								
Appleton.....	Lawrence University.....				22	9	12	21
Beloit.....	Beloit College.....					7	0	7
Franklinton.....	Mission House of the Reformed Church in the United States.				15			
Fox Lake.....	Downer College.....	4						
Galesville.....	Gale College.....			14				
Madison.....	University of Wisconsin (public) <i>a</i>				62			
Ripon.....	Ripon College.....		151					
Watertown.....	Northwestern University.....	13				4	3	7
WYOMING.								
Laramie.....	University of Wyoming (public).....		21	20	25	2	22	24

a Has pedagogical department.

TABLE 19.—Statistics of public

Location.	Name of institution.	Teachers.				Students.					
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal grade.		In normal course.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12
ALABAMA.											
1 Florence.....	State Normal College	4	5	1	3	103	201	18	31	91	170
2 Jacksonville.....	State Normal School	3	7	3	3	117	113	68	67	22	33
3 Livingston	Alabama Normal College for Girls.	0	10	0	7	0	138	0	60	0	69
4 Montgomery	State Normal School for Colored Students.*	9	11	9	11	415	463	178	158	237	305
5 Normal	Agricultural and Mechan- ical College.	19	15	6	4	199	201	90	106	10	27
6 Troy.....	State Normal College	10	13	7	6	337	424	60	65	229	300
ARIZONA.											
7 Tempe.....	Arizona Territorial Normal School.	2	3	2	3	68	96	.....	.....	68	96
ARKANSAS. *											
8 Paris	Paris Academy.....	3	3	2	0	165	145	100	105	65	40
9 Pine Bluff	Branch Normal College	6	1	6	1	128	65	41	23	85	42
CALIFORNIA.											
10 Chico	California State Normal School.	6	8	6	6	142	286	101	107	41	179
11 Los Angeles	State Normal School	9	19	9	12	208	629	130	140	78	489
12 San Francisco	San Francisco Normal School.	0	3	0	3	1	101	0	0	1	101
13 San Jose	State Normal School	10	14	10	14	107	706	52	120	55	586
COLORADO.											
14 Greeley.....	State Normal School of Colo- rado.	11	8	11	8	169	386	93	105	76	281
CONNECTICUT.											
15 Bridgeport.....	Bridgeport Training School.	0	8	0	5	0	24	0	0	0	24
16 New Britain.....	New Britain Normal Train- ing School.	4	30	4	30	1	210	.....	.....	1	210
17 New Haven.....	State Normal Training School.	4	33	4	3	0	173	0	0	0	173
18 Willimantic	do	2	17	1	6	5	114	0	0	5	114
DELAWARE.											
19 Wilmington	Wollaston School.....	0	10	0	2	0	20	0	0	0	20
DISTRICT OF COLUM- BIA.											
20 Washington	Washington Normal School.	0	9	0	5	0	64	.....	.....	0	64
21 do.....	Washington Normal School (colored).	2	6	2	6	8	22	.....	.....	8	22
FLORIDA.											
22 De Funiak Springs .	Florida State Normal Col- lege for White Students.	4	1	2	0	70	80	.....	.....	10	12
23 Tallahassee.....	State Normal and Industrial College.	6	6	4	1	58	124	46	103	2	1
GEORGIA.											
24 Athens	State Normal School	6	4	6	4	105	180	.....	.....	105	180
25 Milledgeville	Georgia Normal and Indus- trial College.	2	20	1	9	7	429	7	93	0	160

* Statistics of 1895-96.

normal schools, 1896-97.

Students.				Children in model school.	Colored students in normal course.	Graduates from normal course.	Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1896-97.	Amount received from State, county, or city for buildings and improvements.			
In business course.	In high-school grades.															
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1896-97.	Amount received from State, county, or city for buildings and improvements.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
10	5	17	8	18	31	0	0	4	11	4	36	800	\$50,000	\$7,500	\$12,951	1
						0	0	4	7	4	36	300	12,000	2,900	4,150	2
								0	14	4	36	500	10,000	2,500	6,791	3
						237	305	78	90					7,500	13,800	4
5	3	94	65	28	27	10	27	10	27	3	38	4,000	41,143	4,000	13,453	5
0	0	48	59	60	65	0	0	13	16	4	40	1,500	21,500	5,050	11,862	\$50
0	0	0	0	13	15	0	0	5	12	3	40	700	51,000	8,000	8,650	35,000
		2	0			85	42	4	4	4	36	300	12,500	1,800	2,300	8
								3	4	2	40	3,500	60,000	3,700	4,118	9
				101	107			0	21	4	40	4,000	125,000	30,000	30,800	10
0	0	0	0	0	0	0	0	16	80	4	40	5,000	325,000	41,500	41,750	11
0	0	0	0	0	0	0	0	0	0	1	46		7,000	4,000	4,000	12
			0	52	120	0	0			4	40	6,000	500,000	50,000	51,500	2,500
				93	168			9	35	3	38	8,000	150,000	35,000	37,375	14
				300	500			0	12	2	39					15
				614	600	0	1	0	63			12,000				16
0	0	0	0	500	500	0	2	0	173	2	40	6,067	150,000	17,000	17,000	17
				322	225	0	1	3	23	2	40	4,500	130,000	25,695	25,695	18
0	0	0	0	100	100	0	0	0	16	1	40	0				19
0	0	0	0	150	250	0	0			2		300				20
0	0	0	0	124	132	8	22	0	0	2	36	619				21
		60	68			0	0	4	0	2	36		12,000	4,700	4,736	22
0	0	10	20	14	26	2	1			2	36	696	30,000	11,158	11,500	23
0	104	0	72	7	53	0	0	8	12	2	40		40,000	22,500	22,500	10,000
								0	17	4	34	2,000	150,000	22,900	28,580	25,000

TABLE 19.—Statistics of public normal

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal grade.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	IDAHO.											
26	Albion.....	Albion State Normal School.	4	1	4	1	54	63	21	23	33	40
27	Lewiston.....	State Normal School.....	2	2	2	2	37	106	21	65	16	41
	ILLINOIS.											
28	Carbondale.....	Southern Illinois Normal University.	9	7	9	6	326	326	73	73	253	253
29	Chicago.....	Chicago Normal School.....	10	20	9	12	11	512	.....	.....	11	512
30	Normal.....	Illinois State Normal University.	13	12	10	9	454	717	184	161	270	556
	INDIANA.											
31	Indianapolis.....	Indianapolis Normal School.	2	10	2	10	0	36	.....	.....	0	36
32	Lexington.....	Lexington High School and Teachers' Institute.	2	3	2	0	91	71	74	56	17	15
33	Terre Haute.....	Indiana State Normal School	28	11	28	6	680	810	.....	.....	680	810
	IOWA.											
34	Boonesboro.....	Boone County Normal Institute.	7	3	7	3	87	301	.....	.....	87	301
35	Cedar Falls.....	Iowa State Normal School...	17	16	16	14	434	864	107	100	327	764
36	Dexter.....	Dexter Normal School.....	3	2	3	2	61	73	.....	.....	35	42
37	Kossuth.....	Kossuth Normal Academy*.	1	1	1	0	50	53	38	40	12	13
38	Rockwell City.....	Calhoun County Normal School.	3	5	3	1	60	70	.....	.....	20	30
39	Woodbine.....	Woodbine Normal School...	5	5	3	1	254	260	125	130	50	70
	KANSAS.											
40	Emporia.....	Kansas State Normal School.	14	13	14	13	720	1080	.....	.....	720	1080
	KENTUCKY.											
41	Frankfort.....	State Normal School for Colored Persons.	5	2	3	1	67	85	19	35	48	50
42	Hazard.....	Hazard Normal School.....	3	2	2	1	132	126	34	55	72	66
43	Louisville.....	Normal School.....	1	1	1	1	268	530	242	262	0	80
44	Upton.....	Uptonville Institute.....	1	2	1	0	50	48	44	41	5	6
	LOUISIANA.											
45	Natchitoches.....	Louisiana State Normal School.	4	9	4	6	149	279	75	69	72	204
46	New Orleans.....	New Orleans Normal School.	0	7	0	7	0	80	0	0	0	80
	MAINE.											
47	Castine.....	Eastern State Normal School.	4	6	4	6	250	60	.....	.....	250	60
48	Farmington.....	State Normal and Training School.	3	8	3	5	77	300	41	52	34	247
49	Fort Kent.....	Madawaska Training School.	1	2	1	1	40	59	.....	.....	14	20
50	Gorham.....	Western Normal School.....	3	7	3	4	99	223	55	62	17	130
	MARYLAND.											
51	Baltimore.....	Maryland State Normal School.	4	10	4	6	34	414	10	40	24	374
52	.....do.....	Baltimore Normal School for Education of Colored Teachers.	1	1	1	1	9	25	0	0	9	25

* Statistics of 1895-96.

schools, 1896-97—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1896-97.	Amount received from State, county, or city for buildings and improvements.	
In business course.	In high-school grades.																
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
0	0	0	0	0	0	0	0	0	0	4	40	250	\$25,000	\$10,000	\$10,500	\$1,000	26
0	0	0	0	0	0	0	0	0	0	4	40	406	40,000	7,000	7,556	0	27
0	0	0	0	73	73	9	6	13	12	4	39	13,600	300,000	29,000	32,800	40,000	28
-----	-----	-----	-----	250	237	0	1	-----	-----	1	40	13,000	300,000	-----	-----	-----	29
-----	-----	-----	-----	184	161	0	1	12	26	4	39	10,000	300,000	35,000	42,000	16,000	30
0	0	-----	-----	-----	-----	0	2	0	24	2	40	-----	-----	-----	-----	-----	31
0	0	0	0	0	0	0	0	0	0	3	35	100	5,000	720	960	0	32
0	0	0	0	100	122	3	2	31	47	4	40	18,000	250,000	60,000	64,500	10,000	33
-----	-----	-----	-----	-----	-----	-----	-----	32	218	4	40	165	-----	50	838	-----	34
0	0	0	0	117	110	0	0	-----	-----	4	37	8,000	150,000	42,000	55,000	3,000	35
10	6	16	25	-----	-----	-----	-----	3	1	4	40	-----	-----	-----	-----	-----	36
0	0	-----	-----	15	20	0	0	0	0	3	36	50	1,500	575	575	0	37
15	15	25	25	100	100	0	0	0	2	4	36	400	11,000	-----	500	-----	38
60	30	19	30	125	130	0	0	1	6	3	40	150	-----	-----	-----	-----	39
-----	-----	-----	-----	47	72	6	1	38	66	4	40	12,839	417,000	20,000	37,000	-----	40
-----	-----	-----	-----	-----	-----	48	50	4	3	3	36	717	23,203	5,000	8,374	2,000	41
8	2	13	3	0	0	0	0	24	18	2	40	200	3,000	475	1,420	700	42
26	188	0	0	0	0	0	0	0	27	2	40	-----	-----	-----	-----	-----	43
0	0	1	1	0	0	0	0	0	1	2	20	0	2,500	300	400	0	44
0	0	2	6	75	69	0	0	23	188	4	32	3,160	50,000	15,000	20,491	12,480	45
-----	-----	0	0	14	22	0	0	0	12	2	38	200	-----	-----	-----	-----	46
0	0	0	0	10	15	-----	-----	6	36	2	38	1,200	50,000	8,000	8,696	-----	47
0	0	2	1	41	52	0	0	7	41	2	38	1,910	60,000	8,900	9,770	20,000	48
0	0	26	39	-----	-----	-----	-----	6	6	4	32	300	16,000	3,000	3,100	-----	49
-----	-----	27	31	72	93	0	0	3	37	3	38	1,260	50,000	7,000	7,600	48,000	50
0	0	0	0	10	40	0	0	3	75	3	38	2,500	175,000	10,500	18,500	0	51
0	0	0	0	0	0	9	25	0	7	3	41	2,000	20,000	2,000	2,240	0	52

TABLE 19.—Statistics of public normal

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal grade.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	MASSACHUSETTS.											
53	Boston.....	Boston Normal School.....	3	10	3	10	0	298	.....	.....	0	298
54	do.....	Massachusetts Normal Art School.....	8	5	0	2	40	175	.....	.....	2	12
55	Bridgewater.....	State Normal School.....	7	13	7	7	210	432	171	216	39	216
56	Cambridgeport.....	Wellington School.....	1	5	1	3	0	20	0	0	0	20
57	Fitchburg.....	State Normal School.....	5	16	5	6	2	108	0	0	2	108
58	Framingham.....	do.....	1	17	1	17	0	142	0	0	0	142
59	Salem.....	do.....	4	9	4	9	0	142	0	0	0	142
60	Westfield.....	do.....	3	11	3	5	6	71	.....	.....	6	71
61	Worcester.....	Massachusetts State Normal School.....	4	10	4	7	33	206	24	27	9	179
	MICHIGAN.											
62	Detroit.....	Washington Normal School.....	1	21	1	3	0	130	.....	.....	0	130
63	Mount Pleasant.....	Central Michigan Normal School.....	5	8	5	3	66	130	0	0	66	130
64	Ypsilanti.....	Michigan State Normal College.....	20	22	20	13	353	869	139	130	191	686
	MINNESOTA.											
65	Mankato.....	State Normal School.....	5	16	5	8	91	319	.....	.....	88	302
66	Moorhead.....	do.....	4	8	4	8	116	224	59	65	57	159
67	St. Cloud.....	do.....	8	8	8	8	226	337	114	75	112	262
68	St. Paul.....	Teachers' Training School ..	5	8	5	3	213	238	213	161	0	77
69	Winona.....	State Normal School.....	7	14	7	14	136	442	84	118	52	324
	MISSISSIPPI.											
70	Holly Springs.....	Holly Springs Normal Institute.....	2	2	2	0	82	40	70	35	12	5
71	do.....	Mississippi State Normal School (colored).....	5	1	4	0	97	93	31	25	34	48
72	Louisville.....	Louisville Normal School ..	3	2	2	1	73	64	40	30	28	31
73	Plattsburg.....	Winston Normal High School.....	1	2	1	1	43	37	40	31	3	6
74	Sherman.....	Mississippi Normal Institute.....	3	2	2	0	113	120	97	110	8	10
75	Troy.....	Mississippi Normal High School.....	2	4	2	1	111	115	61	59	10	15
76	Walnut Grove.....	Mississippi Central Normal School.....	2	0	2	0	65	65	45	45	20	20
	MISSOURI.											
77	Cape Girardeau.....	State Normal School.....	9	3	9	3	178	132	0	0	178	132
78	Gainesville.....	Gainesville Normal School ..	2	1	2	1	42	36	30	28	12	8
79	Kirksville.....	State Normal School, first district.....	9	3	9	3	427	397	54	51	373	346
80	St. Louis.....	Normal and High School ..	25	46	0	7	577	1472	.....	.....	0	234
81	Warrensburg.....	State Normal School, second district.....	11	9	10	8	386	487	.....	.....	386	487
	NEBRASKA.											
82	Peru.....	State Normal School	7	9	7	6	191	426	83	100	24	84
	NEW HAMPSHIRE.											
83	Plymouth.....	State Normal School	5	9	4	4	120	225	79	91	1	94
	NEW JERSEY.											
84	Newark.....	Newark Normal and Training School.....	2	10	2	6	174	249	174	178	0	71
85	Paterson.....	Paterson Normal Training School.....	1	2	1	2	0	68	0	0	0	68
86	Trenton.....	State Normal and Model School.....	13	32	10	11	375	960	300	382	75	578

* Statistics of 1895-'96.

schools, 1896-97—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.		Weeks in school year.		Volumes in library.		Value of grounds, buildings, furniture and scientific apparatus.		Amount of State, county, or city aid.		Total income for the year 1896-97.		Amount received from State, county, or city for buildings and improvements.	
In business course.		In high-school grades.																					
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.														
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29							
		28	163			0	1	0	102	2	40	2,000										53	
								2	12	3	34											54	
0	0	0	0	171	216	0	2	13	86	4	38	6,400	\$422,512	\$37,699	\$37,879	\$12,888						55	
0	0	0	0	375	393	0	0	0	0	1	40	200	51,000	9,000	9,000	0						56	
0	0	0	0	317	168	0	0	2	25	2	38	3,000	177,000	32,033	32,063	17,000						57	
0	0	0	0	56	44	0	0	0	41	2	38	2,000	175,000	22,220	22,265	0						58	
0	0	0	0	0	0	0	0	0	56	2	38	3,000	230,000	24,850	24,850	0						59	
0	0	0	0	82	84	0	1	5	36	2	40	3,000	175,000	21,880	21,880	0						60	
0	0	0	0	24	27	0	0	1	54	3	38	10,610	168,000	20,525	20,525	10,000						61	
0	0	0	0	444	431	0	2	0	37	3	19	303										62	
0	0	0	0	95	106	0	0	10	14	3	40	500	16,000	5,400	6,025	0						63	
0	0	28	53	139	130	0	0	108	139	4	40	17,500	232,355	58,450	70,180	25,000						64	
		3	17	130	189			19	87	3	36	5,000	100,000	26,000	28,000							65	
				59	65	0	0	4	22	3	38	2,000	100,000	17,000	18,000							66	
0	0	0	0	114	75	0	0	16	69	3	38	4,760	153,500	26,000	28,464	12,500						67	
				213	161	0	0	0	37	2	38	2,100	37,000									68	
0	0	0	0	84	118	0	0	14	133	3	38	4,000	250,000	26,000	28,700	0						69	
0	0			0	0	0	0	0	0				4,000	2,300	2,300							70	
0	0	32	20	0	0	34	48	6	2	2	34	3,000	12,000	2,020	2,409	20						71	
5	3					0	0	0	0	1	40	140	1,000	420	2,540	0						72	
						0	0	0	0	3	40	0	1,200	300	1,500							73	
8	0					0	0	3	2	3	40	600	2,200	600	1,600							74	
0	0	40	41	0	0	0	0			2	40		2,000	625	1,175	0						75	
0	0	0	0	0	0	0	0	0	0	3	40	0	1,000	350	550	0						76	
0	0	0	0	0	0	0	0	105	74	4	40	1,300	120,000	11,000	13,560	0						77	
0	0					0	0	2	1	3	36		1,000	450	790	0						78	
				54	51			23	13	4	40	4,500	150,000	13,750	21,250	6,286						79	
122	74	455	1,164					0	155	2	40	849	407,846	104,602	104,602	0						80	
0	0	0	0	73	97	0	0	56	98	4	40	6,000	275,000	13,750	26,124	0						81	
		84	242	83	100			16	36	3	38	12,000	200,000	25,000	26,100	20,000						82	
		40	40	0	5	0	0	1	36	2	40	3,000	100,000	13,000	13,550	715						83	
0	0	0	0	174	178	0	2	0	31	2	40	592	33,000	4,943	4,998	330						84	
0	0	0	0	0	0	0	0	0	30	2	42	15	65,000			0						85	
0	0			300	382	2	1	21	129	3		3,500	400,000	40,000	66,000							86	

TABLE 19.—Statistics of public normal

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal grade.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	NEW MEXICO.											
87	Silver City.....	Normal School of New Mexico.	2	2	2	1	13	33	.....	.....	8	26
	NEW YORK.											
88	Albany	New York State Normal College.	7	13	7	13	49	327	.....	.....	49	327
89	Brockport	State Normal and Training School.	5	14	5	14	175	428	.....	.....	134	390
90	Brooklyn	Training School for Teachers	2	42	2	13	1	182	.....	.....	1	182
91	Buffalo	State Normal School	6	17	6	7	60	426	.....	.....	57	422
92	Cortland.....	State Normal and Training School.	4	15	4	10	197	384	.....	.....	197	384
93	Fredonia.....	State Normal School	6	13	6	13	269	576	167	228	61	279
94	Geneseo	Geneseo State Normal School	5	18	5	12	285	638	.....	.....	225	623
95	New Paltz.....	State Normal and Training School.	4	11	2	8	33	368	.....	.....	20	354
96	New York	Normal College, city of New York.	7	66	0	25	0	2107	0	0	0	1264
97	Oneonta	State Normal and Training School.	7	11	7	11	157	440	.....	.....	145	420
98	Oswego .....	.....do.....	6	11	6	11	34	351	0	0	34	351
99	Plattsburg	State Normal School	4	10	4	10	115	251	0	0	115	251
100	Potsdam	State Normal and Training School.	10	10	10	10	150	445	.....	.....	150	445
101	Syracuse.....	Syracuse High School (Normal Department).*	5	20	2	2	0	38	.....	.....	0	38
	NORTH CAROLINA.											
102	Elizabeth City....	State Colored Normal School.	2	2	2	2	49	113	44	101	5	12
103	Payetteville .....	.....do.....	2	2	1	1	51	100	20	60	31	40
104	Franklinton	Albion Academy and State Normal School.	5	5	2	3	109	149	60	88	29	46
105	Goldsboro	State Colored Normal School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
106	Greensboro	State Normal and Industrial College.	5	20	5	20	0	452	0	0	0	412
107	Plymouth	State Colored Normal School.	3	1	1	1	55	118	43	95	12	23
108	Salisbury	State Normal School*.....	3	1	3	1	43	70	36	52	7	18
	NORTH DAKOTA.											
109	Mayville.....	State Normal School	5	5	4	2	64	65	.....	.....	64	65
110	Valley City .....	.....do.....	5	3	5	3	74	123	24	30	50	93
	OHIO.											
111	Cincinnati	Cincinnati Normal School....	0	5	0	5	0	121	0	0	0	121
112	Cleveland	Cleveland Normal Training School.	1	15	1	4	0	218	0	0	0	218
113	Columbus.....	Columbus Normal School.....	3	7	3	7	0	64	0	0	0	64
114	Dayton	Dayton Normal School	0	4	0	4	0	26	0	0	0	26
115	Geneva	Geneva Normal School.....	4	1	2	1	60	70	.....	.....	10	12
116	Wadsworth	Wadsworth Normal School..	2	3	2	2	103	228	69	178	27	39
	OKLAHOMA.											
117	Edmond	The Normal School of Oklahoma.	5	3	5	3	74	107	0	0	74	107
	OREGON.											
118	Drain.....	Oregon State Normal School.	3	4	2	3	114	124	62	68	50	54
119	Monmouth.....	.....do.....	8	5	8	5	92	131	12	8	80	123
120	Weston	Eastern Oregon State Normal School.	4	4	4	1	161	170	111	100	50	70

* Statistics of 1895-96.

schools for 1896-97—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.		Weeks in school year.		Volumes in library.		Value of grounds, buildings, furniture, and scientific apparatus.		Amount of State, county, or city aid.		Total income for the year 1896-97.		Amount received from State, county, or city for buildings and improvements.	
In business course.	In high-school grades.																						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.														
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29							
5	7							3	14	4	40	1,000	\$40,000	\$6,000	\$9,520	\$10,000	87						
0	0	0	0	203	332	0	0	17	87	2	40	3,200	219,911	28,978	40,383	9,000	88						
		41	38	181	163	0	0	17	77	4	40	6,000	210,000	25,350	26,711		89						
0	0	0	0	593	705	0	1	0	182	1	40	3,000	150,000	58,000	58,000	1,600	90						
3	4	0	0	180	271	0	0	14	69	4	40	7,000	254,850	26,000	29,582	0	91						
				220	233	1	0	16	60	4	40	6,000	260,052	28,989	29,185		92						
60	15	41	69	167	228			8	56	4	40	3,000	219,500	23,500	24,500		93						
				210	240	0	2	28	142	4	40	6,000	215,000	28,000	29,500		94						
		13	14	115	121			16	89	4	40	3,025	120,000	20,000	21,000		95						
0	0	0	843	235	865	0	2	0	250	4	38	6,000	1,250,000	150,000	150,000	0	96						
		12	20	107	178			27	115	4	40	2,855	255,000	25,000	27,230		97						
0	0	0	0	259	273	0	0	5	66	3	40	6,453	11,300	24,184	26,139	2,219	98						
0	0			76	87	0	0	0	24	4	40	2,000	150,000	20,800	21,800		99						
0	0			200	246	1	0	24	89	4	40	5,000	150,200	25,000	26,618	4,576	100						
						52	123	5	1	4	36	81	1,000	1,000	1,000		101						
0	0					5	12	4	7	4	36	100	1,000	1,066	1,606	0	102						
20	15			16	23	31	40	6	4	6	36	500	1,150	1,600	1,750		103						
						29	46			4	32		10,000	2,000	7,000		104						
0	40	0	0	64	72	0	0	0	23	4	32	5,000	75,000	25,000	37,426		105						
0	0					12	23	9	1	3	40	100	450	10,000	10,000	0	107						
0	0	0	0	0	0	0	0	0	0	3	36		500	1,650	1,650		108						
0	0	0	0			0	0	23	12	4	36	2,160	100,000	10,000	12,200		109						
								4	5	4	36	750	30,000	10,000	11,285	0	110						
0	0	0	0	182	178	0	0	0	58	2	40	200			320	0	111						
0	0			350	350	0	1	0	109	2	38						112						
0	0	0	0	212	208	0	2	0	48	1	36	380			120		113						
0	0			100	110	0	0	0	26	2	36	250				0	114						
0	0	50	58	0	0	3	5	10	12	4	38	600	40,000	3,500	4,300	2,000	115						
7	11							3	5	4	40		50,000		3,000	1,000	116						
0	0	0	0	0	0	0	0	2	3	3	38	1,000	50,000	12,000	15,000		117						
2	2	0	0	0	0	0	0	4	7	3	40	250	18,000	650	2,300	0	118						
0	0	0	0	85	120			20	48	3	40	450	35,000	9,000	13,700		119						
0	0	0	0	100	90	0	0	5	9	3	40	150	10,000	6,000	7,200	4,000	120						

a No report received.

TABLE 19.—Statistics of public normal

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal grade.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA.												
121	Bloomsburg	State Normal School	11	15	9	13	264	327	41	39	125	206
122	California	Southwestern State Normal School	13	14	12	10	388	470	160	170	200	270
123	Clarion	State Normal School	11	10	10	5	288	382	85	69	198	305
124	East Stroudsburg	do	7	7	7	7	195	147	.....	.....	195	147
125	Edinboro	do	6	6	6	4	143	236	45	45	98	191
126	Kutztown	Keystone State Normal School	17	6	8	3	539	292	75	64	442	230
127	Lockhaven	Central State Normal School	12	9	11	8	359	363	52	69	293	280
128	Mansfield	Mansfield State Normal School	7	11	7	8	176	264	39	34	116	184
129	Millersville	First Pennsylvania State Normal School	19	17	9	8	513	583	124	130	389	458
130	Philadelphia	Philadelphia Normal School for Girls	2	48	2	48	0	694	0	0	0	694
131	Pittsburg	Normal Department, Pittsburg High School	2	12	2	12	0	117	.....	.....	0	117
132	Shippensburg	Cumberland Valley State Normal School	10	7	5	3	240	221	38	47	196	171
133	Slippery Rock	State Normal School	8	8	8	8	310	540	90	136	220	402
134	West Chester	do	15	18	14	18	282	451	31	38	251	413
RHODE ISLAND.												
135	Providence	Rhode Island Normal School	4	14	4	7	2	249	.....	.....	2	167
SOUTH CAROLINA.												
136	Beaufort	Beaufort Academy	1	4	1	0	156	157	128	106	6	14
137	Rock Hill	Winthrop Normal and Industrial College	6	23	6	23	0	408	0	0	0	193
SOUTH DAKOTA.												
138	Madison	State Normal School	4	5	4	5	103	233	44	85	59	148
139	Spearfish	do	1	9	1	9	81	121	.....	.....	81	121
TEXAS.												
140	Detroit	Detroit Normal School*	2	5	2	5	84	83	.....	.....	84	83
141	Timpson	Timpson High School	2	2	1	0	124	118	105	100	4	6
VERMONT.												
142	Castleton	State Normal School	1	4	1	4	30	110	0	0	30	110
143	Johnson	do	2	6	2	5	11	104	.....	.....	11	104
144	Randolph Center	do	1	4	1	4	15	81	0	0	15	81
VIRGINIA.												
145	Farmville	State Female Normal School	1	13	1	13	0	252	0	0	0	252
146	Hampton	Hampton Normal and Agricultural Institute	24	42	18	25	534	410	426	354	108	56
147	Petersburg	Virginia Normal and Collegiate Institute	7	5	7	5	145	165	64	82	58	81
148	Rye Cove	Washington Institute*	2	1	1	0	64	42	24	32	40	10
WASHINGTON.												
149	Cheney	State Normal School	3	6	1	3	81	123	20	28	61	95
150	Ellensburg	do	4	7	4	7	48	125	.....	.....	48	125

* Statistics of 1895-96.

schools, 1896-97—Continued.

Students.				Children in model school.	Colored students in normal course.		Graduates from normal course.		Years in normal course.		Weeks in school year.		Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1896-97.	Amount received from State, county, or city for buildings and improvements.
In business course.	In high-school grades.				Male.	Female.	Male.	Female.	Male.	Female.	Years in normal course.	Weeks in school year.					
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
15	12	98	82	41	39	0	1	44	89	2	42	2,030	\$350,000	\$10,000	\$77,809	\$10,000	121
		13	18	160	170			25	49	2	42	3,500	200,000	10,000	27,000	10,000	122
		5	8	66	65			21	49	3	42	4,000	258,000	10,000	26,956		123
				35	45			31	42	2	42	875	102,335	10,000	21,955		124
				45	45			13	43	3	42	7,000	177,000	10,000	20,961		125
		22	8	97	72			66	51	3	42	5,698	272,000	10,000	57,742		126
14	14			52	69			48	74	3	42	4,300	225,000	10,000	35,908		127
0	0	21	46	90	135	0	0	26	54	3	42	2,150	291,220	10,000	22,000	0	128
				124	130	1	1	45	54	3	42	10,050	461,456	10,000	75,789	104	129
0	0	0	0	155	409	0	3	0	330	2	40	4,000	525,000	68,000	68,000		130
				88	103	0	0	0	75	4	40	640	2,800		200		131
6	3			38	47			55	67	3	42	2,250	217,500	10,000	30,000	10,000	132
0	0	0	0	78	100	0	0	21	64	3	42	1,500	185,000	15,000	33,554	10,000	133
				31	38	0	1	27	74	3	42	7,000	460,000	10,000	40,095	10,000	134
0	0	0	82			0	0	0	28	2	39	3,000	4,000	20,000	20,000		135
10	18	12	19	96	97	6	14	6	14	4	32	200	5,000	1,730	1,730	50	136
0	215			34	59	0	0	0	16	3	36	1,900	238,000	60,499	66,435		137
0	0	0	0	44	84	0	0	3	24	3	39	1,200	58,000	12,500	14,167	0	138
				35	48	1	1	0	9	4	38	10,245	60,000	13,500	14,860		139
																	140
		15	12								10	75	2,500	1,600	2,400		141
0	0	0	0	0	0	0	0	3	35	2	40		15,000	4,026	4,526	0	142
0	0	0	0	60	63	0	0	2	43	2	40	2,500	4,400	4,400	4,800		143
				0	0	0	0	5	32	2	40	3,200	17,000	4,000	4,800	0	144
0	0	0	0	25	67	0	0	0	34	3	40	5,000	55,000	15,000	16,800	5,000	145
0	0	0	0	145	175	97	44	24	14	3	37	9,272	617,000	7,333	174,492	161,280	146
		23	2	21	19	58	81	7	20	3	35		173,059	15,000	16,534	0	147
0	0	0	0	0	0	0	0	6	2	6	24	250	2,000	1,000	1,000	125	148
				20	23			5	14	2	40		95,000	14,000	15,000	60,000	149
				50	76	0	0	15	55	4	40	3,513	65,000	12,500	12,500	2,825	150

TABLE 19.—Statistics of public normal

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal grade.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	WEST VIRGINIA.											
151	Athens	Athens State Normal School.	6	3	4	1	145	100	.....	.....	130	96
152	Fairmont	Fairmont State Normal School.	4	5	3	4	221	163	.....	.....	202	155
153	Farm	The West Virginia Colored Institute.	4	2	4	2	44	56	.....	.....	44	56
154	Glenville	Glenville State Normal School.	3	2	3	2	100	56	.....	.....	100	56
155	Huntington.....	Marshall College, State Normal School.	6	5	4	5	175	185	5	5	110	115
156	Shepherdstown	Shepherd College, State Normal School.	2	3	2	2	40	50	0	0	40	50
157	West Liberty.....	West Liberty State Normal School.	3	2	3	2	81	104	30	35	51	69
	WISCONSIN.											
158	Milwaukee	State Normal School	7	14	7	8	158	430	110	118	48	312
159	Oshkosh	do	9	19	9	14	364	546	128	120	236	426
160	Platteville	do	11	11	11	8	284	442	48	74	174	362
161	River Falls	do	5	11	5	8	95	220	7	9	81	208
162	Stevens Point	do	7	12	7	9	237	305	75	85	160	212
163	West Superior	do	6	11	6	7	148	279	93	87	55	192
164	Whitewater	do	7	10	7	6	179	301	71	56	108	242

schools, 1896-97—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1896-97.	Amount received from State, county, or city for buildings and improvements.	
In business course.	In high school grades.																
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
15	4							13	2		40	500	\$20,600	\$3,600	\$3,975	\$22,000	151
16	5	3	3			0	0	1	3	4	40	700	70,000	4,300	5,100	2,100	152
		0	0	0	0	44	56	2	4	3	36	600	50,000	15,000	20,000	8,000	153
								6	3	4	40	1,000	25,000	5,000	5,250	3,000	154
50	52	10	13	5	5	0	0	8	10	4	40	1,000	175,000	5,500	6,292	9,000	155
										4	40	500	40,000	4,000	4,350	15,000	156
								2	12	4	40	1,500	30,000	4,800	5,127	2,300	157
0	0	0	0	110	118	0	0			2	40	3,000	150,000	45,000	46,350		158
0	0	0	0	0	128	0	0	33	67	4	40	9,965	130,000	48,783	53,769	1,950	159
0	0	62	65	67	80	0	0			4	40	5,000	85,000	30,000	32,208	10,000	160
0	0	7	3	62	73	0	0			4	40	2,500	75,000	27,888	30,120	0	161
0	0	2	8	75	85	0	0	18	30	4	40	4,400	100,000	30,000	60,000	0	162
						0	1	3	0	4	40	5,500	135,000	76,576	78,753	43,939	163
0	0	0	3	71	56	0	0	10	48	4	40	4,000	120,000	30,293	32,476	0	164

TABLE 20.—Statistics of private

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal grade.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
ALABAMA.												
1	Huntsville.....	Central Alabama Academy*.	4	2	4	2	47	99	40	72	5	19
2	Scottsboro.....	Tri-State Normal University	2	2	2	2	50	60	30	28	10	12
3	Selma.....	Burrell Academy.....	2	6	2	2	137	168	129	157	8	11
4	Tuskegee.....	Tuskegee Normal and Industrial Institute.	48	33	14	20	706	336	122	75	584	261
5	Vernon.....	Vernon Institute.....	1	1	1	0	35	40	18	22	10	10
ARKANSAS.												
6	Belleville.....	Belleville Normal College...	2	3	1	2	119	83	65	53	54	30
7	Clarksville.....	Arkansas Cumberland College.	4	4	4	0	45	39	8	14	7	1
8	Little Rock.....	American Baptist College...	2	3	1	1	100	78	71	55	29	23
9	Southland.....	Southland College and Normal Institute.	4	5	2	3	85	89	52	50	33	30
10	Sulphur Rock.....	Arkansas Normal College...	4	2	4	0	90	51	41	27	37	20
11	Woodberry.....	Woodberry Normal School..	2	2	2	1	76	41	23	16	37	13
CALIFORNIA.												
12	Los Angeles.....	The Fröbel Institute.....	1	2	1	2	0	38	0	0	0	38
13	Martinez.....	Normal Institute.....	4	0	4	0	18	0	.....	.....	18	0
14	Oakland.....	Gilson's Normal and Special Training School.	1	1	1	1	47	7	0	0	45	6
15	San Francisco....	California Kindergarten Training School.	0	2	0	2	0	20	0	0	0	20
COLORADO.												
16	Denver.....	Denver Normal and Preparatory School.	6	5	6	5	40	151	12	18	28	133
DELAWARE.												
17	Newark.....	Academy of Newark and Delaware Normal School.	2	1	2	0	16	10	11	7	5	3
DIST. OF COLUMBIA.												
18	Washington.....	Washington Normal Kindergarten Institute.	0	4	0	4	0	40	0	0	0	40
FLORIDA.												
19	Jasper.....	Jasper Normal Institute....	5	3	5	2	153	151	55	65	80	82
20	Live Oak.....	Florida Institute*.....	2	3	2	2	44	64	20	32	24	32
21	Orange Park.....	Orange Park Normal and Industrial School.	2	4	2	2	38	34	23	25	15	9
22	White Spring....	Florida Normal College and Business Institute.	3	1	3	0	57	31	23	11	26	19
GEORGIA.												
23	Atlanta.....	Spelman Seminary.....	2	38	0	8	0	574	0	465	0	21
24	Demorest.....	Demorest Normal School....	3	5	2	3	25	40	10	15	8	12
25	Macon.....	Ballard Normal School.....	1	12	1	2	95	300	80	255	15	45
26	Savannah.....	Beach Institute.....	0	7	0	3	112	176	104	141	8	35
27	Thomasville.....	Allen Normal and Industrial School.	0	7	0	3	39	112	32	77	7	35
28	Trenton.....	Trenton Normal School.....	1	3	1	1	72	79	34	42	3	5
ILLINOIS.												
29	Addison.....	German Evangelical Lutheran Teachers' Seminary	8	0	8	0	198	0	114	0	84	0
30	Bushnell.....	Western Normal College....	9	1	7	0	300	200	.....	.....	270	190
31	Dixon.....	Northern Illinois Normal School.	18	11	10	8	318	176	.....	.....	318	176

* Statistics of 1895-96.

normal schools for 1896-97.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Value of benefactions received during the year.	Total money value of endowment property and funds now possessed, received from private sources.	
In business course.	In high school grades.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
		2	8			5	19	1	7	3	32	1,500	\$10,000				1
		10	20			0	0	5	4	3	40	1,000	20,000		0		2
						8	11	2	1		32	856					3
				46	82	584	261	19	16	4	42	4,550	290,000	\$3,050	\$19,500	\$290,000	4
0	0	7	8	0	0	0	0	0	0	2	36	0	500	120	120	0	5
							0	0	0	3	36	50	3,000	700	0	0	6
5	1	25	23			8	14	0	0	2	38	1,600	28,000	0	0	48,000	7
0	0			52	50	29	23	2	1	4	32	500	2,000	0	3,400	0	8
					33	30	4	3	4	34	34	1,200	27,000	0	1,020	60,000	9
10	2	2	2	41	27	0	0	12	0	2	36	3,000	8,500				10
16	12			23	16					3	42	500	5,000				11
0	0	0	0	0	0	0	0	0	0	2	36		40,000	0	0	40,000	12
0	1	2	0	0	0	0	0	1	0	1	44	500					13
0	0	0	0	0	0	0	0	3	2	1	44	1,300	20,000	0	0	0	14
0	0	0	0	0	0	0	0	0	15	2	44						15
								0	22	2	36	400	300				16
								5	3	3	40	2,000	10,000				17
0	0	0	0			0	0	0	27	1	34	300					18
15	2	3	2			0	0	14	5	2	40	1,000	5,000	1,100	0	0	19
				24	32					4	32						20
						12	7	5	2	4	32	380	25,000	0	0	0	21
8	1	0	0	0	0	0	0	1	1	1	40			400			22
0	0	0	88	0	421	0	21	0	4	2	32	3,000	150,000		15,000		23
3	5	4	8	0	0	0	0	1	3	3	40	1,500	400				24
0	0					15	45	0	4	5	32	400	35,000		3,000	0	25
0	0	0	0	0	0	8	35	0	11	2	32	762	634	0	56	0	26
						7	35	0	2	4	32	200					27
4	4	31	28					3	5	1	40	100	3,000	278			28
						1	0	42	0	3	40	1,600	92,000				29
30	10	0	0	0	0	0	0	6	10	2	50	500	35,000	0	0	0	30
						3	1	26	44	3	50	5,000	200,000				31

TABLE 20.—Statistics of private normal

	Location.	Name of Institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal grade.		In normal course	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	ILLINOIS—cont'd.											
32	Dixon	Steinmann Institute	7	4	4	1	100	75	25	15	20	20
33	Galesburg	Kindergarten Normal School	1	6	0	4	42	96	42	46	0	50
34	Macomb	Western Illinois Normal School and Business Institute.	11	5	5	0	226	200	106	85	70	105
35	Mount Morris	Mount Morris College	10	4	2	1	248	151	25	18	60	37
36	Oaarga	Grand Prairie Seminary	5	6	3	1	130	125	.....	.....	25	36
37	Oregon	Wells School for teachers	2	0	2	0	36	79	.....	.....	25	71
38	Rushville	Rushville Normal and Business College.	3	0	3	0	100	80	0	0	25	50
	INDIANA.											
39	Anderson	Anderson Normal University.	15	7	6	2	185	165	46	14	83	101
40	Angola	Tri-State Normal College	9	5	4	2	282	214	.....	.....	282	214
41	Borden	The Borden Institute	5	1	3	0	68	41	0	0	55	38
42	Corydon	Ohio Valley Normal School	8	2	7	1	150	125	.....	.....	140	125
43	Covington	Indiana Normal School	1	3	1	3	16	25	0	5	15	20
44	Danville	Central Normal College	15	3	5	1	32	15	.....	.....	32	15
45	Fairmount	Fairmount Academy and Normal School.	4	2	3	1	88	85	0	0	10	14
46	Indianapolis	The Indiana Kindergarten and Primary Normal Training School.	3	12	3	12	0	304	0	0	0	304
47	Marion	Marion Normal College and Business University.	9	5	7	4	370	110	80	37	102	53
48	Mitchell	Southern Indiana Normal College.	4	4	4	4	90	50	35	15	55	35
49	Portland	Portland Normal and Business College.	4	1	3	1	75	70	.....	.....	55	55
50	Valparaiso	Northern Indiana Normal School.	35	17	13	8	2461	1190	302	103	1322	875
	IOWA.											
51	Afton	Afton Normal and Business College.	3	2	2	1	30	50	.....	.....	10	40
52	Algona	Northern Iowa Normal and Commercial School.	1	4	1	2	60	100	27	34	10	50
53	Bloomfield	Southern Iowa Normal, Scientific, and Business Institute.	5	3	4	2	237	207	135	138	42	49
54	Carroll	Carroll Normal and Business College.	4	0	3	0	66	50	18	0	30	40
55	Decorah	Valder Business College and Normal School.	6	2	3	1	154	184	.....	.....	66	156
56	Denison	Denison Normal School	5	2	5	1	87	190	4	16	56	142
57	Des Moines	Highland Park Normal College.	21	10	9	6	4	162	.....	.....	4	162
58	Glidden	National Normal School and Business College.	2	1	2	1	70	90	12	10	32	51
59	Le Mars	Le Mars Normal School*	4	4	1	1	120	130	.....	.....	92	128
60	Mount Pleasant	Howe's Academy and Teachers' Training School.	3	1	2	1	60	79	0	0	30	42
61	Newton	Newton Normal College	5	2	4	1	76	64	11	4	39	47
62	Nora Springs	Nora Springs Seminary and Business College.	7	7	5	3	218	215	0	0	65	110
63	Ottumwa	Ottumwa Normal School	0	1	0	1	6	28	0	0	6	28
64	Perry	Perry Normal School	3	3	1	1	70	120	.....	.....	43	108
65	Shenandoah	Western Normal College	16	6	8	3	578	437	.....	.....	432	314
66	Spirit Lake	Spirit Lake Normal School*	2	0	2	0	28	46	.....	.....	28	46
67	Vinton	Tilford Collegiate Academy	3	3	3	3	175	138	89	79	26	24
68	Waukon	Waukon Business College and Normal School.	1	2	1	2	62	111	30	48	22	56

*Statistics of 1895-96.

schools for 1896-97—Continued.

Students.				Children in model school.	Colored students in normal course.	Graduates from normal course.	Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Value of benefactions received during the year.	Total money value of endowment property and funds now possessed, received from private sources.				
In business course.	In high school grades.	Male.	Female.												Male.	Female.	Male.	Female.	Male.	Female.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
50	30	5	10	0	0	0	0	0	0	2	48	400	\$35,000	0	0	0	32
50	10					0	1	0	9	2	40	500	12,000			\$1,000	33
								5	6	2	48	200	2,000				34
48	16	115	80	0	0	1	0	4	2	3	38	20,000	75,000			90,000	35
25	8	80	81							3	39	1,000	40,000		\$5,000	50,000	36
11	8									51	40	100	2,500				37
25	20	40	10					6	3	3							38
45	34	11	16			0	1	7	9	4	48		20,000			28,000	39
3	0	10	3	0	0	0	0	5	2	2	39	3,000	50,000		1,600	50,000	40
10	0	0	0	10	12	0	0	0	0	3	43	1,500	8,000	0	0	0	41
1	0					6	1	0	4	2	46						42
		0	0	0	0	0	0	0		4	48	4,000	50,000	0	0	0	43
10	9	63	62	0	0	1	1	1	1	3	38	500	20,000	\$700	0	25,000	44
0	0	0	0			0	5	0	0	3	37	310					45
																	46
28	16	160	4			1	1	10	5	4	50		30,000				47
								2	1	1	47		10,000	0		0	48
20	15									3	50	50	4,000	0	0	0	49
		837	207	123	102	0	0	578	325	1	50	11,238	550,000	0	0	0	50
20	10			0	0	0	0	0	0	2	40	500	20,000	0	0	0	51
20	4	3	12					0	1	2	40	800	3,000	0	0	0	52
35	7	25	13	0	0	0	0	6	4	2	50						53
18	10									3	44		15,000				54
88	28							12	14	2	40						55
27	32			9	8			5	3	4	40	400	40,000			40,000	56
				15	30	0	0			2	48	5,000	200,000				57
20	18	6	11	0	0	0	0	2	6	2	46	560	15,000	0	0	0	58
23	2							8	0	2	40	400	30,000				59
8	3	22	34					1	2		40						60
26	13	0	0	0	0	0	0	1	4	2	43	800	30,000	0	0	0	61
62	15	91	90					12	13	3	39	500	9,000	0	0	0	62
0	0	0	0	0	0	0	0	0	0								63
27	12									2	44	900					64
102	23	44	100			0	0	13	18	2	48	1,200	60,000				65
																	66
25	10	35	25	0	0	0	0	7	3	2	36	1,200	30,000	0	0		67
7	5	3	2	0	0	0	0	7	9	3	40	15	500	0	0	0	68

TABLE 20.—Statistics of private normal

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal grade.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
KANSAS.												
69	Conway Springs..	Normal and Business College	2	3	1	1	50	69	11	14	10	12
70	Fort Scott	Kansas Normal College	11	2	8	1	270	193	60	42	90	52
71	Great Bend	Central Normal College	8	3	7	2	185	145	55	47	25	5
72	McPherson	McPherson College and Industrial Institute.	10	3	8	1	200	107	50	23	25	13
73	Maryville	Modern Normal College.....	3	4	3	4	54	63	4	17	20	23
74	Salina	Salina Normal University ..	11	5	11	5	142	122	.....	.....	71	61
75	Winfield	Southwest Kansas College..	11	4	10	3	126	133	0	0	9	25
KENTUCKY.												
76	Blaine	Blaine Normal School	2	0	1	0	65	50	35	30	30	20
77	Bowling Green	Southern Normal School	7	5	3	2	300	200	0	0	57	55
78	Bremen	Bremen College and Perryman Institute.	3	1	2	0	80	30	49	20	15	10
79	Corinth	Northern Kentucky Normal School.	1	2	1	0	110	100	90	85	13	12
80	Hardinsburg	Breckinridge Normal College	3	1	2	1	61	54	28	17	15	20
81	Irvine	Irvine Training School	1	1	1	1	49	50	43	42	6	7
82	Lexington	Chandler Normal School	0	8	0	3	60	130	51	116	9	14
83	Madisonville	Western Kentucky Normal School.	0	4	0	2	21	47	19	36	2	10
84	Morehead	Morehead Normal School	2	2	2	0	87	86	37	47	30	20
85	Temple Hill	Temple Hill Normal College.	1	1	1	1	40	50	23	30	16	19
86	Waddy	Central Normal College and Business Institute.	5	2	5	2	122	98	24	8	80	81
LOUISIANA.												
87	Baldwin	Gilbert Academy and Industrial College.	8	6	2	0	121	133	107	107	2	13
MAINE.												
88	Bucksport	East Maine Conference Seminary.	5	3	5	3	135	128	0	0	0	7
89	Hampden	Hampden Academy	1	1	1	1	28	29	.....	.....	12	15
90	Lee	Lee Normal Academy	1	3	1	2	60	75	0	0	60	75
91	Springfield	Springfield Normal School ..	1	2	1	0	16	38	4	13	1	10
MARYLAND.												
92	Ammendale	Ammendale Normal Institute	8	0	6	0	63	0	13	0	40	0
93	Buckeystown	Buckeystown Normal Training School.	1	1	1	1	9	9	1	2	8	7
94	Rising Sun	Friend's Normal Institute ..	1	1	1	1	12	18	8	12	2	5
MASSACHUSETTS.												
95	Boston	Chancy Hall Normal Class ..	3	3	3	3	0	88	0	0	0	88
96	Waltham	Notre Dame Training School	0	11	0	11	0	56	0	0	0	56
97	Worcester	Kindergarten Normal Class.	0	1	0	1	0	23	.....	.....	0	23
MICHIGAN.												
98	Fenton	Fenton Normal School	3	5	2	2	100	137	46	51	54	86
99	Flint	Flint Normal School	4	2	3	2	43	37	.....	.....	0	30
100	Owosso	Oakside School	0	3	0	1	16	22	1	4	6	11
101	Petoskey	Petoskey Normal School and Business College.	2	2	1	1	242	310	10	36	116	149
MINNESOTA.												
102	Madison	Normal School of the United Norwegian Lutheran Church.	3	2	3	0	62	31	51	24	11	7
103	New Ulm	Doctor Martin Luther College.	5	0	5	0	63	4	18	0	23	1

STATISTICS OF NORMAL SCHOOLS.

1865

schools for 1896-97—Continued.

Students.				Children in model school.	Colored students in normal course.	Graduates from normal course.	Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Value of benefactions received during the year.	Total money value of endowment property and funds now possessed, received from private sources.				
In business course.	In high-school grades.	Male.	Female.												Male.	Female.	Male.	Female.	Male.	Female.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
16	20	13	14	---	---	---	---	10	12	3	50	100	\$6,000	---	---	---	69
53	38	67	61	0	0	0	0	15	7	4	40	2,700	35,000	---	---	---	70
37	28	68	65	0	0	0	0	9	0	4	40	800	25,000	0	0	0	71
35	15	90	56	0	0	0	0	8	0	4	39	1,000	65,000	0	\$2,000	\$70,000	72
10	4	20	19	0	0	0	0	12	15	4	40	2,000	10,000	0	0	0	73
36	30	35	31	0	0	1	1	14	6	4	40	600	30,000	0	---	---	74
35	5	82	103	0	0	0	0	1	1	4	36	1,500	61,000	0	20,000	---	75
0	0	---	---	---	---	---	---	---	---	3	5	---	1,000	---	---	1,000	76
60	20	183	125	0	0	---	---	---	---	48	48	2,000	20,000	0	---	---	77
16	0	---	---	---	---	---	---	2	0	1	40	150	3,000	---	---	---	78
6	2	1	1	0	0	0	0	7	4	1	20	---	4,000	\$525	0	0	79
3	0	15	17	---	---	---	---	---	---	3	40	---	---	---	---	---	80
0	1	0	0	---	---	---	---	2	0	4	40	---	2,500	275	---	---	81
0	0	0	0	20	42	60	130	0	3	4	36	500	18,000	0	132	---	82
0	1	---	19	36	---	---	---	0	1	3	36	130	200	---	---	---	83
0	0	20	19	0	0	0	0	0	0	3	36	500	6,000	0	0	6,000	84
1	1	0	0	0	0	0	0	0	0	2	40	---	1,500	---	---	---	85
18	9	---	---	22	12	---	---	20	14	2	48	800	15,000	---	---	---	86
7	3	5	10	65	89	2	13	0	1	3	34	1,000	40,000	---	---	---	87
13	13	122	108	0	0	0	0	0	0	3	13	6,000	30,000	1,000	3,500	20,000	88
0	0	16	14	0	0	0	0	0	4	4	36	500	---	500	0	10,000	89
0	0	---	---	0	0	0	0	1	4	3	22	100	2,000	600	0	0	90
7	1	4	14	---	---	---	---	1	5	2	22	480	3,500	750	0	0	91
10	0	0	0	---	---	0	0	10	0	2	---	5,000	150,000	0	0	0	92
0	0	0	0	0	0	0	0	0	0	48	---	500	4,000	0	0	0	93
0	0	2	1	0	0	0	0	2	2	3	40	20	500	0	50	---	94
---	---	---	---	---	---	---	---	0	40	2	36	---	---	---	---	---	95
---	---	---	---	---	---	---	---	0	20	3	40	3,400	70,000	0	0	0	96
---	---	---	---	9	13	0	0	0	8	2	36	20	20	---	---	---	97
40	7	3	0	---	---	---	---	---	---	3	48	800	10,000	---	---	---	98
4	1	5	6	0	0	0	0	0	0	2	42	---	---	---	---	---	99
29	47	87	78	---	---	---	---	12	23	3	36	600	5,000	0	0	0	100
---	---	---	---	---	---	---	---	---	---	---	---	640	6,000	---	---	---	101
0	0	---	---	0	0	0	0	1	3	2	36	300	26,000	0	0	30,000	102
22	3	---	---	60	50	0	0	12	0	2	40	400	30,000	---	3,500	0	103

TABLE 20.—Statistics of private normal

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal grade.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	MISSISSIPPI.											
104	Abbeville.....	Abbeville Normal School....	2	4	1	0	88	90	65	59	3	8
105	Houston.....	Mississippi Normal College...	4	7	4	7	290	261	151	142	20	25
106	Iuka.....	Iuka Normal Institute.....	5	3	5	1	190	169	130	120	60	49
107	Lake Como.....	Lake Como Normal School and Business Institute.	3	1	2	1	53	59	40	52	10	7
108	Meridian.....	Meridian Academy.....	2	3	2	1	120	168	86	94	4	12
109	Poplar Springs...	Poplar Springs Normal College.	2	3	1	1	104	79	56	46	30	24
110	Tougaloo.....	Tougaloo University*.....	5	17	3	3	177	183	152	161	25	22
111	Tula.....	Tula Normal Institute.....	5	3	2	0	107	100	73	86	11	7
112	Yale.....	Oakland Normal Institute...	4	2	2	0	125	95	87	73	20	18
	MISSOURI.											
113	Clarksburg.....	Hooper Institute.....	4	1	0	3	60	40	...	...	18	12
114	College Mound...	McGee Holiness College...	2	3	0	1	29	35	19	12	6	21
115	El Dorad. Springs	El Dorado Normal School...	3	2	3	2	59	100	10	4	42	95
116	Licking.....	Licking College.....	2	2	2	0	27	25	11	17	9	5
117	Thornfield.....	Thornfield Normal Institute	4	2	3	0	35	32	9	7	23	22
118	Weaubleau.....	Weaubleau Christian Institute.	3	1	1	0	66	50	28	23	26	24
	NEBRASKA.											
119	Fremont.....	Fremont Normal School....	12	4	12	4	300	300	45	120	120	100
120	Normal.....	Lincoln Normal University...	17	2	15	1	350	450	115	285	150	150
121	Santee Agency...	Santee Normal Training School.	4	4	1	1	42	47	40	43	2	4
122	Wayne.....	Nebraska Normal College...	4	5	4	5	427	519	190	80	147	412
	NEW YORK.											
123	Buffalo.....	School of Pedagogy, University of Buffalo.	5	2	2	1	23	136	0	0	19	104
124	New York.....	Teachers' College.....	18	39	17	33	229	532	121	65	35	403
	NORTH CAROLINA.											
125	Asheville.....	Normal and Collegiate Institute.	0	15	0	5	0	224	0	77	0	133
126	Beaufort.....	Washburn Seminary.....	1	4	1	2	49	52	36	48	13	4
127	Concord.....	Scotia Seminary.....	1	16	1	5	0	267	0	254	0	13
128	Kings Mountain...	Lincoln Academy.....	0	7	0	6	80	138	78	124	2	14
129	Lumberton.....	Whitin Normal School.....	1	1	1	1	25	43	11	23	14	20
130	Raleigh.....	St. Augustine's School.....	7	9	5	1	143	168	117	152	26	16
131	Traphill.....	Fairview College.....	3	1	1	0	70	45	30	15	15	5
132	Wilmington.....	Gregory Normal Institute...	1	9	1	2	86	197	74	178	12	19
133	Winton.....	Waters Normal Institute...	2	2	2	2	86	128	43	56	43	72
	NORTH DAKOTA.											
134	Grand Forks.....	Grand Forks College.....	5	2	2	1	150	20	.....	.....	75	10
	OHIO.											
135	Ada.....	Ohio Normal University....	23	9	10	4	2294	890	2	0	711	449
136	Augusta.....	Augusta Normal School....	2	0	2	0	24	6	0	0	24	6
137	Canfield.....	Northeastern Ohio Normal College.	5	3	2	1	134	145	82	78	42	56
138	Dayton.....	St. Mary's Convent.....	13	0	13	0	70	0	.....	.....	70	0
139	Defiance.....	Defiance College.....	5	3	3	1	78	67	12	9	34	40
140	Ewington.....	Southern Ohio Normal College.	1	2	1	0	12	19	0	0	1	7
141	Fayette.....	Fayette Normal University..	8	3	6	1	140	118	0	0	75	68

*Statistics of 1895-96.

schools for 1896-97—Continued.

Students.				Children in model school.	Colored students in normal course.	Graduates from normal course.	Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Value of benefactions received during the year.	Total money value of endowment property and funds now possessed, received from private sources.			
In business course.	In high school grades.	Male.	Female.													
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
19	4	20	23					1	4	3	40	125	\$5,000	\$500		104
0	0	100	90			0	0	8	7	3	40	500	10,000	1,000	0	0
3	0	0	0	0	0	0	0	21	2	4	48	800	60,000	0		105
										12	40	0	1,200	384		106
6	1	30	62					0	2	3	36	120	2,000			108
		12	8									150	3,000			109
23	7			72	80	25	22	4	2	4	32	4,000	80,000			110
8	2	0	0	0	0	0	0	0	0	3	40	600	3,000	0	0	0
		10	2			0	0	15	6	1	40	1,000	2,000	390		111
																112
12	8	30	20	0	0	0	0					400	2,000	0	0	0
4	2	0	0	0	0	0	0	0	0	2	40		5,000	0	0	0
7	1							4	0	0	0	200	10,000			114
		7	3	0	0	0	0	0	0	2	40	100	8,000	0	0	0
3	3							0	0			2	1,500			116
12	3											300	8,000		\$500	\$9,000
																118
135	80							45	50	3	50	4,000	120,000	0		119
70	5	15	10	0	0	0	0	30	25	3	48	800	135,000			120
				18	15			0	1	3	38	1,425	45,000	0	0	45,000
90	27			0	0	0	0	36	132	2	50	1,200	35,000	0		122
0	0	4	32	41	41	0	0	0	5	2	32	63	1,061	0	0	81
0	0	73	64	187	136	0	0	2	18	2	34	8,500	1,250,000		93,226	1,250,000
0	14			1	16	6	0	0	11	4	38	858	125,000	0	6,000	0
0	0	0	0	36	48	13	4	0	0	4	32	0	7,000	0	0	0
				0	131	0	13	0	5	2	35	1,060	65,000	0	10,000	69,500
						2	14	0	2	4	34		3,500	51		127
				10	29	14	20	0	0	4	24	200	1,250		50	1,100
				37	39	26	16	2	3	3	32			0	5,000	
10	0	15	25	0	0	12	19	1	0	3	40	1,100	3,000			130
0	0	0	0	0	0	43	72	3	3	4	32	300	12,000	0	500	0
								3	2		32	250	1,086	200	1,934	
75	10			0	0	0	0			2	32	1,200	33,000	0		134
225	32	1356	109	0	0	0	0	69	18	2	49	5,475	75,000			75,000
0	0			0	0	0	0	0	0	5	36	0		0	0	0
10	11			82	78			6	5	3	40	2,000	35,000	1,100		
18	5	14	13			1	0	0	0	4	40					138
0	0	11	12			0	0	0	0	4	40	150	30,000		0	0
										2	40	40	3,000	0	0	0
23	2	42	48	0	0	0	0	7	4	2	40	560	15,000	1,800	0	0

TABLE 20.—Statistics of private normal

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal grade.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	OHIO—continued.											
142	Fostoria	Fostoria Normal School and Academy.	4	3	2	1	47	22	14	8	21	8
143	Lebanon	National Normal University and College of Teachers.	8	5	8	5	1481	940	.....	.....	1243	850
144	Middlepoint	Western Ohio Normal School	2	1	2	1	44	30	0	0	44	30
145	New Philadelphia	John P. Kuhn's Normal School.	2	1	1	1	40	30	.....	.....	40	30
146	Piketon	Southern Ohio School of Pedagogy.	4	2	4	2	80	40	.....	.....	80	40
147	Woodville	Teachers' Seminary.....	4	0	3	0	44	0	27	0	17	0
	PENNSYLVANIA.											
148	Ebensburg	Ebensburg Normal Institute.	2	1	1	1	30	46	8	10	22	36
149	Huntingdon	Juniata College	15	2	7	1	194	112	.....	.....	181	107
150	Indiana	Indiana Normal School of Pennsylvania.	11	14	11	12	244	426	67	101	143	289
151	Muncy	Lycoming County Normal School.	5	1	5	1	232	104	0	0	226	104
152	Philadelphia	Institute for Colored Youth.	3	7	1	3	135	199	81	170	49	23
153	Pittsburg	Curry College	9	6	3	2	250	200	.....	.....	20	25
154	Rimersburg	Clarion Collegiate Institute.	3	1	1	0	25	21	7	2	6	8
155	Waynesburg	Waynesburg College.....	8	2	4	1	351	140	289	102	62	38
	SOUTH CAROLINA.											
156	Aiken	Schofield Normal and Industrial School.	7	7	0	2	190	160	175	150	15	10
157	Charleston	Avery Normal Institute ...	2	6	1	3	122	252	86	122	13	85
158	.....do	Wallingford Academy.....	1	4	1	1	83	121	74	106	9	15
159	Chester	Brainerd Institute	2	6	2	1	80	88	76	81	4	7
160	Frogmore	Penn Normal and Industrial School.	3	8	1	1	157	140	137	122	20	18
161	Greenwood	Brewer Normal School	1	7	1	1	120	156	112	152	8	4
	SOUTH DAKOTA.											
162	Sioux Falls	Lutheran Normal School ...	5	2	5	2	50	38	.....	.....	50	38
	TENNESSEE.											
163	Andersonville	Big Valley Academy	3	1	1	0	90	63	55	46	15	5
164	Bloomington	Kingsley Seminary	3	0	1	0	69	32	37	22	18	4
165	Chattanooga	Chattanooga Normal University	9	11	4	5	80	120	25	50	8	11
166	Dickson	Dickson Normal School	5	6	3	3	325	250	138	147	175	100
167	Edgewood	Edgewood Normal School ...	3	2	3	2	80	75	40	50	25	20
168	Fountain City	Holbrook Normal College ...	4	5	1	2	119	75	90	56	14	9
169	Greenbrier	Central Tennessee Normal College.	1	2	1	1	128	145	45	32	83	113
170	Hornbeck	West Tennessee Normal College.	4	4	3	1	180	100	90	60	65	35
171	Huntingdon	Southern Normal University	12	12	6	6	300	200	70	80	200	100
172	McLemoresville	McLemoresville Collegiate Institute.	3	2	2	0	60	50	34	38	10	6
173	Memphis	The Le Moyne Normal Institute.	3	14	3	5	312	453	234	355	78	98
174	Morristown	Morristown Normal Academy.	2	12	2	6	130	174	101	126	29	48
175	Nashville	Peabody Normal College ...	13	15	13	15	208	336	0	0	208	336
176	Orlinda	Orlinda Normal Academy ...	1	3	1	0	48	37	45	32	3	5
177	Sparta	Dibrell Normal Institute*	1	4	0	1	100	100	60	70	25	25
178	Wheat	Roane College	3	2	1	1	80	67	50	47	30	20

* Statistics of 1895-96.

schools for 1896-97--Continued.

Students.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.		Weeks in school year.		Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Value of benefactions received during the year.	Total money value of endowment property and funds now possessed, received from private sources.	
In business course.	In high school grades.																
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Value of benefactions received during the year.	Total money value of endowment property and funds now possessed, received from private sources.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
12	6	.....	.....	0	0	0	0	3	2	1	48	950	\$16,000	\$300	\$300	.....	142
87	28	151	62	0	0	0	0	776	426	.....	.....	1,200	75,000	0	0	0	143
0	0	.....	.....	0	0	0	0	0	0	3	48	80	.....	0	0	0	144
0	0	0	0	.....	.....	.....	.....	20	20	4	40	.....	.....	.....	.....	.....	145
.....	.....	.....	.....	.....	.....	10	5	.....	.....	.....	10	.....	.....	.....	.....	.....	146
0	0	0	0	85	68	0	0	6	0	2	40	700	25,000	0	1,800	.....	147
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	.....	.....	.....	.....	.....	148
13	5	.....	.....	.....	.....	.....	.....	.....	.....	3	40	6,000	.....	.....	.....	.....	149
4	7	30	29	66	75	.....	.....	11	60	2	42	2,552	268,300	10,000	.....	.....	150
.....	.....	6	0	0	0	0	0	16	7	.....	20	300	20,000	0	0	0	151
5	6	.....	.....	.....	.....	.....	.....	5	6	4	.....	.....	.....	.....	.....	.....	152
200	150	30	25	.....	.....	.....	.....	5	3	3	40	.....	5,000	0	0	0	153
.....	.....	12	11	.....	.....	.....	.....	.....	.....	3	39	300	5,000	.....	.....	.....	154
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	39	35	120,000	.....	.....	\$175,000	155
.....	.....	.....	.....	75	60	16	10	7	7	4	36	2,000	35,000	150	4,500	60,000	156
.....	.....	23	45	6	18	13	85	0	16	4	36	600	25,000	0	0	25,000	157
0	0	0	0	0	0	9	15	0	0	3	36	0	8,000	0	0	0	158
0	0	0	0	0	0	4	7	1	0	3	30	250	10,000	0	.....	.....	159
0	0	0	0	0	0	20	18	4	4	3	30	100	3,000	0	0	0	160
0	0	0	0	0	0	8	4	0	0	4	32	200	12,000	0	0	.....	161
.....	.....	.....	.....	0	0	.....	.....	0	2	4	36	1,000	30,000	.....	.....	.....	162
.....	.....	20	12	.....	.....	0	0	0	0	4	32	.....	1,200	200	.....	.....	163
5	0	9	6	0	0	0	0	7	1	4	36	40	3,000	240	0	0	164
7	3	40	56	15	20	.....	.....	.....	.....	2	40	200	35,000	.....	.....	.....	165
12	3	.....	.....	.....	.....	.....	.....	18	11	2	40	1,000	40,000	600	0	0	166
15	5	.....	.....	.....	.....	.....	.....	.....	.....	3	40	300	4,000	0	0	0	167
15	10	.....	.....	7	8	0	0	8	5	2	40	3,000	75,000	0	0	0	168
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	560	5,000	700	.....	.....	169
0	0	25	5	0	0	0	0	2	0	.....	36	.....	.....	.....	.....	.....	170
30	20	.....	.....	.....	.....	0	0	30	20	1	48	.....	50,000	0	0	0	171
8	0	8	6	.....	.....	.....	.....	5	0	2	40	.....	5,000	300	0	0	172
.....	.....	.....	.....	234	355	78	98	8	5	4	34	2,000	45,000	0	.....	55,000	173
.....	.....	.....	.....	101	126	29	48	1	4	4	36	500	75,000	.....	.....	.....	174
0	0	0	0	0	0	0	0	48	57	3	32	12,000	300,000	20,000	0	.....	175
0	0	0	0	0	0	0	0	0	0	.....	40	200	2,000	300	0	0	176
.....	.....	15	5	0	0	0	0	0	0	4	20	230	10,000	0	.....	10,000	177
0	0	0	0	0	0	0	0	0	0	4	34	400	3,000	240	0	0	178

TABLE 20.—Statistics of private normal

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal grade.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
TEXAS.												
179	Brenham	Blinn Memorial College	5	0	3	0	89	18	34	8	16	8
180	Castroville	Divine Providence Academy ..	0	2	0	2	0	16	0	0	0	16
181	Commerce	East Texas Normal College ..	5	1	5	1	133	67	32	26	106	41
182	Crockett	Mary Allen Seminary	1	14	1	5	0	229	0	216	0	13
183	Cumby	Independent Normal College ..	5	3	3	1	122	97	86	74	16	14
184	Hearne	Hearne Academy	2	4	2	1	40	50	.....	.....	20	29
185	Omen	Summer Hill Select School ..	4	2	2	1	150	125	115	103	25	20
186	Whitesboro	Whitesboro Normal College ..	5	3	4	1	67	133	0	0	35	65
UTAH.												
187	Provo City	Brigham Young Academy ..	21	9	18	4	492	412	143	174	276	236
VIRGINIA.												
188	Hillsville	Fairview Normal School	1	1	1	0	20	32	6	12	14	20
189	Norfolk	Norfolk Mission College	4	9	0	1	281	398	240	342	13	22
190	Reliance	Shenandoah Normal College ..	7	1	7	1	80	20	15	5	50	12
191	Rocky Mount	Piedmont Normal College	2	1	2	1	20	33	10	6	10	27
192	Scottsburg	Scottsburg Normal College ..	3	4	2	3	53	35	40	21	8	12
193	Willis	The Mountain Normal School ..	2	2	2	1	41	44	11	10	30	34
WEST VIRGINIA.												
194	Fayetteville	Fayetteville Academy	2	1	2	1	45	51	30	34	15	17
195	Harpers Ferry	Storer College	4	5	2	3	58	76	22	46	32	28
196	Summersville	Summersville Normal School ..	7	1	6	1	170	120	10	11	145	108
WISCONSIN.												
197	Milwaukee	National German American Teachers' Seminary.	9	1	9	1	91	108	80	84	11	24
198	St. Francis	Catholic Normal School of the Holy Family.	7	0	7	0	76	0	.....	.....	32	0

schools for 1896-97—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Value of benefactions received during the year.	Total money value of endowment property and funds now possessed, received from private sources.	
In business course.	In high school grades.																
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
170	20	220	00	00	00	00	00	40	10	35	3848	1,300120	\$16,00030,000	0		\$32,000	179
								013	05	34	340	3,00025,000	0	0	0		180
8	0	12	9					7	6	4	32	400	40,000	0	0		181
		20	21	10	18	20	29			2	40		5,000				182
10	2							10	4		22		5,000				183
18	7	14	61	0	0	0	0	1	0	1	51	4002,000	5,000	\$5600	0	0	184
																	185
73	2							11	8	6	38	9,963	80,000				186
0	0	0	0	0	0	0	0	0	0			0	1,000	0	0	1,200	187
		19	34	173	228	11	22	6	6	3	36	700	50,000	0	0		188
15	3							13	1	3	40	250	7,500				189
		0	0	0	0	0	0	0	0	3	40		3,000	0		0	190
5	2									1	36	900	5,000		\$35		191
0	0					0	0	3	4	4	16	200	5,000	0	0	0	192
0	0			0	0	0	0	0	0	2	25	0	5,000	0	0	0	193
		4	2			32	28			3	35	5,000	60,000		3,515	100,000	194
15	1							2	6	2	40	240	6,000				195
																	196
				80	84	0	0	5	6	3	42	1,200		0		113,344	197
36	0	8	0					6	0	4	40	2,000					198



CHAPTER XL.

STATISTICS OF SECONDARY SCHOOLS.

In the institutions of various classes reporting to this office for the scholastic year ending June, 1897, there were 16,255,093 pupils enrolled. Of this number 584,904, or more than $3\frac{1}{2}$ per cent, were secondary students, i. e., students who had passed beyond the eight grades of the common school course and were pursuing studies usually taught in the four years high-school courses. This was a gain of 25,901 in the number of secondary students over the preceding year, or more than $4\frac{1}{2}$ per cent. The secondary students were distributed among eight classes of institutions, as follows:

Institutions.	Males.	Females.	Total.
Public high schools.....	173,445	235,988	409,433
Public normal schools.....	1,537	3,608	5,145
Public universities and colleges.....	4,388	1,493	5,881
Private high schools.....	53,218	54,415	107,633
Private normal schools.....	4,686	2,899	7,585
Private universities and colleges.....	27,956	13,153	41,109
Private colleges for women.....	.....	4,700	4,700
Manual-training schools.....	2,059	1,359	3,418
Total.....	267,289	317,615	584,904

The secondary students in public high schools, and in private high schools, academies, and seminaries numbered 517,066, or more than 88 per cent of the total number of secondary students enumerated in the above table. It is a well-known fact that there are in the elementary schools of nearly all the States many students pursuing secondary studies because high schools are not accessible. Could these scattering students be enumerated, it is not improbable that the aggregate of secondary students in the United States would reach a figure considerably above 600,000. It should be stated here that the 77,746 students enrolled in commercial schools and business colleges are not included in this table, although many of the branches taught in these institutions are equivalent to high-school studies; but it is obvious that students who spend only three or four months in a commercial school should not be given the standing of students who enroll for the year in the secondary school.

This chapter is devoted almost exclusively to the statistics of the 7,209 public and private high schools reporting to this office for the scholastic year 1896-97. The following table shows the growth of this class of schools for a period covering the past eight years:

Year reported.	Public.			Private.			Total.		
	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.
1889-90.....	2,526	9,120	202,963	1,632	7,209	94,931	4,158	16,329	297,894
1890-91.....	2,771	8,270	211,596	1,714	6,231	98,400	4,485	14,501	309,996
1891-92.....	3,035	9,564	239,556	1,550	7,093	100,739	4,585	16,657	340,295
1892-93.....	3,218	10,141	254,023	1,575	7,199	102,375	4,793	17,340	356,398
1893-94.....	3,964	12,120	289,274	1,982	8,009	118,645	5,946	20,129	407,919
1894-95.....	4,712	14,122	350,099	2,180	8,559	118,347	6,892	22,681	468,446
1895-96.....	4,974	15,700	380,493	2,106	8,752	106,654	7,080	24,452	487,147
1896-97.....	5,109	16,809	409,433	2,100	9,574	107,633	7,209	26,383	517,066

The increase in the total number of secondary students in public and private high schools in eight years has been more than 73 per cent, the increase in the number in public high schools being nearly 102 per cent, while the increase in the private high schools and academies was only 13 per cent. The relative progress of public and private high schools for the past eight years is shown in the following table which gives the proportion of schools, teachers, and students in each of the two classes:

Year reported.	Per cent of number of schools.		Percent of number of teachers.		Per cent of number of students.	
	Public.	Private.	Public.	Private.	Public.	Private.
1889-90.....	60.75	39.25	55.85	44.15	68.13	31.87
1890-91.....	61.78	38.22	57.03	42.97	68.26	31.74
1891-92.....	66.19	33.81	57.42	42.58	70.40	29.60
1892-93.....	66.23	33.77	60.25	39.75	70.78	29.22
1893-94.....	66.67	33.33	60.21	39.79	70.91	29.09
1894-95.....	68.37	31.63	62.26	37.74	74.74	25.26
1895-96.....	70.25	29.75	64.21	35.79	78.11	21.89
1896-97.....	70.87	29.13	63.71	36.29	79.18	20.82

In 1890 about 68 per cent of the secondary students in public and private high schools and academies belonged to the public high schools, and nearly 32 per cent to the private institutions; in 1897 the proportion belonging to the public high schools had increased to over 79 per cent, while less than 21 per cent belonged to the private schools.

This Bureau began to collect the statistics of private high schools, academies, and seminars in 1871, and of city high schools in 1876. It was not until 1889-90 that an attempt was made to include all the public high schools of the country. The following table shows the relation of the number of public and private high-school students to the population each year for twenty-six years:

Number of secondary students in public and private high schools.

Year.	Secondary students.					
	In public high schools.	Per cent of population.	In private high schools.	Per cent of population.	In both classes of schools.	Per cent of population.
1871.....	.....	.....	38,280	0.097	.....	.....
1872.....	.....	.....	48,660	.120	.....	.....
1873.....	.....	.....	56,640	.137	.....	.....
1874.....	.....	.....	61,860	.145	.....	.....
1875.....	.....	.....	68,580	.157	.....	.....
1876.....	22,982	0.051	73,740	.164	96,722	0.215
1877.....	24,925	.054	73,560	.160	98,485	.214
1878.....	28,124	.059	73,620	.155	101,744	.214
1879.....	27,163	.056	74,160	.152	101,323	.208
1880.....	26,609	.053	75,840	.151	102,449	.204
1881.....	36,594	.071	89,160	.156	116,754	.227
1882-83.....	39,581	.074	88,920	.166	128,501	.240
1883-84.....	34,672	.063	85,280	.174	129,952	.237
1884-85.....	35,507	.063	97,020	.173	132,527	.236
1885-86.....	70,241	.122	86,400	.150	156,641	.272
1886-87.....	80,004	.136	83,160	.142	163,164	.278
1887-88.....	116,009	.194	69,600	.116	185,609	.310
1888-89.....	125,542	.205	79,440	.130	204,982	.335
1889-90.....	a 202,963	a .324	94,931	.152	297,894	.475
1890-91.....	211,596	.331	98,400	.154	309,996	.485
1891-92.....	239,556	.369	100,739	.155	340,295	.524
1892-93.....	254,023	.383	102,375	.154	356,398	.537
1893-94.....	289,274	.425	118,645	.174	407,919	.599
1894-95.....	350,999	.509	118,347	.172	469,346	.681
1895-96.....	380,493	.539	106,654	.151	487,147	.690
1896-97.....	409,433	.573	107,633	.151	517,066	.724

a Previous to 1890 only the pupils in public city high schools are given. From 1890 onward all public high schools are included.

Prior to 1890 the number of students reported by a large number of the private high schools included the whole number in attendance, the elementary pupils as well as the secondary students. For the past eight years the two classes have been reported separately, and as the number of students pursuing each secondary study is also given it has not been difficult to exclude from the enumeration all pupils below the high-school grades. Taking the reports from 1890 to 1897 as a basis, the number of secondary students in private high schools from 1871 to 1889 has been carefully estimated for each year, and the corrected figures are given in the above table.

PUBLIC HIGH SCHOOLS.

It has been the practice in this office for a number of years to examine separately the statistics of public high schools and of private high schools, academies, and seminaries, and finally to combine the results in a statistical review of secondary schools. In this chapter tables 1 to 15, inclusive, are summaries of the statistics of public high schools, tables 16 to 29 relate exclusively to private high schools and academies, while tables 30 to 33 combine the statistics of public and private high schools. Tables 39 and 40 show the distribution of secondary students by States in the various classes of institutions.

This office received reports from 5,109 public high schools for the scholastic year ending June, 1897, a gain of 135 schools over the preceding year. Only 914 of these schools are reported as independent, while 4,195 belong to city or village systems of public schools. Of the latter number 627 are in cities which have 8,000 population or over. The 914 independent public high schools are generally outside the cities or villages.

It is shown in Table 1 that there were 16,809 teachers instructing the secondary students in the public high schools, the number of men being 7,658 and the number of women 9,151. The teachers whose time was wholly employed in instructing elementary pupils in many of the schools are not here included.

The number of secondary students was 409,433, a gain of 28,940 over the previous year. There were 173,445 male students, or 42.36 per cent of the whole number, and 235,988 females, or 57.64 per cent of the total. More than half the secondary students, or 210,538, were in the States of the North Central Division, where there were 2,784 public high schools. The North Atlantic Division had 126,399 secondary students, while the three remaining divisions had 72,496. The State of New York alone had 38,957 secondary students, Ohio 37,958, Illinois 31,909, Massachusetts 31,360, Michigan 25,745, Iowa 24,626, Pennsylvania 24,044. In the colored high schools of the two Southern divisions and in the public high schools of the other divisions there were 5,477 colored secondary students. The elementary students in lower grades attached to the high schools, i. e., all below the secondary grades, numbered 138,061 for the United States—67,981 males and 70,080 females.

STUDENTS AND COURSES OF STUDY.

The number of students reported by the principals as known to be preparing for college was 49,850, or about 12 per cent of the total number of secondary students. Of this number 27,115 were preparing for the college classical course and 22,735 for college scientific courses, as shown in Table 2. The following table is a synopsis showing the number and per cent of students in certain courses and studies.

Students in certain courses and studies in public high schools.

Courses, studies, etc.	Number students.	Per cent to total number secondary students.	Male students.	Per cent to total number male students.	Female students.	Per cent to total number female students.
Students preparing for college:						
Classical course	27, 115	6. 62	13, 546	7. 81	13, 569	5. 75
Scientific courses	22, 735	5. 55	12, 461	7. 18	10, 274	4. 35
Total preparing for college	49, 850	12. 17	26, 007	14. 99	23, 843	10. 10
Graduating in 1897	50, 042	12. 22	18, 261	10. 53	31, 781	13. 47
College preparatory students in graduating class <i>a</i>	14, 641	29. 26	6, 695	36. 66	7, 946	25. 00
Students in—						
Latin	198, 014	48. 36	78, 643	45. 34	119, 371	50. 58
Greek	12, 810	3. 13	7, 115	4. 10	5, 695	2. 41
French	28, 098	6. 86	9, 338	5. 38	18, 760	7. 95
German	50, 872	12. 42	19, 689	11. 35	31, 183	13. 21
Algebra	227, 084	55. 46	97, 240	56. 06	129, 844	55. 02
Geometry	109, 352	26. 71	45, 192	26. 06	64, 160	27. 19
Trigonometry	10, 040	2. 45	4, 966	2. 86	5, 074	2. 15
Astronomy	17, 230	4. 21	6, 528	3. 76	10, 702	4. 53
Physics	86, 355	21. 09	36, 811	21. 22	49, 544	20. 99
Chemistry	36, 170	8. 83	15, 485	8. 93	20, 685	8. 77
Physical geography	103, 920	25. 38	44, 169	25. 47	59, 751	25. 32
Geology	18, 929	4. 62	7, 766	4. 48	11, 163	4. 73
Physiology	126, 252	30. 84	53, 738	30. 98	72, 514	30. 73
Psychology	11, 857	2. 90	4, 358	2. 51	7, 499	3. 18
Rhetoric	140, 207	34. 24	57, 056	32. 90	83, 151	35. 24
History (other than United States) ..	146, 424	35. 76	59, 587	34. 35	86, 837	36. 80

a Per cent to number of graduates.

The above table shows that while the per cent of male students preparing for college was about 15, the number of female students preparing for college was 10 per cent of the total number of female students. The number of graduates from the public high schools in 1897 was 50,042, or over 12 per cent of the number of secondary students. There were 18,261 male graduates, or about 10½ per cent of the male students, and 31,781 female graduates, or 13½ per cent of the female students. Of the total number graduating 14,641 had declared their intention of going to college, i. e., a little more than 29 per cent of the graduates were college preparatory students. More than 36½ per cent of the male graduates had prepared for college and exactly 25 per cent of the female graduates.

The last column of Table 2 shows that there were 8,661 public high school students receiving instruction in military tactics in 1896-97.

The number of students pursuing each of the leading high-school studies is given in Tables 3 to 8, inclusive. The above synopsis gives the total number in each study and the per cent to the total number. Thus there were 198,014 pursuing Latin, or 48.36 per cent of the whole number of secondary students. The number of boys studying Latin was 78,643, or 45.34 per cent of the whole number of boys in the public high schools, while the number of girls studying this language was 119,371, or 50.58 per cent of the total number of female secondary students.

Latin was taught in 4,228 of the 5,109 public high schools and Greek in only 930, as may be seen from Table 3. It is shown in succeeding tables that French was taught in 748 schools, German in 1,366, algebra in 5,061, geometry in 4,499, trigonometry in 750, astronomy in 1,211, physics in 4,284, chemistry in 1,792, physical geography in 4,142, geology in 1,168, physiology in 4,016, psychology in 840, rhetoric in 4,408, and history other than that of the United States in 4,326 schools.

Table 9 gives the proportion of male and female students in the public high schools of each State, as well as the per cent of college preparatory students and the per cent of graduates to the whole number of secondary students in each State. Tables 10 and 11 give the per cent of students in each study to the total number in the public high schools in each State.

Since 1890 there has been little variation in the proportion of male and female students in the public high schools. In 1890 the per cent of female students was 57.33, and for 1897 it is 57.64. In 1892-93 the per cent of female students was 59.90, but since that time there has been a gradual readjustment toward the proportion of eight years ago. The percentages of male and female students for each of the last eight years are given in the following table:

Per cent of total number secondary students in public high schools in certain courses and studies, etc.

Students and studies.	1889-90.	1890-91.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Males.....	42.67	40.27	40.59	40.10	40.45	41.15	41.51	42.36
Females.....	57.33	59.73	59.41	59.90	59.55	58.85	58.49	57.64
Preparing for college, classical course.....	7.38	6.04	6.33	7.50	7.87	7.53	7.68	6.62
Preparing for college, scientific courses.....	7.06	5.80	6.90	7.10	6.43	6.22	6.14	5.55
Total preparing for college..	14.44	11.84	13.23	14.60	14.30	13.75	13.82	12.17
Graduates.....	10.78	12.60	11.48	12.60	12.90	12.11	12.05	12.22
Graduates prepared for college a.....	28.58	28.58	32.44	29.97	26.70	28.08	29.28	29.26
Studying—								
Latin.....	34.69	41.20	38.88	43.06	44.78	43.97	46.18	48.36
Greek.....	3.05	3.00	3.08	3.40	3.33	3.10	3.11	3.13
French.....	5.84	5.70	5.18	6.42	6.81	6.52	6.99	6.86
German.....	10.51	15.92	10.43	11.92	11.77	11.40	12.00	12.42
Algebra.....	45.40	52.20	48.93	52.88	56.14	54.27	54.64	55.46
Geometry.....	21.33	24.60	23.71	26.00	27.20	25.34	26.23	26.71
Trigonometry.....			2.37	2.73	2.93	2.53	2.48	2.45
Astronomy.....						4.79	4.40	4.21
Physics.....	22.21	24.00	22.82	23.27	25.29	22.77	22.08	21.09
Chemistry.....	10.10	10.20	10.17	10.00	10.31	9.15	8.95	8.83
Physical geography.....						23.89	25.54	25.38
Geology.....						5.00	4.80	4.62
Physiology.....						29.95	31.94	30.84
Psychology.....						2.74	3.00	2.90
Rhetoric.....						32.05	32.34	34.24
History (other than United States).....	27.31	28.20	30.97	33.88	36.48	34.33	35.28	35.76

a Per cent to total number graduates.

The above table shows that there has been a large falling off in the percentage of students preparing for college in the past eight years. In 1889-90 the per cent of secondary students preparing for college was 14.44, while in 1896-97 the per cent was reduced to 12.17. On the other hand, the proportion of graduates has increased from 10.78 per cent in 1889-90 to 12.22 per cent in 1896-97.

While the public high schools have had a wonderful growth in numbers in the past eight years, there is abundant evidence that they have gained strength in other directions. Many hundreds of schools which formerly offered courses of study made up of elementary and secondary branches now confine their instruction strictly to high-school studies. This may be seen in the steady increase in the proportion of students pursuing these secondary studies. The above table shows that in 1890 the per cent of students pursuing the study of Latin was 34.69, while in 1897 it had increased to 48.36. The per cent studying algebra increased from 45.40 in 1890 to 55.46 in 1897. The per cent in geometry increased from 21.33 per cent to 26.71 and in history other than that of the United States from 27.31 in 1890 to 35.76 in 1897. The number of students studying German in 1890 was 10.51 per cent of the whole number of high-school students, while in 1897 it was 12.42. There was also a marked increase in the per cent of students in French.

Table 12 is a summary by States of the number of teachers and students belonging to the 627 public high schools in cities of 8,000 population and over. These schools had 5,920 teachers and 181,410 students. As shown by Table 14, these schools had an average of 9.4 teachers to a school, 30.6 students to a teacher, and 289.3 students to a school.

Table 13 shows that the 4,482 public high schools not in cities of 8,000 population and over had 10,889 teachers and 228,023 students. Table 14 shows that in these schools there was an average of 2.4 teachers to a school, 20.9 students to a teacher, and 50.9 students to a high school.

The contrast between the city high schools and those outside of the cities is still greater in certain States. In the State of New York the number of students to a city high school is 339.7; in Rhode Island, 348.9; in Massachusetts, 333.8; in Illinois, 356; in Michigan, 350.8; in Minnesota, 405.7, and in Missouri, 437.5. In other States in which the large cities have only one or two high schools each the averages are even larger than those given above. The average number of students to the high school in the District of Columbia is 603.3, or 2,413 secondary students in the 4 high schools. In California the 15 high schools in the cities have 6,337 students, or an average of 422.5 to a school.

EQUIPMENT AND INCOME.

It is shown in Table 15 that 4,111 of the 5,109 public high schools have libraries aggregating 2,209,189 volumes, or an average of 537 volumes to a school. The value of grounds, buildings, scientific apparatus, etc., reported by 4,159 schools was \$76,046,868, or an average of \$18,285 to the school.

Only 1,912 public high schools reported the amount of their income from public funds. The aggregate amount reported by these schools was \$4,161,775, or an average of \$2,176.59 to the school. As 4,195 of the public high schools are departments of city or village systems it was impossible for the greater part of them to make a separate financial showing. It is not improbable that the public funds received by the schools not reporting this item would average considerably more than the \$2,176.59 to the school.

The number of public high schools deriving a portion of their income from tuition fees was 1,700, and the aggregate amount received by these schools from this source was \$500,263. It may be noted that \$309,208 of this sum was received by 427 public high schools in the two Southern divisions. Only 200 public high schools received part of their support from productive funds, such receipts aggregating \$208,648. Of the number of schools reporting their whole income 868 reported the receipt of \$1,479,248 without stating the source. It is probable that nearly all this sum should be credited to State, city, and county aid.

The total income of the 2,225 schools reporting this item was \$6,349,934, or an average of nearly \$2,854 to the school.

PRIVATE HIGH SCHOOLS AND ACADEMIES.

The statistics of the 2,100 private high schools, academies, and seminaries reporting to this office for the year 1896-97 are summarized in Tables 16 to 29, inclusive. These tables from 16 to 26 are similar in form to Tables 1 to 11, which summarize the statistics of public high schools, and the two series may be compared with each other. Table 27 may also be compared with Table 15. Table 30 is a comparative showing of the average numbers of teachers and students in public and private high schools.

Table 16 shows that there were 2,100 schools reporting, only six less than the number reporting the previous year; that these schools had 9,574 teachers instructing secondary students, an increase of 822, and that these schools had 107,633 secondary students, an increase of only 979. There was a decrease of 447 in the North Atlantic Division, 194 in the South Atlantic, 388 in the South Central. There was an increase of 1,941 in the North Atlantic and 67 in the Western Division. There were 2,011 colored secondary students, 1,643 of them in private high schools for the education of the colored race in the Southern States. The number of elementary pupils reported by the 2,100 schools was 124,502.

STUDENTS AND COURSES OF STUDY.

The number of students preparing for college was 30,330, or a little more than 28 per cent of the whole number of secondary students in these private schools. Of these college preparatory students 19,078 were preparing for the college classical course, and 11,252 for scientific courses in colleges and schools of technology. This is shown in Table 17. It also appears that 20,300 of the college preparatory students were males, or nearly 67 per cent of the total number preparing for college, although the secondary students in these institutions are almost equally divided as to sex. The number of graduates from these schools in 1897 was 11,772, or nearly 11 per cent of the secondary students enrolled, and of these graduates 5,511 had prepared to enter college. The last column of Table 17 shows that in this class of schools there were 6,648 students in military tactics.

The number of students in each high school study in these private schools in each State is given in Tables 18 to 23, inclusive, while the percentages of students in certain courses and studies are shown in Tables 24, 25, and 26. The following table is a synopsis showing the number and per cent of students by sex in college preparatory courses, and in the leading high school studies in private institutions of secondary grade in the United States:

Students in certain courses and studies in private high schools and academies.

Courses, studies, etc.	Number students.	Per cent to total number secondary students.	Male students.	Per cent to total number male students.	Female students.	Per cent to total number female students.
Students preparing for college:						
Classical course	19,078	17.72	12,414	23.32	6,664	12.25
Scientific courses	11,252	10.45	7,886	14.82	3,366	6.18
Total preparing for college	30,330	28.17	20,300	38.14	10,030	18.43
Graduating in 1897	11,772	10.93	6,130	11.52	5,642	10.37
College preparatory students in graduating class <i>a</i>	5,511	46.81	3,588	58.53	1,923	34.08
Students in—						
Latin	50,236	46.67	27,822	52.28	22,414	41.19
Greek	10,995	10.22	8,978	16.87	2,017	3.71
French	23,498	21.83	8,551	16.07	14,947	27.47
German	20,279	18.84	10,843	20.37	9,436	17.34
Algebra	53,274	49.50	28,779	54.08	24,495	45.02
Geometry	26,316	24.45	15,041	28.26	11,275	20.72
Trigonometry	5,869	5.45	3,677	6.91	2,192	4.03
Astronomy	8,033	7.46	2,591	4.87	5,442	10.00
Physics	21,638	20.14	10,787	20.27	10,851	19.94
Chemistry	11,291	10.49	5,491	10.32	5,800	10.66
Physical geography	23,478	21.81	10,798	20.29	12,680	23.30
Geology	6,577	6.11	2,545	4.78	4,032	7.41
Physiology	28,750	26.71	12,854	24.15	15,896	29.21
Psychology	7,911	7.35	2,923	5.49	4,988	9.17
Rhetoric	34,442	32.00	15,820	29.73	18,622	34.22
History (other than United States) ..	40,157	37.31	18,384	34.54	21,773	40.01

a Per cent to number of graduates.

The private high schools were preparing 28 per cent of their students for college, while only 12 per cent of the students of public high schools were making such preparation. In the private schools 46.67 per cent of the students studied Latin, as against 48.36 per cent in the public schools. In the private schools 10.22 per cent studied Greek, and only 3.13 per cent in the public schools; 21.83 per cent studied French and 18.84 per cent studied German, as compared with 6.86 per cent French and 12.42 per cent German in the public schools. The per cent studying algebra in the private schools was 49.50, while it was 55.46 for the public high schools. The per cent in geometry was 24.45 for the private schools and 26.71 for the public schools. In other studies there are not such wide variations.

The above table also shows that there are wide differences in the proportion of male and female students pursuing the leading studies. For example, 52.28 per cent of the males and 41.19 per cent of the females studied Latin; 16.07 per cent of the males and 27.47 per cent of the females studied French; 54.08 per cent of the males and 45.02 per cent of the females studied algebra; 28.26 per cent of the males and 20.72 per cent of the females studied geometry.

The following table indicates the progress made by the private high schools and academies in the past eight years in the increase in the relative numbers of students in certain courses and studies:

Per cent of total number secondary students in private high schools and academies in certain courses and studies, etc.

Students and studies.	1889-90.	1890-91.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Males	50.07	50.97	52.14	52.10	50.39	48.46	50.15	49.44
Females	49.93	49.03	47.86	47.90	49.61	51.54	49.85	50.56
Preparing for college, classical course	17.54	13.62	15.87	15.60	16.36	17.30	18.50	17.72
Preparing for college, scientific courses	10.16	7.62	9.22	10.90	9.55	9.78	10.78	10.45
Total preparing for college ..	27.70	21.24	25.09	26.50	25.91	27.08	29.28	28.17
Graduates	8.50	7.22	8.41	8.70	9.40	10.11	10.58	10.93
Graduates prepared for college <i>a</i> ..	61.37	61.68	60.10	50.39	47.93	46.55	46.81	46.81
Studying—								
Latin	31.32	37.00	38.60	39.23	40.77	43.14	46.36	46.67
Greek	7.02	8.00	8.48	8.61	9.04	9.55	9.83	10.22
French	17.03	16.30	16.69	18.47	18.85	19.38	21.31	21.83
German	13.55	15.10	14.45	15.63	15.25	16.07	17.46	18.84
Algebra	37.12	45.00	44.57	42.75	44.37	46.88	49.22	49.50
Geometry	17.36	19.60	19.66	20.37	20.54	22.06	23.84	24.45
Trigonometry			4.37	5.76	5.93	5.39	5.51	5.45
Astronomy						6.69	7.99	7.46
Physics	18.39	20.98	20.16	19.76	20.91	20.32	21.02	20.14
Chemistry	8.59	10.60	9.83	9.94	10.32	9.79	9.89	10.49
Physical geography						18.15	22.77	21.81
Geology						7.08	6.61	6.11
Physiology						22.34	28.01	26.71
Psychology						5.13	6.74	7.35
Rhetoric						29.12	32.01	32.00
History (other than United States.)	28.98	33.10	32.22	32.46	34.07	35.60	37.35	37.31

a Per cent to total number graduates.

It appears that the per cent of graduates has increased steadily from 8.50 in 1890 to 10.93 in 1897. The per cent of students in Latin increased from 31.32 to 46.67, the per cent in algebra from 37.12 to 49.50, and the per cent in history other than that of the United States from 28.98 to 37.31. Here are indications of the strengthening of the secondary courses of study, as in the case of the public high schools. Mixed courses, made up of elementary and secondary studies, are being replaced by courses in which only the secondary studies proper are included. The demand for the better preparation of students for college is being met by the private schools of secondary grade in all parts of the country.

EQUIPMENT AND INCOME.

Table 27 is a financial exhibit of the private secondary schools, summarized from the returns sent to this office. The value of the grounds, buildings, scientific apparatus, etc., owned by 1,505 of these schools, was \$56,288,373, or an average of about \$37,400 to the school reporting. The libraries owned by 1,445 schools contained an aggregate of 1,800,033 volumes. Only 315 of the schools received aid from public funds, amounting to \$181,168. Tuition fees received by 1,319 schools amounted to \$5,495,163. The amount of money derived from productive funds for the benefit of

331 schools was \$1,866,181, the total value of the endowments of 347 schools being reported at \$41,609,265. The total income of 1,397 of the 2,100 schools was \$8,676,284, or an average of \$6,211 to the school. During the year 185 schools received benefactions amounting to \$627,524.

DENOMINATIONAL SCHOOLS.

Religious denominations control 955 of the 2,100 private high schools, academies, and seminaries reporting to this office. In these denominational schools there were 50,875 students, or an average of more than 53 students to the school. The number of students in the 1,145 nonsectarian schools was 56,758, or an average of less than 50 students to the school. From tables 28 and 29, which show the number of schools in each State controlled by each religious denomination, the following statement is condensed:

Religious denomination.	Schools.	Instruct- ors.	Students.
Nonsectarian	1, 145	5, 042	56, 758
Roman Catholic.....	332	1, 602	13, 868
Baptist	99	401	6, 806
Methodist.....	72	348	5, 404
Episcopal.....	114	716	5, 123
Presbyterian.....	102	418	4, 922
Friends.....	62	301	4, 300
Congregational.....	55	213	2, 870
Methodist Episcopal South.....	40	150	2, 503
Lutheran.....	33	145	1, 791
All other denominations.....	46	238	3, 288
Total.....	2, 100	9, 574	107, 633

Table 43 gives in detail the statistics of the 2,100 private schools and shows what religious denomination controls each school.

PUBLIC AND PRIVATE SECONDARY SCHOOLS.

In the preceding pages certain comparisons have been made between public and private secondary schools. These comparisons have been made between these two classes of schools in each State and are presented in table 30.

Public and private secondary schools are doing practically the same work. They maintain similar courses of study, covering about the same length of time. An examination of tables 42 and 43, column 19, will show that a majority of these schools require four years' study before graduation and that very few of the schools offer courses of less than three years.

The statistics of public and private secondary schools are combined in tables 31 to 38, inclusive. It is shown in table 31 that the 7,209 schools had 26,383 instructors of secondary students and 517,066 secondary students. Of these secondary students 226,663, or 43.84 per cent, were males and 290,403, or 56.16 per cent, were females. Table 32 shows that 80,180, or 15.51 per cent, of the secondary students were preparing for college; 46,193 were preparing for the college classical course, and 33,987 for college scientific courses. The graduates for 1897 numbered 61,814, or nearly 12 per cent, of the secondary students, and 20,152, or 32.60 per cent, of the graduates had prepared for college.

Students in certain courses and studies in public and private high schools and academies.

Courses, studies, etc.	Number students.	Per cent to total number secondary students.	Male students.	Per cent to number male students.	Female students.	Per cent to number female students.
Students preparing for college:						
Classical course	46, 193	8.94	25, 960	11.45	20, 233	6.97
Scientific courses	33, 987	6.57	20, 347	8.98	13, 640	4.69
Total preparing for college	80, 180	15.51	46, 307	20.43	33, 873	11.66
Graduating in 1897	61, 814	11.95	24, 391	10.61	37, 423	12.89
College preparatory students in graduating class <i>a</i>	20, 152	32.60	10, 283	42.16	9, 869	26.37
Students in—						
Latin	248, 250	48.01	106, 465	46.97	141, 785	48.82
Greek	23, 805	4.60	16, 093	7.10	7, 712	2.66
French	51, 596	9.98	17, 889	7.89	33, 707	11.61
German	71, 151	13.76	30, 532	13.47	40, 619	13.99
Algebra	280, 358	54.52	128, 019	55.60	154, 339	53.15
Geometry	135, 668	26.24	60, 233	26.57	75, 435	25.98
Trigonometry	15, 909	3.08	8, 643	3.81	7, 266	2.50
Astronomy	23, 263	4.89	9, 119	4.02	16, 144	5.66
Physics	107, 993	20.89	47, 598	21.00	60, 395	20.80
Chemistry	47, 461	9.18	20, 976	9.25	26, 485	9.12
Physical geography	127, 398	24.64	54, 967	24.25	72, 431	24.94
Geology	25, 506	4.93	10, 311	4.55	15, 195	5.23
Physiology	155, 002	29.98	66, 592	29.38	88, 410	30.44
Psychology	19, 768	3.82	7, 281	3.21	12, 487	4.30
Rhetoric	174, 649	33.78	72, 876	32.15	101, 773	35.05
History (other than United States) ..	186, 581	36.08	77, 971	34.40	108, 610	37.40

a Per cent to total number of graduates.

The above synopsis shows the number and per cent of students, male and female, in college preparatory courses, as well as the number and per cent in the 16 leading high-school studies. It may be pointed out that a greater proportion of male students study Greek, algebra, geometry, and trigonometry, while a greater proportion of female students study Latin, French, astronomy, physiology, rhetoric, and history.

Tables 33 to 38, inclusive, show the number of students in each State in each of the 16 studies, and the number of schools in which the studies are taught. Thus, Latin was taught in 6,112 schools, while Greek was taught in only 1,938; French was taught in 1,869 schools and German in 2,492; algebra was taught in 7,055 schools, geometry in 6,282, and trigonometry in 1,554; astronomy was taught in 2,011 schools, physics in 5,778, chemistry in 2,757, physical geography in 5,616, geology in 1,817, physiology in 5,477, psychology in 1,535, rhetoric in 6,148, and history, other than that of the United States, in 6,063 schools.

If the number of students pursuing the more important high-school studies has increased from year to year, this would indicate that the schools are becoming stronger by insisting upon strict adherence to well-selected courses from which mere elementary studies have been eliminated. The following table serves to illustrate the growth of the schools in this regard since 1890:

Per cent of total number secondary students in public and private high schools and academies in certain courses and studies, etc.

Students and studies.	1889-90.	1890-91.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Males	45.03	43.67	44.01	43.62	43.39	43.00	43.40	43.84
Females	54.97	56.33	55.99	56.38	56.61	57.00	56.60	56.16
Preparing for college, classical course	10.61	8.45	9.18	9.90	10.34	10.00	10.05	8.94
Preparing for college, scientific courses	8.05	6.38	7.59	8.22	7.33	7.11	7.16	6.57
Total preparing for college ..	18.66	14.83	16.77	18.12	17.67	17.11	17.21	15.51
Graduates	10.05	10.51	10.87	11.46	11.88	11.60	11.73	11.95
Graduates prepared for college <i>a</i>		35.74	39.15	36.62	30.92	32.44	32.69	32.60
Studying—								
Latin	33.62	39.80	38.80	41.94	43.59	43.76	46.22	48.01
Greek	4.32	4.65	4.68	4.92	4.99	4.73	4.58	4.60
French	9.41	9.06	8.59	9.94	10.31	9.77	10.13	9.98
German	11.48	15.68	11.61	13.00	12.78	12.58	13.20	13.76
Algebra	42.77	49.89	47.65	49.92	52.71	52.40	53.46	54.22
Geometry	20.07	23.04	22.52	24.36	25.25	24.51	25.71	26.24
Trigonometry			2.96	3.61	3.80	3.25	3.15	3.08
Astronomy						5.27	5.19	4.89
Physics	21.36	23.06	22.04	22.25	24.02	22.15	21.85	20.89
Chemistry	9.62	10.37	10.08	9.98	10.31	9.31	9.15	9.18
Physical geography						22.44	24.93	24.64
Geology						5.52	5.20	4.93
Physiology						28.03	31.08	29.98
Psychology						3.35	3.82	3.82
Rhetoric						31.31	32.27	33.78
History (other than United States)	27.83	29.77	31.35	33.46	35.78	34.65	35.73	36.08

a Per cent to total number of graduates.

SECONDARY STUDENTS IN THE UNITED STATES.

The distribution of secondary students among eight classes of institutions is shown in the brief summary on the first page of this chapter. The total number of such students is given as 584,904, of which number the public and private high schools reviewed in this chapter had 517,066. The distribution of secondary students in the eight classes of institutions and by States is given in Tables 39 and 40. It is shown that there were 420,459 of these students in public institutions; 409,433 being in public high schools; 5,881 in the preparatory departments of public universities, and colleges, and 5,145 in public normal schools. Of the 164,445 secondary students in private institutions, 107,633 were in private high schools, academies, and seminaries; 45,809 in the preparatory departments of private universities and colleges; 7,585 in private normal schools, and 3,418 in manual training schools.

Table 41 shows the number of secondary students to each 1,000 of population in the United States and in each State. For the whole country there was an average of a little over 8 such students to 1,000 inhabitants. For the North Atlantic Division the average was 8.97; for the South Atlantic, 4.72; for the South Central, 4.92; for the North Central, 10.59, and for the Western Division, 8.35. The average for Maine was 17.77; for Iowa, 14.61; for Vermont, 14.59; for Massachusetts, 14.29; for New Hampshire, 14.14; for the District of Columbia, 13.39; for Michigan, 12.72; for Ohio 12.37, and for Nebraska, 12.58.

The number of students in higher education to each 1,000 inhabitants in each State is given in the last column of Table 41. The 140,133 students receiving higher instruction include all the college and resident graduate students in universities and colleges, and all professional students in theology, medicine, and law in all the institutions. The independent professional schools are included, as well as those classed as departments of universities. Students of normal schools and schools of dentistry, pharmacy, veterinary surgery, and nurse training are not here included.

Table 42 contains in detail the statistics of the 5,109 public high schools, and Table 43 gives similar statistics of the 2,100 private high schools and academies and other institutions for private secondary instruction.

TABLE 1.—Public high schools—Number of schools, secondary instructors, secondary students, and elementary pupils in 1896-97.

State or Territory.	Number of schools.	Secondary teachers.			Secondary students.			Colored students (included in preceding column).			Elementary pupils, including all below secondary grades.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States . . .	5, 109	7, 658	9, 151	16, 809	173, 445	235, 988	409, 433	1, 965	3, 512	5, 477	67, 981	70, 080	138, 061
North Atlantic Division . . .	1, 227	1, 960	3, 194	5, 154	54, 553	71, 846	126, 399	308	459	767	12, 316	13, 647	25, 963
South Atlantic Division . . .	355	437	533	970	8, 620	11, 901	20, 521	329	797	1, 126	7, 976	7, 755	15, 731
South Central Division . . .	530	717	660	1, 377	12, 585	17, 067	29, 652	316	664	980	11, 053	11, 527	23, 480
North Central Division . . .	2, 784	4, 117	4, 342	8, 459	88, 407	122, 131	210, 538	994	1, 546	2, 540	34, 092	36, 346	71, 338
Western Division . . .	213	427	422	849	9, 280	13, 043	22, 323	18	46	64	744	805	1, 549
North Atlantic Division:													
Maine . . .	151	162	153	320	3, 642	4, 535	8, 177	1	8	9	1, 205	1, 151	2, 356
New Hampshire . . .	52	58	91	149	1, 499	1, 959	3, 458	0	0	0	289	324	613
Vermont . . .	50	46	79	125	1, 167	1, 585	2, 752	1	1	2	516	525	1, 041
Massachusetts . . .	225	456	804	1, 260	13, 939	17, 421	31, 360	64	93	157	473	497	970
Rhode Island . . .	14	63	68	131	1, 266	1, 643	2, 909	13	14	27	109	119	228
Connecticut . . .	64	165	174	279	2, 699	3, 427	6, 126	5	16	21	284	336	620
New York . . .	344	495	1, 079	1, 574	17, 866	21, 091	38, 957	66	98	164	6, 856	8, 073	14, 929
New Jersey . . .	76	117	247	364	3, 427	5, 189	8, 616	38	54	92	670	659	1, 329
Pennsylvania . . .	251	458	494	952	9, 048	14, 996	24, 044	120	175	295	1, 914	1, 963	3, 877
South Atlantic Division:													
Delaware . . .	14	15	33	48	485	766	1, 251	0	0	0	28	37	65
Maryland . . .	41	57	69	126	1, 690	1, 737	3, 427	0	0	0	603	581	1, 274
District of Columbia . . .	4	44	55	99	924	1, 489	2, 413	215	513	728	0	0	0
Virginia . . .	64	69	105	174	1, 418	2, 050	3, 468	34	105	139	1, 843	1, 664	3, 507
West Virginia . . .	25	32	42	74	510	789	1, 299	5	29	25	290	352	642
North Carolina . . .	12	15	13	28	179	293	472	4	4	8	359	478	837
South Carolina . . .	67	71	69	140	1, 068	1, 235	2, 303	29	50	79	1, 704	1, 573	3, 277
Georgia . . .	100	98	119	217	1, 814	2, 838	4, 652	41	98	139	2, 363	2, 445	4, 808
Florida . . .	28	36	28	64	532	704	1, 236	1	7	8	696	625	1, 321
South Central Division:													
Kentucky . . .	53	83	94	177	1, 625	2, 174	3, 799	56	190	246	766	734	1, 500
Tennessee . . .	97	122	89	211	2, 061	2, 744	4, 805	95	196	291	2, 561	2, 975	4, 936
Alabama . . .	52	59	67	126	1, 106	1, 441	2, 547	16	40	56	1, 045	963	2, 008
Mississippi . . .	81	90	81	171	1, 411	1, 740	3, 151	75	125	200	2, 160	2, 037	4, 197
Louisiana . . .	18	32	51	83	423	1, 002	1, 425	20	25	55	312	214	526
Texas . . .	181	260	228	488	4, 637	6, 468	11, 105	32	28	60	4, 160	4, 472	8, 632
Arkansas . . .	43	61	45	106	1, 127	1, 353	2, 480	22	50	72	764	725	1, 489
Oklahoma . . .	3	4	4	8	85	145	230	0	0	0	5	7	12
Indian Territory . . .	2	6	1	7	110	0	110	0	0	0	180	0	180
North Central Division:													
Ohio . . .	584	832	743	1, 575	16, 408	21, 550	37, 958	212	330	542	9, 160	9, 399	18, 559
Indiana . . .	345	569	359	928	9, 447	11, 897	21, 344	172	234	406	5, 169	5, 315	10, 484
Illinois . . .	327	590	629	1, 219	12, 545	19, 364	31, 909	188	276	464	3, 543	3, 701	7, 244
Michigan . . .	285	397	585	982	10, 952	14, 793	25, 745	36	49	85	3, 959	4, 110	8, 069
Wisconsin . . .	184	260	337	597	6, 830	8, 757	15, 587	10	9	19	1, 677	1, 884	3, 561
Minnesota . . .	102	172	288	460	4, 500	6, 050	10, 550	12	22	34	1, 158	1, 187	2, 345
Iowa . . .	325	428	578	1, 006	10, 268	14, 358	24, 626	31	47	78	3, 760	3, 994	7, 754
Missouri . . .	189	317	320	637	6, 790	10, 030	16, 820	193	300	493	1, 508	1, 446	2, 954
North Dakota . . .	21	21	30	51	372	537	909	1	0	1	269	272	541
South Dakota . . .	29	28	38	66	603	817	1, 420	1	2	3	173	173	346
Nebraska . . .	219	256	226	482	4, 985	7, 126	12, 111	15	25	40	3, 734	3, 896	7, 630
Kansas . . .	174	247	209	456	4, 707	6, 852	11, 559	123	252	375	882	969	1, 851
Western Division:													
Montana . . .	14	13	29	42	404	539	943	1	0	1	0	0	0
Wyoming . . .	2	2	6	8	103	117	220	1	0	1	0	0	0
Colorado . . .	41	107	89	196	1, 884	2, 751	4, 635	8	23	36	126	174	300
New Mexico . . .	7	7	3	10	75	131	206	0	1	1	21	17	38
Arizona . . .	2	6	2	8	59	68	127	0	0	0	0	0	0
Utah . . .	2	14	11	25	261	389	650	2	1	3	0	0	0
Nevada . . .	6	4	12	16	147	228	375	0	1	1	3	2	5
Idaho . . .	7	9	4	13	108	184	292	0	3	3	233	193	426
Washington . . .	34	51	42	93	1, 068	1, 493	2, 561	2	7	9	247	283	530
Oregon . . .	12	22	26	48	632	889	1, 521	2	1	3	70	77	147
California . . .	86	192	198	390	4, 539	6, 254	10, 793	2	4	6	44	59	103

TABLE 2.—Public high schools—Number of secondary students in college preparatory courses; number of graduates and college preparatory students in graduating class in 1896-97.

State or Territory.	Secondary students preparing for college.						Graduates in class of 1897.			College preparatory students in graduating class of 1897.			Students in military tactics.
	Classical course.			Scientific courses.									
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
United States.....	13,546	13,569	27,115	12,461	10,274	22,735	18,261	31,781	50,042	6,695	7,946	14,641	8,661
North Atlantic Division:													
Maine.....	6,374	4,983	11,357	4,437	2,252	6,689	3,084	10,155	16,239	2,116	1,860	3,976	4,920
New Hampshire.....	999	1,017	2,016	274	95	369	564	1,454	2,018	213	281	494	955
Vermont.....	1,308	1,527	2,835	666	623	1,289	871	1,703	2,574	371	533	904	321
Massachusetts.....	4,273	5,270	9,543	6,114	6,365	12,479	9,697	16,693	26,390	3,472	4,600	8,072	1,454
Rhode Island.....	592	772	1,364	970	939	1,909	1,045	1,776	2,821	523	672	1,195	1,011
Connecticut.....													
New York.....													
New Jersey.....													
Pennsylvania.....													
South Atlantic Division:													
Delaware.....	31	47	78	15	0	15	54	129	183	16	16	32	0
Maryland.....	44	18	62	6	0	6	82	232	314	26	5	31	0
District of Columbia.....	78	41	119	75	5	80	63	183	246	16	11	27	588
Virginia.....	195	153	348	33	11	44	91	289	380	20	20	40	0
West Virginia.....	54	49	103	14	4	18	52	111	163	22	19	41	0
North Carolina.....	37	37	74	8	11	19	20	56	76	13	31	44	0
South Carolina.....	204	224	428	52	30	82	82	135	217	45	62	107	187
Georgia.....	341	424	765	53	29	82	92	274	366	51	107	158	50
Florida.....	15	24	39	18	5	23	28	45	73	4	10	14	130
South Central Division:													
Kentucky.....	156	194	350	80	59	139	127	244	371	39	90	129	0
Tennessee.....	186	198	384	96	101	197	198	325	523	58	84	142	0
Alabama.....	88	101	189	44	25	69	49	130	179	17	20	37	0
Mississippi.....	195	247	442	120	102	222	85	156	241	40	58	98	28
Louisiana.....	19	34	53	25	37	62	63	172	235	55	37	92	0
Texas.....	478	581	1,059	198	234	432	276	532	808	134	194	328	58
Arkansas.....	176	167	343	63	65	128	65	132	197	28	44	72	28
Oklahoma.....	10	5	15	0	0	0	2	12	14	0	6	6	47
Indian Territory.....	0	0	0	40	0	40	6	0	6	0	0	0	160
North Central Division:													
Ohio.....	815	784	1,599	650	577	1,227	1,830	3,189	5,019	567	604	1,171	127
Indiana.....	295	283	578	353	225	578	978	1,597	2,575	278	309	587	167
Illinois.....	602	731	1,333	870	955	1,825	1,400	2,767	4,167	443	630	1,073	149
Michigan.....	415	449	864	1,217	1,126	2,343	1,138	1,792	2,930	412	506	918	62
Wisconsin.....	258	307	565	441	413	854	752	1,116	1,868	252	295	547	0
Minnesota.....	99	186	285	948	1,203	2,151	494	785	1,279	311	411	722	94
Iowa.....	604	950	1,554	623	615	1,238	1,322	2,064	3,386	495	702	1,197	343
Missouri.....	394	495	889	378	441	819	577	1,269	1,846	201	377	578	120
North Dakota.....	37	44	81	18	18	36	34	50	84	16	16	32	0
South Dakota.....	16	19	35	41	36	77	70	129	193	20	15	35	0
Nebraska.....	287	409	696	291	377	668	595	1,047	1,642	225	307	532	296
Kansas.....	451	613	1,064	284	379	663	507	888	1,395	252	428	680	96
Western Division:													
Montana.....	24	36	60	34	23	57	37	56	93	15	31	46	274
Wyoming.....	20	21	41	1	2	3	15	25	40	12	20	32	0
Colorado.....	144	188	332	305	376	681	186	347	533	67	129	196	617
New Mexico.....	0	0	0	2	0	2	3	12	15	1	1	2	0
Arizona.....	3	9	12	0	0	0	4	4	8	3	2	5	0
Utah.....	60	60	120	30	10	40	10	27	37	5	8	13	0
Nevada.....	1	1	2	19	25	44	15	48	63	5	4	9	0
Idaho.....	5	11	16	4	8	12	12	24	36	4	9	13	0
Washington.....	48	61	109	50	67	117	123	217	340	35	49	84	40
Oregon.....	8	8	16	1	3	4	81	147	228	2	7	9	0
California.....	279	377	656	524	425	949	559	869	1,428	374	412	786	80

TABLE 3.—Public high schools—Number of secondary students pursuing ancient languages in 1896-97.

State or Territory.	Latin.				Greek.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States.....	4, 228	78, 643	119, 371	198, 014	930	7, 115	5, 695	12, 810
North Atlantic Division.....	1, 126	23, 498	35, 878	59, 376	553	4, 500	3, 356	7, 856
South Atlantic Division.....	336	5, 738	7, 814	13, 550	73	440	192	632
South Central Division.....	464	6, 067	9, 852	15, 919	67	376	161	537
North Central Division.....	2, 125	38, 416	59, 197	97, 613	202	1, 455	1, 539	2, 994
Western Division.....	177	4, 926	6, 630	11, 556	35	344	447	791
North Atlantic Division:								
Maine.....	132	1, 525	2, 425	3, 950	76	476	480	956
New Hampshire.....	50	759	1, 199	1, 958	26	148	126	274
Vermont.....	47	413	673	1, 086	30	103	55	158
Massachusetts.....	222	6, 280	9, 637	15, 917	153	1, 563	1, 411	2, 974
Rhode Island.....	13	669	775	1, 444	11	182	130	312
Connecticut.....	63	1, 540	1, 954	3, 494	27	366	170	536
New York.....	329	6, 383	8, 157	14, 540	162	1, 069	591	1, 660
New Jersey.....	53	1, 221	1, 953	3, 174	18	203	114	317
Pennsylvania.....	217	4, 708	9, 105	13, 813	50	390	249	639
South Atlantic Division:								
Delaware.....	13	348	549	897				
Maryland.....	37	1, 446	1, 080	2, 526	7	132	14	146
District of Columbia.....	4	358	687	1, 045	4	51	35	86
Virginia.....	62	1, 028	1, 658	2, 686	6	12	0	12
West Virginia.....	21	191	264	455				
North Carolina.....	11	172	267	439	2	6	20	26
South Carolina.....	65	673	825	1, 498	14	55	50	105
Georgia.....	98	1, 245	2, 104	3, 349	33	175	71	246
Florida.....	25	275	380	655	2	9	2	11
South Central Division:								
Kentucky.....	50	934	1, 587	2, 521	8	156	30	186
Tennessee.....	72	967	1, 576	2, 543	15	26	22	48
Alabama.....	47	601	885	1, 486	6	78	4	82
Mississippi.....	71	635	900	1, 535	12	41	28	69
Louisiana.....	14	368	823	1, 191	1	0	6	6
Texas.....	166	1, 995	3, 380	5, 375	16	52	57	109
Arkansas.....	40	458	629	1, 087	9	23	14	37
Oklahoma.....	2	42	62	104				
Indian Territory.....	2	67	0	67				
North Central Division:								
Ohio.....	442	7, 784	11, 008	18, 792	53	463	389	852
Indiana.....	305	5, 624	7, 442	13, 066	8	48	55	103
Illinois.....	257	5, 658	10, 005	15, 663	28	257	334	591
Michigan.....	185	3, 567	5, 296	8, 863	33	221	234	455
Wisconsin.....	90	1, 362	2, 079	3, 441	13	77	58	136
Minnesota.....	93	2, 589	4, 062	6, 651	20	71	98	169
Iowa.....	228	3, 720	5, 998	9, 718	12	58	63	121
Missouri.....	144	2, 792	4, 876	7, 668	14	166	177	343
North Dakota.....	20	248	423	671	2	6	3	9
South Dakota.....	23	208	361	569	2	4	6	10
Nebraska.....	179	2, 428	3, 867	6, 295	8	50	74	124
Kansas.....	153	2, 436	3, 780	6, 216	9	34	47	81
Western Division:								
Montana.....	11	146	192	338				
Wyoming.....	2	70	79	149				
Colorado.....	37	1, 156	1, 663	2, 819	8	124	141	265
New Mexico.....	5	22	43	65				
Arizona.....	2	18	29	47				
Utah.....	2	148	173	321	1	3	6	9
Nevada.....	5	39	109	148				
Idaho.....	7	53	89	142				
Washington.....	17	471	635	1, 106				
Oregon.....	8	242	250	492	1	2	5	7
California.....	81	2, 561	3, 368	5, 929	25	215	295	510

TABLE 4.—Public high schools—Number of secondary students pursuing modern languages in 1896-97.

State or Territory.	French.				German.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States.....	748	9,338	18,760	28,098	1,366	19,689	31,183	50,872
North Atlantic Division.....	489	6,992	12,417	19,409	518	7,340	11,943	19,283
South Atlantic Division.....	92	505	1,301	1,806	48	1,064	1,816	2,880
South Central Division.....	45	408	1,087	1,495	57	659	628	1,287
North Central Division.....	96	1,225	3,290	4,515	675	9,788	15,243	25,031
Western Division.....	26	208	665	873	68	838	1,553	2,391
North Atlantic Division:								
Maine.....	60	478	902	1,380	7	7	72	79
New Hampshire.....	36	426	649	1,075	7	19	52	71
Vermont.....	22	86	159	245	11	35	66	101
Massachusetts.....	188	4,504	7,058	11,562	89	983	2,144	3,127
Rhode Island.....	10	219	450	669	9	160	195	355
Connecticut.....	21	236	504	740	38	573	793	1,306
New York.....	124	654	1,510	2,164	252	2,882	4,655	7,537
New Jersey.....	13	132	284	416	32	876	1,334	2,210
Pennsylvania.....	15	257	901	1,158	73	1,805	2,632	4,437
South Atlantic Division:								
Delaware.....					4	17	33	50
Maryland.....	11	244	69	313	8	441	579	1,020
District of Columbia.....	4	81	245	326	4	228	602	830
Virginia.....	22	81	208	289	19	313	515	828
West Virginia.....	1	5	3	8	1	5	3	8
North Carolina.....								
South Carolina.....	27	52	131	183	8	32	17	49
Georgia.....	25	33	614	647	3	26	52	78
Florida.....	2	9	31	40	1	2	15	17
South Central Division:								
Kentucky.....	5	9	44	53	16	376	171	547
Tennessee.....	6	26	77	103	5	26	70	96
Alabama.....	14	51	191	242	5	37	31	68
Mississippi.....	2	3	12	15	1	5	3	8
Louisiana.....	9	263	660	923	1	15	25	40
Texas.....	4	36	79	115	20	153	275	428
Arkansas.....	5	20	24	44	8	37	41	78
Oklahoma.....					1	10	12	22
Indian Territory.....								
North Central Division:								
Ohio.....	13	173	590	763	109	1,735	2,614	4,349
Indiana.....	3	20	68	88	52	643	1,047	1,690
Illinois.....	17	382	1,083	1,465	79	1,542	3,111	4,653
Michigan.....	27	257	548	805	127	1,421	2,242	3,663
Wisconsin.....	4	26	25	51	116	1,595	2,070	3,665
Minnesota.....	10	204	263	567	45	661	924	1,585
Iowa.....	6	36	127	163	45	657	1,118	1,775
Missouri.....	9	77	316	393	26	691	876	1,567
North Dakota.....					1	10	11	21
South Dakota.....	1	3	10	13	7	65	85	159
Nebraska.....	2	34	145	179	24	312	509	821
Kansas.....	4	13	15	28	44	456	636	1,092
Western Division:								
Montana.....	1	4	5	9				
Wyoming.....					1	10	12	22
Colorado.....	6	61	240	301	22	291	588	879
New Mexico.....								
Arizona.....								
Utah.....	1	20	30	50	2	53	78	131
Nevada.....								
Idaho.....								
Washington.....					6	147	253	400
Oregon.....					2	55	119	174
California.....	18	123	390	513	35	282	503	785

TABLE 5.—Public high schools—Number of secondary students pursuing certain mathematical studies in 1896-97.

State or Territory.	Algebra.				Geometry.				Trigonometry.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States.....	5,061	97,240	129,844	227,084	4,499	45,192	64,160	109,352	750	4,966	5,074	10,400
North Atlantic Division....	1,215	27,869	35,992	63,861	1,134	14,397	18,877	33,274	199	1,533	1,154	2,687
South Atlantic Division....	355	5,811	8,198	14,009	274	2,473	3,751	6,224	87	521	562	1,083
South Central Division.....	523	8,493	11,702	20,195	460	3,838	5,822	9,660	158	748	1,102	1,850
North Central Division.....	2,756	49,336	66,133	115,469	2,434	21,195	30,863	52,058	249	1,576	1,692	3,268
Western Division.....	212	5,731	7,819	13,550	197	3,289	4,847	8,136	57	588	564	1,152
North Atlantic Division:												
Maine.....	150	1,964	2,435	4,399	134	933	1,202	2,135	5	23	10	33
New Hampshire.....	50	744	862	1,606	49	443	535	978	3	21	8	29
Vermont.....	50	540	705	1,245	46	262	407	669				
Massachusetts.....	223	7,077	7,414	14,491	214	4,053	4,584	8,637	29	219	51	270
Rhode Island.....	14	799	917	1,716	14	501	444	945	4	53	11	64
Connecticut.....	62	1,371	1,678	3,049	54	919	962	1,881	18	266	176	442
New York.....	341	6,666	8,916	15,582	321	3,137	4,474	7,611	81	365	376	741
New Jersey.....	76	2,545	3,547	6,092	71	889	1,421	2,310	14	120	184	304
Pennsylvania.....	249	6,163	9,518	15,681	231	3,260	4,848	8,108	45	466	388	804
South Atlantic Division:												
Delaware.....	14	315	437	752	12	124	205	329	1	28	0	28
Maryland.....	41	939	1,495	2,434	40	876	1,257	2,133	19	188	174	362
District of Columbia....	4	348	434	782	4	222	322	544	4	64	9	73
Virginia.....	64	1,037	1,416	2,453	49	383	530	913	18	103	128	231
West Virginia.....	25	379	558	937	22	115	199	314	4	10	22	32
North Carolina.....	12	160	267	427	6	33	52	85				
South Carolina.....	67	868	905	1,773	45	174	238	412	8	23	20	43
Georgia.....	100	1,435	2,173	3,608	74	423	813	1,236	25	62	176	238
Florida.....	28	390	513	903	22	123	135	258	8	43	33	76
South Central Division:												
Kentucky.....	52	882	1,374	2,256	45	411	788	1,199	20	111	163	274
Tennessee.....	97	1,368	1,790	3,158	86	533	841	1,374	24	68	70	138
Alabama.....	49	789	968	1,757	43	336	628	964	14	119	254	373
Mississippi.....	81	929	1,189	2,118	59	224	282	506	14	52	57	109
Louisiana.....	18	255	609	864	17	221	474	695	1	3	5	8
Texas.....	178	3,462	4,806	8,268	172	1,792	2,376	4,168	73	291	443	734
Arkansas.....	43	700	846	1,546	35	287	381	668	11	98	110	208
Oklahoma.....	3	61	120	181	2	26	52	78				
Indian Territory.....	2	47	0	47	1	8	0	8	1	6	0	6
North Central Division:												
Ohio.....	576	10,078	12,757	22,835	482	4,241	5,869	10,110	92	555	594	1,149
Indiana.....	343	5,818	7,033	12,851	268	2,294	3,016	5,310	26	128	125	253
Illinois.....	323	6,369	9,131	15,500	298	3,237	5,213	8,450	24	276	279	555
Michigan.....	280	5,612	7,281	12,893	265	2,094	3,123	5,217	20	138	102	240
Wisconsin.....	183	2,826	3,653	6,479	182	1,507	1,925	3,432	6	37	35	72
Minnesota.....	102	2,199	2,941	5,140	100	1,379	1,921	3,300	3	26	29	55
Iowa.....	322	5,423	7,716	13,139	273	2,261	3,295	5,556	24	125	145	270
Missouri.....	186	4,624	6,154	10,778	164	1,382	2,083	3,465	27	173	214	387
North Dakota.....	21	250	347	597	18	139	230	369	1	2	0	2
South Dakota.....	29	298	451	749	26	149	242	391	3	14	17	31
Nebraska.....	218	3,109	4,624	7,733	206	1,256	2,040	3,296	15	72	101	173
Kansas.....	173	2,730	4,045	6,775	152	1,256	1,906	3,162	8	30	51	81
Western Division:												
Montana.....	13	189	216	405	13	93	93	186	1	1	6	7
Wyoming.....	2	78	66	144	2	46	34	80	1	10	15	25
Colorado.....	41	1,012	1,380	2,392	40	670	981	1,651	14	119	96	215
New Mexico.....	7	40	75	115	6	10	15	25				
Arizona.....	2	28	38	66	1	7	8	15	1	5	4	9
Utah.....	2	184	278	462	2	65	108	173	2	13	24	37
Nevada.....	6	88	146	234	5	37	94	131				
Idaho.....	7	74	112	186	6	23	50	73				
Washington.....	34	642	932	1,574	25	357	552	909	3	7	9	16
Oregon.....	12	433	512	945	11	199	255	454	4	25	29	54
California.....	86	2,963	4,064	7,027	86	1,782	2,657	4,439	31	408	381	789

TABLE 6.—Public high schools—Number of secondary students pursuing certain science studies in 1896-97.

State or Territory.	Astronomy.				Physics.				Chemistry.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States.....	1,211	6,528	10,702	17,230	4,284	36,811	49,544	86,355	1,792	15,485	20,685	36,170
North Atlantic Division.....	482	2,460	4,190	6,650	1,030	10,757	14,126	24,883	594	5,567	6,747	12,314
South Atlantic Division.....	57	274	572	846	228	2,388	3,313	5,701	78	783	886	1,669
South Central Division.....	93	535	918	1,453	447	4,108	5,214	9,322	149	1,089	1,569	2,658
North Central Division.....	545	3,038	4,691	7,729	2,395	17,552	24,200	41,752	838	6,816	9,491	16,307
Western Division.....	34	221	331	552	184	2,006	2,691	4,697	133	1,230	1,992	3,222
North Atlantic Division:												
Maine.....	73	345	494	839	117	794	906	1,700	68	433	525	958
New Hampshire.....	30	118	155	273	42	443	485	928	29	221	198	419
Vermont.....	26	122	164	286	35	163	251	414	23	111	142	253
Massachusetts.....	132	628	1,227	1,855	201	3,007	3,673	6,680	160	1,763	2,154	3,917
Rhode Island.....	7	47	102	149	13	242	393	635	12	149	179	328
Connecticut.....	29	236	333	569	49	530	643	1,173	31	359	439	798
New York.....	116	487	840	1,327	282	2,119	2,071	4,190	155	1,233	970	2,203
New Jersey.....	29	177	372	549	72	826	1,354	2,180	43	375	554	929
Pennsylvania.....	40	300	593	893	219	2,633	4,350	6,983	73	923	1,586	2,509
South Atlantic Division:												
Delaware.....	1	1	4	5	13	157	256	413	6	89	145	234
Maryland.....	8	89	162	251	38	730	859	1,589	5	223	10	233
District of Columbia.....					4	194	312	506	4	124	78	202
Virginia.....	5	33	55	88	40	371	512	883	17	170	197	367
West Virginia.....	3	11	33	44	17	95	152	247	7	15	44	59
North Carolina.....	2	5	20	25	4	44	89	133	3	31	69	100
South Carolina.....	5	9	19	28	30	236	246	482	4	5	13	18
Georgia.....	27	87	241	328	66	472	750	1,222	28	118	308	426
Florida.....	6	39	38	77	16	89	137	226	4	8	22	30
South Central Division:												
Kentucky.....	18	81	149	230	42	579	632	1,211	18	173	223	396
Tennessee.....	15	71	118	189	76	534	670	1,204	21	114	123	237
Alabama.....	10	129	231	360	42	335	451	786	14	129	292	421
Mississippi.....	11	56	62	118	73	606	751	1,357	14	76	96	172
Louisiana.....	3	2	18	20	15	182	284	466	7	109	176	285
Texas.....	31	183	321	504	168	1,566	2,097	3,663	60	358	512	870
Arkansas.....	5	13	19	32	28	271	302	573	13	121	134	255
Oklahoma.....					2	20	27	47	2	9	13	22
Indian Territory.....					1	15	0	15				
North Central Division:												
Ohio.....	145	710	1,070	1,780	455	3,020	4,064	7,084	127	1,278	2,040	3,318
Indiana.....	21	138	187	325	251	2,105	2,511	4,616	90	851	1,064	1,915
Illinois.....	90	524	1,087	1,611	300	2,295	3,200	5,495	140	1,179	1,896	3,075
Michigan.....	78	393	550	943	269	1,867	2,708	4,575	148	1,066	1,205	2,271
Wisconsin.....	3	22	22	44	177	1,101	1,532	2,633	30	241	249	490
Minnesota.....	22	136	175	311	83	682	930	1,612	69	446	582	1,028
Iowa.....	92	543	813	1,356	294	2,227	3,087	5,314	64	425	516	941
Missouri.....	35	193	254	447	167	1,487	2,130	3,617	57	514	705	1,219
North Dakota.....	3	10	11	21	13	94	139	233	4	20	24	44
South Dakota.....	6	41	48	89	26	136	174	310	6	34	49	83
Nebraska.....	16	104	147	251	200	1,167	1,859	3,026	65	461	755	1,216
Kansas.....	34	224	327	551	160	1,371	1,866	3,237	38	301	406	707
Western Division:												
Montana.....	4	14	20	34	9	91	84	175	3	10	18	28
Wyoming.....	1	7	4	11	2	15	22	37	1	4	7	11
Colorado.....	10	65	134	199	39	465	643	1,108	33	280	458	738
New Mexico.....					5	12	20	32	1	2	3	5
Arizona.....					1	6	6	12	1	5	6	11
Utah.....	1	9	21	30	2	45	52	97	2	15	14	29
Nevada.....	1	2	12	14	5	38	91	129	5	31	70	101
Idaho.....	3	6	14	20	6	32	49	81	3	5	13	18
Washington.....	1	26	35	61	25	223	351	574	7	57	67	124
Oregon.....	4	22	29	51	11	174	207	381	6	77	112	189
California.....	9	70	62	132	79	905	1,166	2,071	71	744	1,224	1,968

TABLE 7.—Public high schools—Number of secondary students pursuing certain science studies in 1896-97.

State or Territory.	Physical geography.				Geology.				Physiology.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States.....	4, 142	44, 169	59, 751	103, 920	1, 168	7, 766	11, 163	18, 929	4, 016	53, 738	72, 514	126, 252
North Atlantic Division...	934	10, 569	14, 138	24, 698	482	3, 282	4, 605	7, 887	942	15, 338	22, 039	37, 377
South Atlantic Division...	287	2, 611	3, 479	6, 090	36	197	330	527	252	2, 558	3, 849	6, 407
South Central Division...	411	4, 984	6, 308	11, 292	124	947	1, 238	2, 185	452	6, 828	7, 747	14, 575
North Central Division...	2, 375	24, 213	33, 488	57, 701	472	2, 900	4, 348	7, 248	2, 271	27, 736	37, 133	64, 869
Western Division.....	135	1, 801	2, 338	4, 139	54	440	642	1, 082	99	1, 278	1, 746	3, 024
North Atlantic Division:												
Maine.....	112	769	874	1, 643	62	347	463	810	109	783	989	1, 772
New Hampshire.....	31	180	231	411	24	116	155	271	32	192	254	446
Vermont.....	38	325	363	688	21	101	134	235	32	272	349	621
Massachusetts.....	120	1, 163	1, 353	2, 521	105	495	783	1, 278	148	2, 323	2, 990	5, 313
Rhode Island.....	9	230	161	391	5	32	102	134	6	40	92	132
Connecticut.....	40	456	635	1, 091	21	167	274	441	34	385	619	1, 004
New York.....	208	3, 431	4, 478	7, 909	171	934	1, 739	2, 673	324	6, 469	8, 342	14, 811
New Jersey.....	58	819	1, 576	2, 395	18	211	282	493	60	1, 134	1, 896	3, 030
Pennsylvania.....	228	3, 182	4, 667	7, 849	55	879	673	1, 552	197	3, 740	6, 508	10, 248
South Atlantic Division:												
Delaware.....	12	185	277	462	1	1	4	5	12	257	372	629
Maryland.....	32	327	410	737	2	30	0	30	30	291	729	1, 020
District of Columbia.....	—	—	—	—	2	2	31	33	—	—	—	—
Virginia.....	56	613	781	1, 394	6	48	40	88	48	529	658	1, 187
West Virginia.....	22	197	312	509	2	9	9	18	21	222	336	558
North Carolina.....	10	70	111	181	3	27	40	67	9	68	81	157
South Carolina.....	57	421	487	908	6	34	62	96	46	406	495	901
Georgia.....	72	576	827	1, 403	11	45	135	180	64	530	839	1, 369
Florida.....	26	222	274	496	3	1	9	10	22	255	331	586
South Central Division:												
Kentucky.....	35	319	393	712	11	48	96	144	42	752	632	1, 384
Tennessee.....	60	589	768	1, 357	54	363	402	765	81	926	1, 027	1, 953
Alabama.....	36	426	543	969	9	138	227	365	40	655	745	1, 400
Mississippi.....	57	588	689	1, 277	8	57	86	143	69	806	977	1, 783
Louisiana.....	15	225	327	552	1	2	5	7	13	221	275	496
Texas.....	169	2, 297	2, 947	5, 244	36	245	343	588	163	2, 705	3, 293	5, 998
Arkansas.....	35	493	598	1, 091	3	74	66	140	40	708	778	1, 486
Oklahoma.....	3	17	43	60	1	12	15	27	2	3	20	23
Indian Territory.....	1	30	0	30	1	8	0	8	2	52	0	52
North Central Division:												
Ohio.....	527	4, 639	5, 827	10, 466	72	452	677	1, 129	503	6, 631	8, 465	15, 096
Indiana.....	286	2, 735	3, 193	5, 928	40	364	465	829	196	2, 110	2, 451	4, 561
Illinois.....	269	3, 749	6, 344	10, 093	53	362	777	1, 139	289	3, 406	4, 736	8, 142
Michigan.....	231	2, 085	2, 742	4, 827	72	351	457	808	267	2, 910	3, 882	6, 792
Wisconsin.....	178	2, 268	2, 965	5, 233	12	87	137	224	174	1, 651	2, 196	3, 847
Minnesota.....	56	781	979	1, 760	20	98	140	238	77	998	1, 397	2, 395
Iowa.....	239	2, 725	4, 071	6, 796	85	548	770	1, 318	265	3, 159	4, 370	7, 529
Missouri.....	153	1, 503	1, 990	3, 493	43	292	401	693	150	2, 741	3, 816	6, 557
North Dakota.....	11	102	133	235	3	9	11	20	16	197	260	457
South Dakota.....	24	185	280	465	7	30	52	82	25	249	382	631
Nebraska.....	187	1, 595	2, 297	3, 892	25	133	192	325	176	1, 931	2, 758	4, 689
Kansas.....	164	1, 846	2, 667	4, 513	40	174	269	443	133	1, 753	2, 420	4, 173
Western Division:												
Montana.....	13	132	155	287	6	37	38	75	9	92	119	211
Wyoming.....	2	57	61	118	1	5	5	10	2	68	64	131
Colorado.....	27	319	457	776	19	174	309	483	22	250	360	610
New Mexico.....	4	36	46	82	3	6	9	15	5	29	49	73
Arizona.....	2	28	32	60	—	—	—	—	1	26	26	52
Utah.....	2	59	67	126	2	81	85	166	1	30	18	48
Nevada.....	6	57	91	148	—	—	—	—	5	45	77	122
Idaho.....	7	47	80	127	2	5	5	10	6	32	67	99
Washington.....	33	425	607	1, 032	8	53	84	137	24	279	370	649
Oregon.....	11	202	258	460	2	7	9	16	8	141	215	356
California.....	28	439	484	923	11	72	98	170	16	286	382	668

TABLE 8.—*Public high schools—Number of secondary students pursuing certain studies in 1896-97.*

State or Territory.	Psychology.				Rhetoric.				History.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States.....	840	4,358	7,499	11,857	4,408	57,056	83,151	140,207	4,326	59,587	86,837	146,424
North Atlantic Division.....	123	561	1,429	1,990	1,064	15,681	22,953	38,634	1,026	18,902	28,238	47,140
South Atlantic Division.....	34	146	374	520	287	3,107	4,364	7,471	290	4,397	6,205	10,602
South Central Division.....	181	1,097	1,230	2,327	455	4,988	7,092	12,080	393	4,981	7,459	12,440
North Central Division.....	477	2,395	4,156	6,551	2,425	29,044	42,650	71,694	2,430	26,694	38,041	64,735
Western Division.....	25	159	310	469	177	4,236	6,092	10,328	187	4,613	6,894	11,507
North Atlantic Division:												
Maine.....	21	103	156	259	126	1,065	1,438	2,503	103	1,058	1,485	2,543
New Hampshire.....	6	17	17	34	38	444	593	1,037	42	600	803	1,403
Vermont.....	19	39	127	166	44	357	540	897	41	382	523	905
Massachusetts.....	9	49	135	184	203	5,134	6,492	11,626	212	6,984	8,793	15,747
Rhode Island.....	3	1	76	77	14	425	450	875	13	617	830	1,447
Connecticut.....	4	20	57	77	56	810	1,152	1,972	56	1,171	1,668	2,839
New York.....	18	89	327	416	293	3,966	4,279	7,645	290	3,547	5,765	9,312
New Jersey.....	11	30	150	180	71	1,083	1,841	2,924	69	1,327	2,064	3,391
Pennsylvania.....	32	213	384	597	219	2,987	6,168	9,155	200	3,216	6,337	9,553
South Atlantic Division:												
Delaware.....	1	1	4	5	13	145	236	381	13	175	277	452
Maryland.....	6	30	169	199	30	467	265	732	36	1,304	1,293	2,597
District of Columbia.....	—	—	—	—	3	461	693	1,154	4	434	762	1,196
Virginia.....	6	39	74	113	55	641	1,002	1,643	53	810	1,269	2,079
West Virginia.....	1	4	8	12	21	152	291	443	25	268	413	681
North Carolina.....	2	12	16	28	6	38	72	110	11	115	222	337
South Carolina.....	3	9	5	14	55	303	409	712	57	437	620	1,057
Georgia.....	6	23	52	75	80	634	1,071	1,705	71	644	1,093	1,737
Florida.....	9	28	46	74	24	266	325	591	20	210	256	466
South Central Division:												
Kentucky.....	22	147	250	397	47	756	1,135	1,891	43	546	1,160	1,706
Tennessee.....	16	44	78	122	88	800	1,074	1,874	64	700	1,059	1,759
Alabama.....	7	117	32	149	41	494	680	1,174	33	435	623	1,058
Mississippi.....	10	62	86	148	57	475	660	1,135	54	457	637	1,094
Louisiana.....	2	1	9	10	16	230	373	603	15	329	507	827
Texas.....	111	557	675	1,232	165	1,818	2,753	4,571	153	2,164	3,111	5,275
Arkansas.....	10	118	83	201	36	332	378	710	27	307	337	644
Oklahoma.....	2	11	17	28	3	11	39	50	2	14	25	39
Indian Territory.....	1	40	0	40	2	72	0	72	2	38	0	38
North Central Division:												
Ohio.....	74	360	507	867	478	5,029	7,263	12,292	470	5,135	6,997	12,132
Indiana.....	62	309	461	770	310	4,109	5,233	9,342	304	3,234	4,095	7,329
Illinois.....	21	117	269	386	290	4,759	7,483	12,242	295	3,736	5,770	9,506
Michigan.....	59	231	392	623	264	2,749	3,973	6,722	267	3,120	4,432	7,552
Wisconsin.....	114	463	653	1,116	138	1,038	1,429	2,467	172	1,509	2,072	3,581
Minnesota.....	2	16	25	41	90	1,272	1,850	3,122	92	1,358	1,787	3,145
Iowa.....	33	166	311	477	309	3,423	4,959	8,382	293	2,949	4,371	7,320
Missouri.....	63	403	994	1,397	178	2,557	4,526	7,083	163	2,177	3,463	5,640
North Dakota.....	1	3	0	3	19	193	314	507	18	179	247	426
South Dakota.....	3	13	23	36	25	184	274	458	20	143	217	360
Nebraska.....	6	33	54	87	177	2,046	2,985	5,031	176	1,548	2,243	3,791
Kansas.....	39	281	467	748	156	1,685	2,361	4,046	160	1,606	2,357	3,963
Western Division:												
Montana.....	—	—	—	—	12	101	129	230	10	77	101	178
Wyoming.....	—	—	—	—	2	103	117	220	2	28	41	69
Colorado.....	10	74	163	237	39	723	1,028	1,751	39	1,242	1,760	3,002
New Mexico.....	—	—	—	—	6	28	58	86	6	19	57	76
Arizona.....	—	—	—	—	1	23	26	49	1	7	9	16
Utah.....	2	17	39	56	2	241	374	615	2	54	106	160
Nevada.....	1	0	4	4	5	34	81	115	5	60	104	164
Idaho.....	1	12	12	24	6	34	66	100	7	47	69	116
Washington.....	8	35	63	98	24	399	625	1,024	24	383	540	923
Oregon.....	1	1	5	6	9	150	279	429	11	214	374	588
California.....	2	20	24	44	71	2,400	3,309	5,709	80	2,482	3,733	6,215

TABLE 9.—Public high schools—Proportion of male and female students, per cent of students pursuing certain courses, per cent of graduates, etc., in 1896-97.

State or Territory.	Total secondary students.	Per cent to total number.					Per cent of graduates prepared for college.
		Males.	Females.	College classical preparatory students.	College scientific preparatory students.	Graduates in 1897.	
United States	409,433	42.36	57.64	6.62	5.55	12.22	29.26
North Atlantic Division.....	126,399	43.16	56.84	8.99	5.29	12.85	24.48
South Atlantic Division.....	20,521	42.01	57.99	9.82	1.80	9.83	24.48
South Central Division.....	29,652	42.44	57.56	9.56	4.35	8.68	35.12
North Central Division.....	210,538	41.99	58.01	4.53	5.93	12.53	30.59
Western Division.....	22,323	41.57	58.43	6.11	8.55	12.64	42.36
North Atlantic Division:							
Maine.....	8,177	44.54	55.46	13.89	4.19	12.63	25.27
New Hampshire.....	3,458	43.35	56.65	11.05	8.36	13.97	27.54
Vermont.....	2,752	42.41	57.59	7.45	11.95	13.01	42.18
Massachusetts.....	31,360	44.49	55.51	13.77	4.80	14.77	25.45
Rhode Island.....	2,909	43.52	56.48	23.03	5.64	13.68	39.70
Connecticut.....	6,126	44.06	55.94	11.72	7.23	15.36	22.85
New York.....	38,957	45.86	54.14	6.13	5.67	8.29	32.78
New Jersey.....	8,616	39.77	60.23	5.87	6.69	15.49	17.98
Pennsylvania.....	24,014	37.63	62.37	4.29	3.46	15.92	15.16
South Atlantic Division:							
Delaware.....	1,251	38.77	61.23	6.24	1.20	14.63	17.49
Maryland.....	3,427	45.34	54.66	18.12	0.18	9.16	9.87
District of Columbia.....	2,413	38.29	61.71	4.93	3.32	10.19	10.98
Virginia.....	3,468	40.89	59.11	10.03	1.27	10.96	10.53
West Virginia.....	1,299	39.26	60.74	7.93	1.39	12.55	25.15
North Carolina.....	472	37.92	62.08	15.68	4.03	16.10	57.89
South Carolina.....	2,393	46.37	53.63	18.58	3.56	9.42	49.31
Georgia.....	4,652	38.99	61.01	16.44	1.76	7.87	43.17
Florida.....	1,236	43.04	56.96	3.16	1.86	5.91	19.18
South Central Division:							
Kentucky.....	3,799	42.77	57.23	9.21	3.66	9.77	34.77
Tennessee.....	4,805	42.89	57.11	7.99	4.10	10.88	27.15
Alabama.....	2,547	43.42	56.58	7.42	2.71	7.03	20.67
Mississippi.....	3,151	44.78	55.22	14.03	7.05	7.65	40.66
Louisiana.....	1,425	29.68	70.32	3.72	4.35	16.49	39.15
Texas.....	11,105	41.76	58.24	9.54	3.89	7.28	40.59
Arkansas.....	2,480	45.44	54.56	13.83	5.16	7.94	36.55
Oklahoma.....	230	36.96	63.04	6.52	0.00	6.09	42.86
Indian Territory.....	110	100.00	0.00	0.00	36.36	5.45	0.00
North Central Division:							
Ohio.....	37,958	43.23	56.77	4.21	3.23	13.22	23.33
Indiana.....	21,344	44.26	55.74	2.71	2.71	12.06	22.80
Illinois.....	31,909	39.31	60.69	4.18	5.72	13.06	25.75
Michigan.....	25,745	42.54	57.46	3.36	9.10	11.38	31.33
Wisconsin.....	15,587	43.82	56.18	3.62	5.48	11.98	29.28
Minnesota.....	10,550	42.65	57.35	2.70	20.39	12.12	56.45
Iowa.....	24,626	41.70	58.30	6.31	5.03	13.75	35.35
Missouri.....	16,820	40.37	59.63	5.29	4.87	10.98	31.31
North Dakota.....	909	40.92	59.08	8.91	3.96	9.24	38.10
South Dakota.....	1,420	42.46	57.54	2.46	5.42	14.01	17.59
Nebraska.....	12,111	41.16	58.84	5.75	5.52	13.56	32.40
Kansas.....	11,559	40.72	59.28	9.20	5.74	12.07	48.75
Western Division:							
Montana.....	943	42.84	57.16	6.36	6.04	9.86	49.46
Wyoming.....	220	46.82	53.18	18.64	1.36	18.18	80.00
Colorado.....	4,635	40.65	59.35	7.16	14.69	11.50	36.77
New Mexico.....	206	36.41	63.59	0.00	0.97	7.28	13.33
Arizona.....	127	46.46	53.54	9.45	0.00	6.30	62.50
Utah.....	650	40.15	59.85	18.46	6.15	5.69	35.14
Nevada.....	375	39.20	60.80	0.53	11.73	16.80	14.29
Idaho.....	292	36.99	63.01	5.48	4.11	12.33	36.11
Washington.....	2,561	41.70	58.30	4.26	4.57	13.28	24.71
Oregon.....	1,521	41.55	58.45	1.05	0.26	14.99	3.95
California.....	10,793	42.06	57.94	6.08	8.79	13.23	55.04

TABLE 10.—Public high schools—Percentages of secondary students pursuing certain studies in 1896-97.

State or Territory.	Per cent to total secondary students.							
	Latin.	Greek.	French.	German.	Algebra.	Geome- try.	Trigo- nomet- ry.	Astron- omy.
United States.....	48.36	3.13	6.86	12.42	55.46	26.71	2.45	4.21
North Atlantic Division...	46.98	6.22	15.36	15.26	50.52	26.32	2.13	5.26
South Atlantic Division...	66.03	3.08	8.80	14.03	68.27	30.33	5.28	4.12
South Central Division...	53.69	1.81	5.04	4.34	68.11	32.58	6.24	4.90
North Central Division...	46.36	1.42	2.14	11.89	54.84	24.73	1.55	3.67
Western Division.....	51.77	3.54	3.91	10.71	60.70	36.45	5.16	2.47
North Atlantic Division:								
Maine.....	48.31	11.69	16.88	0.97	53.80	26.11	0.40	10.26
New Hampshire.....	56.62	7.92	31.09	2.05	46.44	28.28	0.84	7.89
Vermont.....	39.46	6.83	8.90	3.67	45.24	24.31	0.00	10.39
Massachusetts.....	50.76	9.48	36.87	9.97	46.21	27.54	0.86	5.92
Rhode Island.....	49.64	10.73	23.00	12.20	58.99	32.49	2.20	5.12
Connecticut.....	57.04	8.75	12.08	22.30	49.77	30.71	7.22	9.29
New York.....	37.32	4.26	5.55	19.35	40.00	19.54	1.90	3.41
New Jersey.....	36.84	3.68	4.83	25.65	70.71	26.81	3.52	6.37
Pennsylvania.....	57.45	2.66	4.82	18.45	65.22	33.72	3.34	3.34
South Atlantic Division:								
Delaware.....	71.70	0.00	0.00	4.00	60.11	26.30	2.24	0.40
Maryland.....	73.71	4.26	9.13	29.76	71.02	62.24	10.56	7.32
District of Columbia...	43.31	3.56	13.51	34.40	32.41	22.54	3.03	0.00
Virginia.....	77.45	0.35	8.33	23.88	70.73	26.33	6.66	2.54
West Virginia.....	35.03	0.00	0.62	0.62	72.13	24.17	2.46	3.39
North Carolina.....	93.01	5.51	0.00	0.00	90.47	18.01	0.00	5.30
South Carolina.....	65.05	4.56	7.95	2.13	74.88	17.89	1.87	1.22
Georgia.....	71.99	5.29	13.91	1.68	77.56	26.57	5.12	7.05
Florida.....	52.99	0.89	3.24	1.38	73.06	20.87	6.15	6.23
South Central Division:								
Kentucky.....	66.36	4.90	1.40	14.40	59.38	31.56	7.21	6.05
Tennessee.....	52.92	1.00	2.14	2.00	65.72	28.60	2.87	3.93
Alabama.....	58.74	3.22	9.50	2.67	68.98	37.85	14.64	14.13
Mississippi.....	48.71	2.19	0.48	0.25	67.22	16.06	3.46	3.74
Louisiana.....	83.58	0.42	64.77	2.81	60.63	48.77	0.56	1.40
Texas.....	48.40	0.98	1.04	3.85	74.45	37.53	6.61	4.54
Arkansas.....	43.83	1.49	1.77	3.15	62.34	26.94	8.39	1.29
Oklahoma.....	45.22	0.00	0.00	9.57	78.70	33.91	0.00	0.00
Indian Territory.....	60.91	0.00	0.00	0.00	42.73	7.27	5.45	0.00
North Central Division:								
Ohio.....	49.51	2.24	2.01	11.46	60.16	26.63	3.03	4.69
Indiana.....	61.22	0.48	0.41	7.92	60.21	24.88	1.19	1.52
Illinois.....	49.09	1.85	4.59	14.58	48.58	26.48	1.74	5.05
Michigan.....	34.43	1.77	3.13	14.23	50.08	20.26	0.93	3.66
Wisconsin.....	22.08	0.87	0.33	23.51	41.57	22.02	0.46	0.28
Minnesota.....	63.04	1.60	5.37	15.02	48.72	31.28	0.52	2.95
Iowa.....	39.46	0.49	0.66	7.21	53.35	22.56	1.10	5.51
Missouri.....	45.59	2.04	2.34	9.32	64.08	20.60	2.30	2.66
North Dakota.....	73.82	0.99	0.00	2.31	65.68	40.59	0.22	2.31
South Dakota.....	40.07	0.70	0.92	10.56	52.75	27.54	2.18	6.27
Nebraska.....	51.98	1.62	1.48	6.78	63.85	27.21	1.43	2.07
Kansas.....	53.78	0.70	0.24	9.45	58.61	27.36	0.70	4.77
Western Division:								
Montana.....	35.84	0.00	0.95	0.00	42.95	19.72	0.74	3.61
Wyoming.....	67.73	0.00	0.00	10.00	65.45	36.36	11.36	5.00
Colorado.....	60.82	5.72	6.49	18.96	51.61	35.62	4.64	4.29
New Mexico.....	31.55	0.00	0.00	0.00	55.34	12.14	0.00	0.00
Arizona.....	37.01	0.00	0.00	0.00	51.97	11.81	7.09	0.00
Utah.....	49.38	1.38	7.69	20.15	71.08	26.62	5.69	4.62
Nevada.....	39.47	0.00	0.00	0.00	62.40	34.93	0.00	3.73
Idaho.....	48.63	0.00	0.00	0.00	63.70	25.00	0.00	6.85
Washington.....	43.19	0.00	0.00	15.62	61.46	35.49	0.62	2.38
Oregon.....	32.35	0.46	0.00	11.44	62.13	29.85	3.55	3.35
California.....	54.93	4.73	4.75	7.27	65.11	41.13	7.31	1.22

TABLE 11.—*Public high schools—Percentages of secondary students pursuing certain studies in 1896-97.*

State or Territory.	Per cent to total secondary students.							
	Physics.	Chem- istry.	Physic- al geog- raphy.	Geology.	Physi- ology.	Psy- chology.	Rhet- oric.	History.
United States.....	21.09	8.83	25.38	4.62	30.84	2.90	34.24	35.76
North Atlantic Division...	19.69	9.74	19.54	6.24	29.57	1.57	30.57	37.29
South Atlantic Division...	27.78	8.13	29.68	2.57	31.22	2.53	36.41	51.66
South Central Division...	31.44	8.96	38.08	7.37	49.15	7.85	40.74	41.95
North Central Division...	19.83	7.75	27.41	3.44	30.81	3.11	34.05	30.75
Western Division.....	21.04	14.43	18.54	4.85	13.55	2.10	46.27	51.55
North Atlantic Division:								
Maine.....	20.79	11.72	20.09	9.91	21.67	3.17	30.61	31.10
New Hampshire.....	26.84	12.12	11.89	7.84	12.90	0.98	29.99	40.57
Vermont.....	15.04	9.19	25.00	8.54	22.57	6.03	32.59	32.89
Massachusetts.....	21.30	12.49	8.04	4.08	16.94	0.59	37.07	50.21
Rhode Island.....	21.83	11.28	13.44	4.61	4.54	2.65	30.08	49.74
Connecticut.....	19.15	13.03	17.81	7.20	16.39	1.26	32.19	46.34
New York.....	10.76	5.65	20.30	6.86	38.02	1.07	19.62	23.90
New Jersey.....	25.30	10.78	25.48	5.72	35.17	2.09	33.94	39.36
Pennsylvania.....	29.43	10.44	32.64	6.45	42.62	2.48	38.08	39.73
South Atlantic Division:								
Delaware.....	33.01	18.71	36.93	0.40	50.28	0.40	30.46	36.13
Maryland.....	46.37	6.80	21.51	0.88	29.76	5.81	21.36	75.78
District of Columbia...	20.97	8.37	0.00	1.37	0.00	0.00	47.82	49.56
Virginia.....	25.46	10.58	40.20	2.54	34.23	3.26	47.38	59.95
West Virginia.....	19.01	4.54	39.18	1.39	42.96	0.92	34.10	52.42
North Carolina.....	28.18	21.19	38.35	14.19	53.26	5.93	23.31	71.40
South Carolina.....	20.93	0.78	39.43	4.17	39.12	0.61	30.92	45.90
Georgia.....	26.27	9.16	30.16	3.87	29.43	1.61	36.65	37.34
Florida.....	18.28	2.43	40.13	0.81	47.41	5.99	47.82	37.70
South Central Division:								
Kentucky.....	31.88	10.42	18.74	3.79	36.43	10.45	49.78	44.91
Tennessee.....	25.06	4.93	23.24	15.92	40.65	2.54	39.00	36.61
Alabama.....	30.86	16.53	38.04	14.33	54.97	5.85	46.09	41.54
Mississippi.....	43.07	5.46	40.53	4.54	56.59	4.70	36.02	34.72
Louisiana.....	32.70	20.00	38.74	0.35	34.81	0.70	42.32	58.04
Texas.....	32.99	7.83	47.22	5.29	54.01	11.09	41.16	47.50
Arkansas.....	23.10	10.28	43.99	5.65	59.92	8.10	28.63	25.97
Oklahoma.....	20.43	9.57	26.09	11.74	10.00	12.17	21.74	16.96
Indian Territory.....	13.64	0.00	27.27	7.27	47.27	36.36	65.45	34.55
North Central Division:								
Ohio.....	18.66	8.74	27.57	2.97	39.77	2.28	32.38	31.96
Indiana.....	21.03	8.97	27.77	3.88	21.37	3.61	43.77	34.34
Illinois.....	17.22	9.64	31.63	3.57	25.52	1.21	38.37	29.79
Michigan.....	17.77	8.82	18.75	3.14	26.38	2.42	26.11	29.33
Wisconsin.....	16.89	3.14	33.57	1.44	24.68	7.16	15.83	22.97
Minnesota.....	15.28	9.74	16.68	2.26	22.70	0.39	29.59	29.81
Iowa.....	21.58	3.82	27.60	5.35	30.57	1.94	34.04	29.72
Missouri.....	21.50	7.25	20.77	4.12	38.98	8.31	42.11	33.53
North Dakota.....	25.63	4.84	25.85	2.20	50.28	0.33	56.88	46.86
South Dakota.....	21.83	5.85	32.75	5.77	44.44	2.54	32.25	25.35
Nebraska.....	24.99	10.04	32.14	2.68	38.72	0.72	41.55	31.22
Kansas.....	28.00	6.12	39.04	3.83	36.10	6.47	35.00	34.28
Western Division:								
Montana.....	18.56	2.97	30.43	7.95	22.38	0.00	24.39	18.88
Wyoming.....	16.82	5.00	53.64	4.55	59.55	0.00	160.00	31.36
Colorado.....	23.91	15.92	16.74	10.42	13.16	5.11	37.78	64.77
New Mexico.....	15.53	2.43	39.81	7.23	37.86	0.00	41.75	36.89
Arizona.....	9.45	8.66	47.24	0.00	40.94	0.00	38.58	12.00
Utah.....	14.92	4.46	19.38	25.54	7.38	8.62	94.62	24.62
Nevada.....	34.40	20.93	39.47	0.00	32.53	1.07	30.67	43.73
Idaho.....	27.74	6.16	43.49	3.42	33.90	8.22	34.25	39.73
Washington.....	22.41	4.84	40.30	5.35	25.34	3.83	39.98	36.04
Oregon.....	25.05	12.43	30.24	1.05	23.41	0.39	28.21	38.66
California.....	19.19	18.23	8.55	1.58	6.19	0.41	52.90	57.58

TABLE 12.—Statistics of public high schools in cities of 8,000 population and over.

State or Territory.	Schools.	Secondary instructors.			Secondary pupils.		
		Male.	Female.	Total.	Male.	Female.	Total.
United States	627	2, 288	3, 632	5, 920	73, 872	107, 538	181, 410
North Atlantic Division	229	883	1, 548	2, 431	30, 492	40, 205	70, 697
South Atlantic Division	42	125	199	324	3, 665	5, 978	9, 643
South Central Division	64	149	186	335	3, 239	6, 199	9, 438
North Central Division	256	958	1, 475	2, 433	31, 335	47, 642	78, 977
Western Division	36	173	224	397	5, 141	7, 514	12, 655
North Atlantic Division:							
Maine	9	22	44	66	853	1, 152	2, 005
New Hampshire	6	15	30	45	602	788	1, 390
Vermont	1	3	2	5	33	98	131
Massachusetts	64	285	502	787	9, 651	11, 712	21, 363
Rhode Island	7	52	56	108	1, 060	1, 382	2, 442
Connecticut	16	60	98	158	1, 763	2, 144	3, 907
New York	52	198	414	612	9, 798	10, 467	20, 265
New Jersey	20	51	128	179	1, 842	3, 197	5, 039
Pennsylvania	54	197	274	471	4, 840	9, 265	14, 105
South Atlantic Division:							
Delaware	1	5	13	18	262	362	624
Maryland	8	25	38	63	1, 179	1, 124	2, 303
District of Columbia	4	44	55	99	924	1, 489	2, 413
Virginia	11	19	51	70	740	1, 292	2, 032
West Virginia	3	4	9	13	78	178	256
North Carolina	1	3	0	3	46	85	131
South Carolina	2	4	2	6	61	90	151
Georgia	10	17	31	48	286	1, 200	1, 486
Florida	2	4	4	8	89	158	247
South Central Division:							
Kentucky	13	43	38	81	807	1, 261	2, 068
Tennessee	10	20	31	51	486	1, 086	1, 572
Alabama	9	11	27	38	370	666	1, 036
Mississippi	5	7	10	17	190	331	521
Louisiana	6	16	33	49	288	709	997
Texas	15	40	38	78	838	1, 753	2, 591
Arkansas	5	10	7	17	199	312	511
Oklahoma	1	2	2	4	61	81	142
Indian Territory							
North Central Division:							
Ohio	53	186	269	455	6, 241	9, 437	15, 678
Indiana	35	119	128	247	3, 502	4, 955	8, 457
Illinois	44	224	270	494	5, 541	10, 134	15, 675
Michigan	28	96	203	299	4, 095	5, 728	9, 823
Wisconsin	22	70	113	183	2, 221	2, 901	5, 122
Minnesota	14	59	152	211	2, 496	3, 184	5, 680
Iowa	23	65	137	202	2, 304	3, 577	5, 881
Missouri	17	89	114	203	2, 795	4, 643	7, 438
North Dakota							
South Dakota	1	2	3	5	76	97	173
Nebraska	9	24	50	74	1, 065	1, 505	2, 570
Kansas	10	24	36	60	999	1, 481	2, 480
Western Division:							
Montana	2	2	9	11	125	215	340
Wyoming	1	1	4	5	68	82	150
Colorado	10	53	49	102	1, 101	1, 691	2, 792
New Mexico							
Arizona							
Utah	2	14	11	25	261	389	650
Nevada							
Idaho							
Washington		17	23	40	558	819	1, 377
Oregon	2	8	16	24	395	614	1, 009
California	15	78	112	190	2, 633	3, 704	6, 337

TABLE 13.—*Statistics of public high schools outside of cities of 8,000 population and over.*

State or Territory.	Schools.	Secondary instructors.			Secondary pupils.		
		Male.	Female.	Total.	Male.	Female.	Total.
United States	4, 482	5, 370	5, 519	10, 889	99, 573	128, 450	228, 023
North Atlantic Division	998	1, 077	1, 646	2, 723	24, 061	31, 641	55, 702
South Atlantic Division	313	312	334	646	4, 955	5, 923	10, 878
South Central Division	466	568	474	1, 042	9, 346	10, 868	20, 214
North Central Division	2, 528	3, 159	2, 867	6, 026	57, 072	74, 489	131, 561
Western Division	177	254	198	452	4, 139	5, 529	9, 668
North Atlantic Division:							
Maine	142	140	114	254	2, 789	3, 383	6, 172
New Hampshire	46	43	61	104	897	1, 171	2, 068
Vermont	49	43	77	120	1, 134	1, 487	2, 621
Massachusetts	161	171	302	473	4, 288	5, 709	9, 997
Rhode Island	7	11	12	23	206	261	467
Connecticut	48	45	76	121	936	1, 283	2, 219
New York	292	297	665	962	8, 068	10, 624	18, 692
New Jersey	56	66	119	185	1, 535	1, 992	3, 527
Pennsylvania	197	261	220	481	4, 208	5, 731	9, 939
South Atlantic Division:							
Delaware	13	10	20	30	223	404	627
Maryland	33	32	31	63	511	613	1, 124
District of Columbia	0	0	0	0	0	0	0
Virginia	53	50	54	104	678	758	1, 436
West Virginia	22	28	37	65	432	611	1, 043
North Carolina	11	12	13	25	133	208	341
South Carolina	65	67	67	134	1, 007	1, 145	2, 152
Georgia	90	81	88	169	1, 528	1, 638	3, 166
Florida	26	32	24	56	443	546	989
South Central Division:							
Kentucky	40	40	56	96	818	913	1, 731
Tennessee	87	102	53	160	1, 575	1, 658	3, 233
Alabama	43	48	40	88	736	775	1, 511
Mississippi	76	83	71	154	1, 221	1, 409	2, 630
Louisiana	12	16	18	34	135	293	428
Texas	166	220	190	410	3, 799	4, 715	8, 514
Arkansas	38	51	38	89	928	1, 041	1, 969
Oklahoma	2	2	2	4	24	64	88
Indian Territory	2	6	1	7	110	0	110
North Central Division:							
Ohio	531	646	474	1, 120	10, 167	12, 113	22, 280
Indiana	310	450	231	681	5, 945	6, 942	12, 887
Illinois	283	366	359	725	7, 004	9, 230	16, 234
Michigan	257	301	382	683	6, 857	9, 065	15, 922
Wisconsin	162	190	224	414	4, 609	5, 856	10, 465
Minnesota	88	113	136	249	2, 004	2, 866	4, 870
Iowa	302	363	441	804	7, 964	10, 781	18, 745
Missouri	172	228	206	434	3, 995	5, 387	9, 382
North Dakota	21	21	30	51	372	537	909
South Dakota	28	26	35	61	527	720	1, 247
Nebraska	210	232	176	408	3, 920	5, 621	9, 541
Kansas	164	223	173	396	3, 708	5, 371	9, 079
Western Division:							
Montana	12	11	20	31	279	324	603
Wyoming	1	1	2	3	35	35	70
Colorado	31	54	40	94	783	1, 060	1, 843
New Mexico	7	7	3	10	75	131	206
Arizona	2	6	2	8	59	68	127
Utah	0	0	0	0	0	0	0
Nevada	6	4	12	16	147	223	375
Idaho	7	9	4	13	108	184	292
Washington	30	34	19	53	510	674	1, 184
Oregon	10	14	10	24	237	275	512
California	71	114	86	200	1, 906	2, 550	4, 456

TABLE 14.—Average number of teachers to a public high school, students to a teacher, and students to a school, in cities and outside of cities of 8,000 population.

State or Territory.	Schools reported as departments of city or village systems.	Schools reported as independent.	Average teachers to a high school.		Average students to a teacher.		Average students to a high school.	
			In cities of 8,000 population and over.	In schools not in cities of 8,000 and over.	In cities of 8,000 population and over.	In schools not in cities of 8,000 and over.	In cities of 8,000 population and over.	In schools not in cities of 8,000 and over.
United States.....	4,195	914	9.4	2.4	30.6	20.9	289.3	50.9
North Atlantic Division.....	1,055	172	10.6	2.7	29.1	20.5	308.3	55.8
South Atlantic Division.....	235	120	7.7	2.1	29.8	16.8	229.6	34.8
South Central Division.....	363	167	5.2	2.2	28.2	19.4	147.5	43.4
North Central Division.....	2,378	406	9.5	2.4	32.5	21.8	308.5	52.0
Western Division.....	164	49	11.0	2.6	31.9	21.4	351.5	54.6
North Atlantic Division:								
Maine.....	121	30	7.3	1.8	30.4	24.3	222.8	43.5
New Hampshire.....	44	8	7.5	2.3	30.9	19.9	231.7	45.0
Vermont.....	41	9	5.0	2.4	26.2	21.8	131.0	53.5
Massachusetts.....	215	10	12.3	2.9	27.1	21.1	333.8	62.1
Rhode Island.....	13	1	15.4	3.3	22.6	20.3	348.9	66.7
Connecticut.....	60	4	9.9	2.5	24.7	18.3	244.2	46.2
New York.....	261	83	11.8	3.3	33.1	19.4	389.7	64.0
New Jersey.....	72	4	9.0	3.3	28.4	19.1	254.5	63.0
Pennsylvania.....	228	23	8.7	2.4	29.9	20.7	261.2	50.5
South Atlantic Division:								
Delaware.....	12	2	18.0	2.3	34.7	20.9	624.0	48.2
Maryland.....	29	12	7.9	1.9	36.6	17.8	287.9	34.1
District of Columbia.....	4	0	24.8	.....	24.4	.....	603.3	.....
Virginia.....	43	21	6.4	2.0	29.0	13.8	184.7	27.1
West Virginia.....	20	5	3.0	3.0	28.4	16.0	85.3	47.4
North Carolina.....	8	4	3.0	2.3	43.7	13.6	131.0	31.0
South Carolina.....	38	29	3.0	2.1	25.2	16.1	75.5	33.1
Georgia.....	63	37	4.8	1.9	31.0	18.7	148.6	35.2
Florida.....	18	10	4.0	2.2	30.9	17.7	123.5	38.0
South Central Division:								
Kentucky.....	46	7	6.2	2.4	25.5	18.0	159.1	43.3
Tennessee.....	61	36	5.1	1.8	30.8	20.2	157.2	37.2
Alabama.....	31	21	4.2	2.0	27.3	17.2	115.1	35.1
Mississippi.....	42	39	3.4	2.0	30.6	17.1	104.2	34.6
Louisiana.....	12	6	8.2	2.8	20.3	12.6	166.2	35.7
Texas.....	132	49	5.2	2.5	33.2	20.8	172.7	51.3
Arkansas.....	36	7	3.4	2.3	30.1	22.1	102.2	51.8
Oklahoma.....	3	0	4.0	2.0	35.5	22.0	142.0	44.0
Indian Territory.....	0	2	.....	3.5	.....	15.7	.....	55.0
North Central Division:								
Ohio.....	478	106	8.6	2.1	34.5	19.9	295.8	42.0
Indiana.....	286	59	7.1	2.2	34.2	18.9	241.6	41.6
Illinois.....	296	31	11.2	2.6	31.7	22.4	356.3	57.4
Michigan.....	244	41	10.7	2.7	32.9	23.3	350.8	62.0
Wisconsin.....	158	26	8.3	2.6	28.0	25.3	232.8	64.6
Minnesota.....	85	17	15.1	2.8	26.9	19.6	405.7	55.3
Iowa.....	249	76	8.8	2.7	29.1	23.3	255.7	62.1
Missouri.....	180	9	11.9	2.5	36.6	21.6	437.5	54.5
North Dakota.....	18	3	.....	2.4	.....	17.8	.....	43.3
South Dakota.....	27	2	5.0	2.2	34.6	20.4	173.0	44.5
Nebraska.....	191	28	8.2	1.9	34.7	23.4	285.6	45.4
Kansas.....	166	8	6.0	2.4	41.3	22.9	248.0	55.4
Western Division:								
Montana.....	14	0	5.5	2.6	30.9	19.5	170.0	50.3
Wyoming.....	2	0	5.0	3.0	30.0	23.3	150.0	70.0
Colorado.....	39	2	10.2	3.0	27.4	19.6	279.2	59.5
New Mexico.....	7	0	.....	1.4	.....	20.6	.....	29.4
Arizona.....	1	1	.....	4.0	.....	15.9	.....	63.5
Utah.....	2	0	12.5	.....	26.0	.....	325.0	.....
Nevada.....	5	1	.....	2.7	.....	23.4	.....	62.5
Idaho.....	4	3	.....	1.9	.....	22.5	.....	41.7
Washington.....	33	1	10.0	1.8	34.4	22.3	344.3	39.5
Oregon.....	11	1	12.0	2.4	42.0	21.3	504.5	51.2
California.....	46	40	12.7	2.8	33.4	22.3	422.5	62.8

TABLE 15.—*Public high schools—Equipment, income, benefactions, and endowments.*

State or Territory.	Libraries.		Grounds, build- ings, scientific apparatus, etc.		State and munic- ipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclas- sified.		Total income from all sources.		Benefac- tions.		Total money value of endowment.	
	Schools reporting.	Volumes.	Schools reporting.	Value.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.
United States.....																		
4, 111	2, 209, 189	4, 159	\$76, 046, 868	1, 912	\$4, 161, 775	1, 700	\$500, 263	200	\$298, 648	868	\$1, 479, 218	2, 225	\$6, 349, 934	57	\$47, 832	104	\$939, 654	
North Atlantic Division.....																		
1, 009	789, 421	908	26, 152, 685	500	1, 442, 519	398	117, 234	75	41, 615	271	401, 165	558	2, 062, 533	32	38, 489	62	609, 216	
136	64, 774	282	1, 926, 470	185	249, 259	132	39, 857	9	9, 453	63	44, 378	211	363, 147	1	40	5	12, 900	
276	97, 062	467	4, 343, 043	322	445, 283	185	125, 203	51	15, 286	85	69, 941	353	655, 713	4	2, 862	10	106, 100	
2, 484	1, 161, 473	2, 335	40, 161, 124	846	1, 705, 515	820	184, 005	74	88, 632	415	782, 973	1, 014	2, 821, 145	16	4, 271	23	198, 008	
186	86, 429	167	3, 463, 545	59	259, 139	55	13, 964	11	53, 642	34	130, 391	89	447, 396	4	2, 150	4	13, 400	
North Atlantic Division.....																		
83	15, 390	104	739, 675	106	88, 224	48	4, 164	13	3, 170	43	24, 185	107	119, 753	5	1, 570	7	79, 975	
36	8, 262	39	721, 995	16	33, 768	16	2, 113	7	4, 276	7	11, 589	23	51, 746	1	45	4	39, 825	
37	16, 749	35	503, 400	13	20, 724	13	5, 756	1	301	5	6, 195	15	32, 976	2	30, 029	1	50	
181	129, 801	153	7, 980, 870	56	361, 256	42	15, 495	22	14, 950	28	38, 515	81	432, 216	7	1, 070	16	142, 282	
12	8, 4	9	469, 000	3	9, 062	2	199	1	6	2	5, 600	4	14, 867	1	35	3	90, 000	
61	43, 577	38	910, 057	17	36, 117	16	4, 922	3	879	8	15, 500	25	57, 418	1	35	3	214, 523	
327	411, 178	314	8, 080, 062	197	524, 487	194	69, 275	21	8, 635	140	314, 934	207	917, 331	12	2, 800	26	2, 000	
64	43, 256	53	1, 638, 081	14	57, 049	9	2, 471	8	7, 331	16	66, 851	16	66, 851	1	80	1	2, 000	
208	122, 792	163	5, 046, 546	78	308, 822	58	12, 859	7	9, 398	30	37, 316	80	368, 375	3	2, 860	3	38, 000	
South Atlantic Division.....																		
8	2, 278	11	175, 500	7	27, 241	5	811	.....	.....	6	11, 063	8	39, 115	.....	.....	.....	.....
28	6, 084	28	226, 700	9	13, 079	5	1, 880	.....	.....	7	6, 200	16	21, 159	.....	.....	.....	.....
4	10, 338	1	135, 800	1	25, 475	.....	.....	.....	.....	.....	.....	1	25, 475	.....	.....	.....	.....
21	6, 140	52	349, 675	27	59, 060	21	7, 834	5	2, 000	10	3, 956	32	72, 850	.....	.....	2	9, 400	
16	5, 247	16	211, 900	4	6, 666	1	15	.....	.....	.....	.....	4	6, 681	.....	.....	.....	.....
6	9, 038	10	55, 900	5	6, 640	4	1, 055	.....	.....	2	100	6	7, 795	.....	.....	1	500	
24	6, 882	61	162, 975	52	36, 453	45	17, 961	1	50	13	5, 004	54	59, 468	.....	.....	.....	.....
33	9, 287	79	482, 170	65	53, 290	58	29, 218	2	4, 500	18	9, 210	71	96, 188	.....	.....	2	3, 000	
16	9, 480	24	125, 830	15	21, 415	3	1, 083	1	2, 903	7	9, 015	19	34, 416	.....	.....	.....	.....
South Central Division.....																		
34	12, 385	44	585, 075	23	49, 618	19	8, 537	1	900	11	8, 918	24	67, 973	.....	.....	1	15, 000	
30	15, 672	81	548, 035	46	50, 542	46	17, 792	4	795	16	8, 918	58	17, 502	.....	.....	2	15, 500	
18	7, 215	38	260, 500	38	28, 523	36	21, 235	3	400	9	6, 405	41	56, 563	.....	.....	1	2, 600	

	37	9,651	73	385,691	59	65,082	51	18,036	6	1,390	15	6,440	67	93,948	2	1,000
Mississippi.....	15	8,574	12	186,658	8	11,475	2	950	1	1,600	2	210	8	14,235	2	1,000
Louisiana.....	104	33,838	172	1,914,224	120	176,047	107	44,026	13	8,141	23	27,121	124	253,335	1	72,000
Texas.....	24	8,237	40	304,350	25	39,245	23	10,027	3	2,069	9	3,345	28	53,278	1	882
Arkansas.....	2	320	2	72,500	1	1,750	1	4,000	.....	.....	.....	.....	1	1,750	.....	.....
Oklahoma.....	2	1,200	2	46,000	2	20,000	1	.....	.....	.....	.....	.....	2	24,000	.....	.....
Indian Territory.....	2	1,200	2	46,000	2	20,000	1	.....	.....	.....	.....	.....	2	24,000	.....	.....
North Central Division:																
Ohio.....	466	182,125	488	7,306,903	163	373,724	161	37,699	20	30,616	77	131,052	207	573,091	5	30,723
Indiana.....	300	121,273	263	3,293,977	102	242,050	89	31,953	2	667	41	41,092	127	315,702	2	500
Illinois.....	201	122,131	264	4,918,897	67	215,890	89	23,256	12	9,206	34	91,424	35	319,776	4	3,150
Michigan.....	259	137,215	253	3,191,834	112	220,919	122	27,219	8	4,215	77	141,555	131	384,308	2	27,965
Wisconsin.....	180	110,876	159	3,273,626	87	113,812	72	15,954	5	3,394	46	84,946	89	224,706	1	2,000
Minnesota.....	99	87,355	97	3,313,116	35	61,992	12	1,247	1	2,500	11	36,641	35	102,380	1	50,000
Iowa.....	304	111,629	272	4,369,935	77	142,246	99	17,080	5	8,432	35	68,783	107	237,451	1	4,000
Missouri.....	175	86,808	163	2,601,416	59	172,609	57	10,870	9	12,807	27	41,859	64	238,145	1	70,000
North Dakota.....	20	12,507	16	350,000	3	8,350	3	278	.....	.....	.....	.....	3	8,928	.....	.....
South Dakota.....	28	7,974	22	360,500	7	11,342	6	718	.....	.....	1	3,500	7	15,560	.....	.....
Nebraska.....	190	52,263	182	2,650,441	74	63,009	57	7,132	6	10,900	45	105,243	81	187,287	1	6,400
Kansas.....	159	69,337	150	2,564,485	61	133,563	53	9,699	5	5,305	21	35,944	68	181,511	1	3,320
Western Division:																
Montana.....	14	5,430	12	321,400	6	12,900	6	1,097	1	5,200	3	1,778	7	20,975	.....	.....
Wyoming.....	2	3,300	2	185,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado.....	37	25,331	24	600,350	6	36,250	6	1,471	2	2,400	3	41,041	9	81,162	2	2,005
New Mexico.....	5	455	5	61,525	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona.....	1	350	1	500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah.....	1	450	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada.....	5	1,813	4	46,185	2	9,430	1	26	1	3,500	.....	.....	3	12,956	.....	.....
Idaho.....	3	1,150	5	145,000	2	8,000	2	105	.....	.....	.....	.....	2	8,105	.....	.....
Washington.....	29	8,563	32	934,025	4	20,539	4	443	2	2,650	4	12,834	8	36,486	.....	.....
Oregon.....	2	2,610	10	211,500	2	6,500	1	25	.....	.....	.....	.....	1	7,025	.....	.....
California.....	81	37,037	72	958,060	37	165,560	35	10,797	5	39,892	23	63,838	58	280,987	2	11,400

TABLE 17.—*Private high schools and academies.—Number of secondary students in college preparatory course, number of graduates and college preparatory students in graduating class, in 1896-97.*

State or Territory.	Secondary students preparing for college.						Graduates in the class of 1897.			College preparatory students in graduating class of 1897.			Students in military tactics.
	Classical course.			Scientific class.									
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
United States	12, 414	6, 664	19, 078	7, 886	3, 366	11, 252	6, 130	5, 642	11, 772	3, 588	1, 923	5, 511	6, 648
North Atlantic Division.	6, 039	2, 110	8, 149	4, 427	1, 114	5, 541	2, 984	2, 348	5, 332	1, 943	609	2, 642	3, 043
South Atlantic Division.	2, 289	1, 355	3, 644	799	250	1, 049	772	790	1, 562	371	233	604	974
South Central Division.	2, 220	1, 537	3, 757	1, 001	1, 086	2, 087	740	796	1, 536	402	375	777	838
North Central Division.	1, 513	1, 297	2, 810	1, 142	659	1, 792	1, 373	1, 392	2, 765	717	522	1, 239	1, 467
Western Division	353	365	718	517	266	783	261	316	577	155	94	249	326
North Atlantic Division:													
Maine.....	357	202	559	133	25	158	210	197	407	85	39	124	43
New Hampshire.....	492	92	584	187	35	222	197	90	287	130	20	150	0
Vermont.....	168	92	260	72	36	108	119	105	224	40	19	59	98
Massachusetts.....	1, 200	358	1, 558	590	385	975	475	391	866	353	107	520	98
Rhode Island.....	104	32	136	99	48	147	40	54	94	29	28	57	98
Connecticut.....	433	206	639	276	28	304	196	160	356	135	40	175	21
New York.....	1, 492	548	2, 040	1, 259	236	1, 495	757	649	1, 406	540	189	729	1, 631
New Jersey.....	940	201	1, 141	977	151	1, 128	364	221	585	228	79	307	496
Pennsylvania.....	853	379	1, 232	834	170	1, 004	626	481	1, 107	403	118	521	558
South Atlantic Division:													
Delaware.....	19	5	24	7	1	8	11	10	21	7	2	9	0
Maryland.....	121	188	309	30	0	30	92	123	215	32	61	93	65
District of Columbia.	117	24	141	31	6	37	35	45	80	30	14	44	0
Virginia.....	495	153	648	138	41	179	89	119	208	61	6	67	335
West Virginia.....	58	15	73	45	36	81	44	35	79	27	17	44	79
North Carolina.....	792	475	1, 267	293	81	374	214	112	326	109	42	151	298
South Carolina.....	133	61	194	146	3	149	178	156	334	45	13	58	117
Georgia.....	538	420	958	102	71	173	106	172	278	57	66	123	80
Florida.....	16	14	30	7	11	18	3	18	21	3	12	15	0
South Central Division:													
Kentucky.....	288	180	468	161	147	308	144	115	259	68	39	107	116
Tennessee.....	615	416	1, 031	204	199	403	210	177	387	125	68	213	36
Alabama.....	402	188	590	201	369	570	84	88	172	34	38	72	266
Mississippi.....	204	137	341	83	100	183	76	92	168	55	28	83	99
Louisiana.....	128	147	275	83	38	121	45	69	114	19	37	56	90
Texas.....	409	359	768	213	208	421	150	219	369	79	121	200	197
Arkansas.....	142	73	215	49	21	70	28	25	53	20	14	34	34
Oklahoma.....							2	4	6	2	4	6	...
Indian Territory.....	32	37	69	7	4	11	1	7	8	0	6	6	0
North Central Division:													
Ohio.....	127	145	272	111	35	146	179	175	354	103	53	156	45
Indiana.....	54	197	251	17	30	47	46	142	188	31	53	84	168
Illinois.....	206	244	450	259	156	415	153	274	427	95	129	224	257
Michigan.....	57	63	120	75	38	113	46	74	120	31	28	59	77
Wisconsin.....	67	36	103	92	9	101	211	84	295	67	20	87	173
Minnesota.....	66	78	144	89	41	130	171	85	256	90	28	118	167
Iowa.....	190	164	354	142	113	255	238	196	434	107	78	185	270
Missouri.....	547	242	789	209	117	326	228	251	479	129	88	217	235
North Dakota.....	12	0	12	0	0	0	6	2	8	7	0	7	0
South Dakota.....	42	25	67	3	2	5	15	14	29	8	4	12	0
Nebraska.....	37	35	72	43	20	63	26	42	68	20	11	31	40
Kansas.....	108	68	176	102	89	191	54	53	107	29	30	59	35
Western Division:													
Montana.....	1	7	8	0	55	55	0	4	4	0	4	4	0
Wyoming.....	1	2	3	3	3	6							
Colorado.....	21	59	80	18	38	56	3	15	18	2	5	7	26
New Mexico.....	20	0	20	0	0	0	4	0	4	15	0	15	0
Arizona.....							0	4	4				4
Utah.....	23	20	43	33	15	48	42	25	67	19	15	34	43
Nevada.....													
Idaho.....	2	0	2	0	0	0	19	10	29	3	3	6	15
Washington.....	65	50	115	58	35	93	16	22	38	5	8	13	0
Oregon.....	84	28	112	44	47	91	48	37	85	23	7	30	60
California.....	131	199	330	361	73	434	129	199	328	88	52	140	173

TABLE 18.—*Private high schools and academies.—Number of secondary students pursuing Latin and Greek in 1896-97.*

State or Territory.	Latin.				Greek.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States.....	1,884	27,822	22,414	50,236	1,008	8,978	2,017	10,995
North Atlantic Division...	615	12,210	8,767	20,977	423	5,116	1,002	6,118
South Atlantic Division...	397	5,367	4,342	9,709	183	1,069	155	1,224
South Central Division...	427	4,507	4,419	8,926	192	881	358	1,239
North Central Division...	349	4,740	4,060	8,800	171	1,661	449	2,110
Western Division.....	96	998	826	1,824	39	251	53	304
North Atlantic Division:								
Maine.....	32	661	623	1,284	29	268	118	386
New Hampshire.....	23	772	330	1,102	21	548	57	605
Vermont.....	25	390	318	708	21	154	45	199
Massachusetts.....	92	1,770	1,469	3,239	69	979	212	1,191
Rhode Island.....	11	179	106	285	7	110	23	133
Connecticut.....	53	956	673	1,629	43	358	83	441
New York.....	179	2,975	2,346	5,321	112	1,117	178	1,295
New Jersey.....	66	1,677	723	2,400	42	785	81	866
Pennsylvania.....	129	2,830	2,039	4,869	79	797	205	1,002
South Atlantic Division:								
Delaware.....	3	87	60	147	2	24	5	29
Maryland.....	39	439	659	1,098	15	89	13	102
District of Columbia...	18	197	195	392	6	58	10	68
Virginia.....	83	1,280	740	2,020	38	208	1	209
West Virginia.....	15	226	188	414	9	44	18	62
North Carolina.....	126	1,494	940	2,434	56	295	32	327
South Carolina.....	30	507	353	860	17	156	28	184
Georgia.....	78	1,113	1,158	2,271	38	189	41	230
Florida.....	5	24	49	73	2	6	7	13
South Central Division:								
Kentucky.....	80	762	784	1,546	37	188	29	217
Tennessee.....	104	1,197	994	2,191	52	340	140	480
Alabama.....	66	711	622	1,333	30	107	17	124
Mississippi.....	53	416	485	901	18	54	29	83
Louisiana.....	23	182	188	370	6	17	2	19
Texas.....	69	918	1,043	1,961	35	104	106	210
Arkansas.....	23	266	229	495	10	45	16	61
Oklahoma.....	2	8	19	27	1	5	7	12
Indian Territory.....	7	47	55	102	3	21	12	33
North Central Division:								
Ohio.....	54	691	638	1,329	27	298	52	350
Indiana.....	22	247	401	648	6	71	14	85
Illinois.....	56	698	810	1,508	31	184	61	245
Michigan.....	14	162	237	399	7	44	104	148
Wisconsin.....	23	584	147	731	14	387	16	403
Minnesota.....	28	333	255	588	11	98	12	110
Iowa.....	36	553	346	899	21	242	77	319
Missouri.....	78	1,105	893	1,998	35	256	72	328
North Dakota.....	2	12	8	20	0	0	0	0
South Dakota.....	6	54	37	91	4	26	18	44
Nebraska.....	13	114	98	212	7	22	15	37
Kansas.....	17	187	190	377	8	33	8	41
Western Division:								
Montana.....	1	0	17	17	.....	.....	.....	0
Wyoming.....	1	5	5	10	0	0	0	0
Colorado.....	7	24	72	96	3	6	5	11
New Mexico.....	1	20	0	20	.....	.....	.....	.....
Arizona.....	1	0	3	3	.....	.....	.....	.....
Utah.....	10	64	97	161	3	7	6	13
Nevada.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho.....	5	19	14	33	2	0	2	2
Washington.....	11	175	96	271	4	51	7	58
Oregon.....	12	149	122	271	6	54	18	72
California.....	47	542	400	942	21	133	15	148

TABLE 19.—*Private high schools and academies.—Number of secondary students pursuing French and German in 1896-97.*

State or Territory.	French.				German.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States.....	1, 121	8, 551	14, 947	23, 498	1, 126	10, 843	9, 436	20, 279
North Atlantic Division...	515	5, 924	8, 178	14, 102	480	5, 918	5, 124	11, 042
South Atlantic Division...	211	1, 098	2, 309	3, 407	159	906	705	1, 611
South Central Division...	162	462	1, 263	1, 725	144	711	802	1, 513
North Central Division...	166	834	2, 313	3, 147	277	3, 053	2, 224	5, 277
Western Division.....	67	233	884	1, 117	66	255	581	836
North Atlantic Division:								
Maine.....	30	134	256	390	9	33	55	88
New Hampshire.....	22	427	170	597	15	230	98	328
Vermont.....	21	159	206	365	10	47	83	130
Massachusetts.....	91	1, 408	1, 504	2, 912	73	726	742	1, 468
Rhode Island.....	11	137	253	390	7	28	93	121
Connecticut.....	43	265	576	841	43	326	399	725
New York.....	161	1, 989	3, 002	4, 991	166	2, 360	2, 048	4, 408
New Jersey.....	54	552	697	1, 231	55	742	888	1, 130
Pennsylvania.....	82	853	1, 532	2, 385	102	1, 426	1, 218	2, 644
South Atlantic Division:								
Delaware.....	2	32	36	68	3	24	19	43
Maryland.....	28	110	677	787	34	219	245	464
District of Columbia...	17	81	317	398	16	84	118	202
Virginia.....	59	357	453	810	51	390	108	498
West Virginia.....	12	30	73	103	11	34	40	74
North Carolina.....	42	109	213	322	22	72	68	140
South Carolina.....	19	262	213	475	9	64	18	82
Georgia.....	29	116	286	402	13	19	89	108
Florida.....	3	1	41	42	0	0	0	0
South Central Division:								
Kentucky.....	42	100	293	393	48	258	266	518
Tennessee.....	30	57	204	261	23	87	104	191
Alabama.....	27	88	168	256	14	41	55	96
Mississippi.....	11	15	70	85	10	4	29	33
Louisiana.....	20	146	296	442	6	8	12	20
Texas.....	28	51	222	273	35	257	283	540
Arkansas.....	2	5	5	10	5	41	23	64
Oklahoma.....	1	0	2	2	2	4	18	22
Indian Territory.....	1	0	3	3	1	11	18	29
North Central Division:								
Ohio.....	36	120	568	688	49	516	429	945
Indiana.....	11	56	205	261	14	128	217	345
Illinois.....	30	100	725	825	45	463	415	878
Michigan.....	9	50	168	218	11	80	91	171
Wisconsin.....	15	141	72	213	23	635	205	838
Minnesota.....	16	32	181	213	24	224	210	434
Iowa.....	8	115	17	132	32	354	189	543
Missouri.....	31	213	259	472	50	531	282	813
North Dakota.....	1	1	20	21	1	1	3	4
South Dakota.....	2	0	19	19	5	15	20	35
Nebraska.....	3	0	22	22	9	19	33	52
Kansas.....	4	6	57	63	14	89	130	219
Western Division:								
Montana.....	1	0	4	4	1	0	4	4
Wyoming.....					1	3	3	6
Colorado.....	2	6	40	46	5	10	45	55
New Mexico.....					1	0	1	1
Arizona.....								
Utah.....	5	17	35	52	8	38	64	102
Nevada.....								
Idaho.....	1	2	14	16	1	20	0	20
Washington.....	8	32	91	123	7	28	85	113
Oregon.....	10	21	110	131	12	50	150	200
California.....	40	155	590	745	30	106	229	335

TABLE 20.—*Private high schools and academies—Number of secondary students pursuing certain mathematical studies in 1896-97.*

State or Territory.	Algebra.				Geometry.				Trigonometry.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States.....	1,994	28,779	24,495	53,274	1,783	15,041	11,275	26,316	804	3,677	2,192	5,869
North Atlantic Division.....	633	11,366	8,269	19,635	597	7,207	4,480	11,687	224	1,398	387	1,785
South Atlantic Division.....	397	5,627	4,335	9,962	324	2,149	1,701	3,850	143	543	369	912
South Central Division.....	464	5,944	6,001	11,945	418	2,407	2,401	4,808	242	824	831	1,655
North Central Division.....	375	4,554	4,518	9,072	340	2,402	2,053	4,455	150	714	468	1,182
Western Division.....	125	1,288	1,372	2,660	104	876	640	1,516	45	198	137	335
North Atlantic Division:												
Maine.....	35	567	567	1,134	33	343	313	656	6	17	0	17
New Hampshire.....	28	658	319	977	26	407	125	532	11	77	8	85
Vermont.....	26	344	315	659	25	173	173	346	6	18	5	23
Massachusetts.....	90	1,658	1,123	2,781	93	1,171	762	1,933	31	171	65	236
Rhode Island.....	11	214	156	370	11	157	87	244	4	68	7	75
Connecticut.....	54	836	545	1,381	49	483	298	781	19	68	7	75
New York.....	189	3,010	2,399	5,409	177	2,153	1,471	3,624	73	458	118	576
New Jersey.....	66	1,632	635	2,267	61	825	272	1,097	22	183	17	200
Pennsylvania.....	134	2,447	2,210	4,657	122	1,495	979	2,474	52	338	160	498
South Atlantic Division:												
Delaware.....	3	75	50	125	3	37	32	69	2	12	5	17
Maryland.....	40	495	714	1,209	41	283	440	723	18	74	24	98
District of Columbia.....	19	186	209	395	18	110	90	200	7	33	20	53
Virginia.....	79	1,243	627	1,870	73	586	222	808	46	175	117	292
West Virginia.....	15	226	184	410	14	90	72	162	9	36	18	54
North Carolina.....	125	1,505	908	2,413	83	415	226	641	18	56	18	74
South Carolina.....	32	592	479	1,071	22	155	142	297	11	54	65	119
Georgia.....	78	1,287	1,086	2,373	64	464	443	907	31	103	98	201
Florida.....	6	18	78	96	6	9	34	43	1	6	4	10
South Central Division:												
Kentucky.....	87	1,001	784	1,785	75	333	281	614	44	207	101	308
Tennessee.....	106	1,413	1,223	2,636	102	547	496	1,043	58	164	190	354
Alabama.....	70	1,003	924	1,927	65	382	334	716	40	146	104	250
Mississippi.....	58	594	730	1,324	51	230	277	507	25	59	98	157
Louisiana.....	29	187	322	509	24	80	146	226	12	26	47	73
Texas.....	79	1,371	1,655	3,026	73	741	793	1,534	49	190	269	459
Arkansas.....	25	331	309	640	22	77	53	130	9	28	15	43
Oklahoma.....	3	9	11	20	2	4	8	12	2	2	6	8
Indian Territory.....	7	35	43	78	4	13	13	26	3	2	1	3
North Central Division:												
Ohio.....	57	527	636	1,163	53	365	290	655	25	101	61	162
Indiana.....	24	242	383	625	21	132	175	307	11	28	44	72
Illinois.....	58	504	769	1,273	56	246	392	638	21	54	79	133
Michigan.....	16	192	177	369	16	87	86	173	4	13	5	18
Wisconsin.....	24	471	200	671	24	378	96	474	11	145	19	164
Minnesota.....	29	304	271	575	27	148	132	280	3	8	2	10
Iowa.....	43	590	468	1,058	36	314	204	518	18	189	51	240
Missouri.....	82	1,346	1,166	2,512	71	583	479	1,062	45	148	177	325
North Dakota.....	3	17	37	54	1	1	12	13	0	0	0	0
South Dakota.....	6	56	54	110	5	29	27	56	1	5	6	11
Nebraska.....	15	114	149	263	14	46	73	119	3	5	2	7
Kansas.....	18	191	208	399	16	73	87	160	8	18	22	40
Western Division:												
Montana.....	3	0	28	28	1	0	4	4	1	0	1	1
Wyoming.....	1	9	4	13	1	3	1	4	0	0	0	0
Colorado.....	6	41	79	120	6	12	31	43	2	2	6	8
New Mexico.....	2	14	8	22	2	5	1	6	0	0	0	0
Arizona.....	2	0	9	9	1	0	3	3	0	0	0	0
Utah.....	13	275	199	474	8	197	104	301	4	18	14	32
Nevada.....	0	0	0	0	0	0	0	0	0	0	0	0
Idaho.....	5	26	29	55	2	2	10	12	7	16	43	59
Washington.....	13	79	161	240	13	51	61	112	10	51	29	80
Oregon.....	18	158	182	340	13	96	45	141	10	51	29	80
California.....	62	686	673	1,359	57	510	380	890	21	111	44	155

TABLE 21.—*Private high schools and academies—Number of secondary students pursuing certain science studies in 1896-97.*

State or Territory.	Astronomy.				Physics.				Chemistry.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States.....	800	2,591	5,442	8,033	1,494	10,787	10,851	21,638	965	5,491	5,800	11,291
North Atlantic Division.....	270	1,034	2,020	3,054	482	4,185	3,640	7,825	348	2,587	2,284	4,871
South Atlantic Division.....	110	307	723	1,030	257	1,576	1,672	3,248	143	796	885	1,681
South Central Division.....	177	547	1,135	1,682	342	2,227	2,589	4,816	187	633	1,151	1,844
North Central Division.....	191	607	1,216	1,823	320	2,291	2,254	4,545	217	1,092	1,175	2,267
Western Division.....	52	96	348	444	93	508	696	1,204	70	323	305	628
North Atlantic Division:												
Maine.....	23	101	126	227	29	212	225	437	24	160	158	318
New Hampshire.....	10	54	28	82	23	217	69	286	16	155	93	248
Vermont.....	14	75	82	157	21	146	126	272	15	95	63	158
Massachusetts.....	96	105	219	324	70	626	458	1,084	55	342	401	743
Rhode Island.....	7	36	58	94	9	88	83	171	9	46	62	108
Connecticut.....	20	119	161	280	38	220	185	405	22	97	107	204
New York.....	84	226	696	922	149	1,194	1,345	2,539	112	804	836	1,640
New Jersey.....	26	105	161	266	47	421	257	678	31	287	114	401
Pennsylvania.....	59	213	489	702	96	1,061	892	1,953	64	601	450	1,051
South Atlantic Division:												
Delaware.....	2	8	8	16	3	36	30	66	2	12	9	21
Maryland.....	15	18	165	183	29	129	257	386	21	110	132	242
District of Columbia.....	11	49	92	141	15	37	137	174	10	19	101	120
Virginia.....	19	52	91	143	57	381	238	619	41	271	152	423
West Virginia.....	6	11	29	40	12	84	61	145	9	44	54	78
North Carolina.....	24	105	87	192	61	405	223	628	24	104	133	237
South Carolina.....	10	15	105	120	22	211	260	471	10	154	125	279
Georgia.....	18	46	109	155	53	288	426	714	23	82	174	256
Florida.....	5	3	37	40	5	5	40	45	3	0	25	25
South Central Division:												
Kentucky.....	34	80	184	264	53	215	248	463	35	118	181	299
Tennessee.....	41	120	254	374	69	367	389	756	30	105	221	326
Alabama.....	18	87	110	197	48	359	354	713	34	136	75	211
Mississippi.....	18	48	108	156	52	436	510	946	18	53	76	129
Louisiana.....	14	12	135	147	26	116	210	326	19	34	133	167
Texas.....	41	154	284	438	71	599	781	1,380	45	230	447	677
Arkansas.....	8	29	30	59	17	117	80	197	5	17	16	33
Oklahoma.....	1	0	4	4	2	7	3	10	1	0	2	2
Indian Territory.....	2	17	26	43	4	11	14	25	0	0	0	0
North Central Division:												
Ohio.....	31	99	201	300	46	260	267	527	37	189	158	347
Indiana.....	16	37	112	149	21	81	187	268	18	60	132	192
Illinois.....	26	39	168	207	49	432	373	805	34	91	239	330
Michigan.....	11	32	77	109	12	75	121	196	11	32	64	96
Wisconsin.....	7	47	35	82	21	276	93	369	13	217	41	258
Minnesota.....	13	41	82	123	25	134	134	268	11	74	63	137
Iowa.....	23	134	97	231	39	397	258	655	19	203	84	287
Missouri.....	47	105	338	443	72	458	576	1,034	50	190	332	522
North Dakota.....	1	0	1	1	1	1	12	13	0	0	0	0
South Dakota.....	1	0	1	1	4	23	31	54	0	0	0	0
Nebraska.....	7	5	40	45	15	65	114	179	7	9	18	27
Kansas.....	9	18	65	83	15	89	88	177	8	27	44	71
Western Division:												
Montana.....	2	0	9	9	1	0	6	6	0	0	0	0
Wyoming.....	1	0	0	0	1	4	0	4	0	0	0	0
Colorado.....	4	1	23	24	6	25	59	84	3	3	16	19
New Mexico.....	1	0	4	4	0	0	0	0	0	0	0	0
Arizona.....	1	0	4	4	1	0	4	4	1	0	4	4
Utah.....	0	0	0	0	8	66	78	144	6	33	17	50
Nevada.....	0	0	0	0	0	0	0	0	0	0	0	0
Idaho.....	2	3	4	7	3	5	15	20	2	2	2	4
Washington.....	5	18	61	79	11	43	94	137	7	14	53	67
Oregon.....	9	38	34	72	11	50	53	103	11	41	42	83
California.....	28	36	209	245	51	315	387	702	40	230	171	401

TABLE 22.—*Private high schools and academies—Number of secondary students pursuing certain science studies in 1896-97.*

State or Territory.	Physical geography.				Geology.				Physiology.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States.....	1,474	10,793	12,680	23,473	649	2,545	4,032	6,577	1,461	12,854	15,896	28,750
North Atlantic Division.....	427	3,399	3,806	7,207	260	959	1,389	2,345	426	3,810	4,533	8,343
South Atlantic Division.....	320	2,350	2,318	4,563	72	204	422	626	262	2,071	2,416	4,487
South Central Division.....	323	2,363	2,961	5,324	168	626	1,072	1,698	365	3,527	4,109	7,636
North Central Division.....	300	2,336	2,624	4,960	183	652	920	1,572	316	2,940	3,618	6,558
Western Division.....	99	450	969	1,419	46	104	232	336	92	506	1,220	1,726
North Atlantic Division:												
Maine.....	27	178	253	436	18	86	94	180	27	194	228	422
New Hampshire.....	18	190	83	273	10	63	41	109	17	201	140	341
Vermont.....	20	120	186	306	11	85	84	169	20	125	182	307
Massachusetts.....	43	234	391	625	27	75	281	356	48	262	509	771
Rhode Island.....	7	74	96	170	6	37	29	66	7	137	93	230
Connecticut.....	33	223	236	464	13	47	91	138	31	254	274	528
New York.....	133	907	1,179	2,086	64	222	451	673	140	1,194	1,463	2,657
New Jersey.....	40	493	221	654	17	121	78	199	41	382	286	668
Pennsylvania.....	106	1,035	1,158	2,193	34	218	237	455	95	1,061	1,358	2,419
South Atlantic Division:												
Delaware.....	2	17	16	33	0	0	0	0	3	35	28	63
Maryland.....	31	133	311	444	13	54	80	134	28	121	238	359
District of Columbia.....	17	93	149	242	9	10	83	93	13	38	144	182
Virginia.....	67	452	354	806	14	38	66	104	48	306	471	777
West Virginia.....	14	99	106	205	4	17	18	35	11	87	89	176
North Carolina.....	99	697	532	1,229	10	43	38	81	83	858	654	1,512
South Carolina.....	23	309	287	596	4	7	35	42	22	192	253	445
Georgia.....	56	421	463	884	14	32	64	96	48	398	440	838
Florida.....	6	29	100	129	4	3	38	41	6	36	99	135
South Central Division:												
Kentucky.....	63	383	364	747	35	100	163	263	66	509	543	1,052
Tennessee.....	61	405	484	889	46	197	261	458	81	740	764	1,504
Alabama.....	48	320	387	707	21	100	116	216	49	511	600	1,111
Mississippi.....	33	277	405	682	13	43	116	159	47	453	568	1,021
Louisiana.....	25	110	240	350	11	20	88	108	24	125	264	389
Texas.....	68	661	890	1,551	37	156	312	468	69	852	1,032	1,884
Arkansas.....	18	184	165	349	4	10	6	16	22	285	281	566
Oklahoma.....	3	7	12	19	1	0	5	5	2	9	13	22
Indian Territory.....	4	16	14	30	0	0	0	0	5	43	44	87
North Central Division:												
Ohio.....	45	335	356	691	21	72	93	165	40	359	365	724
Indiana.....	19	109	303	412	14	21	118	139	22	187	431	618
Illinois.....	42	215	302	517	22	56	148	204	45	284	483	767
Michigan.....	12	46	147	193	11	27	69	96	16	101	179	280
Wisconsin.....	21	336	126	462	11	86	34	120	17	218	125	343
Minnesota.....	23	180	189	369	5	9	35	44	24	250	257	507
Iowa.....	35	384	264	648	21	193	98	291	36	527	521	1,048
Missouri.....	65	496	591	1,087	44	154	266	420	76	696	826	1,522
North Dakota.....	2	5	5	10					3	24	40	64
South Dakota.....	7	42	69	111	1	1	0	1	6	64	83	147
Nebraska.....	12	43	92	135	3	9	14	23	12	56	84	140
Kansas.....	17	145	180	325	10	24	45	69	19	174	224	398
Western Division:												
Montana.....	3	0	25	25	2	0	7	7	3	0	56	56
Wyoming.....	0	0	0	0					1	6	4	10
Colorado.....	5	28	71	99	4	1	20	21	7	29	77	106
New Mexico.....	2	9	8	17					1	0	6	6
Arizona.....	2	0	12	12	1	0	4	4	2	0	10	10
Utah.....	13	162	163	325	5	31	18	49	12	241	236	477
Nevada.....												
Idaho.....	5	22	22	44					6	21	30	51
Washington.....	10	68	119	187	5	25	28	53	9	22	177	199
Oregon.....	16	76	126	202	8	23	26	49	15	73	195	268
California.....	43	85	423	508	21	24	129	153	36	114	429	543

TABLE 23.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1896-97.*

State or Territory.	Psychology.				Rhetoric.				History.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States.....	695	2,923	4,983	7,911	1,740	15,820	18,022	34,442	1,737	18,384	21,773	40,157
North Atlantic Division.....	188	773	1,568	2,347	547	6,336	6,591	12,927	573	7,539	8,056	15,595
South Atlantic Division.....	89	282	628	910	336	2,629	3,097	5,725	334	3,554	3,935	7,470
South Central Division.....	178	739	1,124	1,863	396	2,946	3,889	6,835	366	2,952	4,050	7,002
North Central Division.....	194	935	1,313	2,248	348	3,124	3,879	7,003	348	3,602	4,312	7,914
Western Division.....	46	188	355	543	113	785	1,166	1,951	116	757	1,419	2,176
North Atlantic Division:												
Maine.....	16	63	79	142	32	299	357	656	30	266	365	631
New Hampshire.....	7	32	18	50	27	239	187	476	25	638	241	879
Vermont.....	7	27	43	70	23	200	226	426	24	205	273	478
Massachusetts.....	23	35	183	218	77	1,175	1,049	2,224	83	1,158	1,238	2,396
Rhode Island.....	6	25	47	72	11	172	164	336	8	187	161	348
Connecticut.....	14	16	96	112	42	425	444	869	46	610	559	1,199
New York.....	52	181	494	675	166	1,564	2,192	3,756	180	2,212	2,866	5,078
New Jersey.....	19	112	120	232	57	798	562	1,360	59	649	526	1,175
Pennsylvania.....	44	288	488	776	112	1,414	1,410	2,824	118	1,614	1,797	3,411
South Atlantic Division:												
Delaware.....	2	3	7	10	3	42	33	75	3	40	32	72
Maryland.....	8	6	51	57	36	296	463	759	35	405	845	1,250
District of Columbia.....	8	0	47	47	18	127	223	350	18	182	365	547
Virginia.....	17	35	107	142	70	546	559	1,105	73	718	591	1,309
West Virginia.....	8	23	32	55	13	122	154	276	14	162	165	327
North Carolina.....	15	63	148	211	96	679	533	1,212	98	1,066	753	1,849
South Carolina.....	5	74	54	128	26	273	263	546	28	369	403	772
Georgia.....	21	72	156	228	69	531	767	1,298	59	536	671	1,207
Florida.....	5	6	26	32	5	8	97	105	6	26	111	137
South Central Division:												
Kentucky.....	36	216	248	464	73	586	652	1,238	79	643	796	1,439
Tennessee.....	31	71	145	216	89	611	718	1,329	83	607	701	1,308
Alabama.....	21	65	134	199	60	498	604	1,102	47	302	463	765
Mississippi.....	16	37	65	102	48	262	456	718	36	287	455	742
Louisiana.....	6	16	44	60	27	104	277	381	27	179	344	523
Texas.....	58	286	415	701	70	698	961	1,659	70	748	1,111	1,859
Arkansas.....	7	45	50	95	23	158	161	319	17	164	131	295
Oklahoma.....	1	0	19	19	2	5	25	30	2	0	20	20
Indian Territory.....	2	3	4	7	4	24	35	59	5	22	29	51
North Central Division:												
Ohio.....	27	88	139	227	49	504	590	1,094	51	429	678	1,107
Indiana.....	15	115	191	306	24	119	400	519	22	196	449	645
Illinois.....	21	71	144	215	57	567	674	1,241	57	656	782	1,438
Michigan.....	11	65	127	192	17	82	207	289	17	145	309	454
Wisconsin.....	10	53	52	105	21	415	232	647	23	512	200	732
Minnesota.....	11	54	54	108	28	203	290	493	26	281	312	593
Iowa.....	20	193	124	317	39	415	348	763	36	388	281	669
Missouri.....	56	222	339	561	72	571	764	1,335	76	805	947	1,752
North Dakota.....	1	0	2	2	1	1	6	7	2	4	42	48
South Dakota.....	2	4	6	10	7	33	34	67	7	34	37	71
Nebraska.....	4	9	15	24	14	88	132	220	13	55	120	175
Kansas.....	16	61	120	181	19	126	202	328	18	97	135	232
Western Division:												
Montana.....	0	0	0	0	3	0	21	21	3	0	16	16
Wyoming.....	0	0	0	0	1	4	1	5	1	5	2	7
Colorado.....	1	0	4	4	7	42	109	151	6	31	62	93
New Mexico.....	1	0	0	0	2	10	4	14	2	10	9	19
Arizona.....	1	0	0	0	1	0	4	4	2	0	12	12
Utah.....	8	112	113	225	12	162	132	294	9	114	111	225
Nevada.....	0	0	0	0	0	0	0	0	0	0	0	0
Idaho.....	2	10	4	14	4	18	25	43	4	27	33	60
Washington.....	8	9	19	28	10	30	91	121	11	54	122	176
Oregon.....	9	29	43	72	15	99	102	201	17	127	130	257
California.....	18	28	172	200	58	420	677	1,097	61	389	922	1,311

TABLE 24.—*Private high schools and academies—Proportion of male and female students, per cent of students pursuing certain courses, per cent of graduates, etc., in 1896-97.*

State or Territory.	Total number of secondary students.	Per cent to total number.					Per cent of graduates prepared for college.
		Male.	Female.	College classical preparatory students.	College scientific preparatory students.	Graduates in 1897.	
United States	107, 633	49.44	50.56	17.72	10.45	10.93	46.81
North Atlantic Division.....	40,468	51.75	48.25	20.14	13.69	13.17	49.55
South Atlantic Division.....	18,390	51.35	48.65	19.81	5.70	8.49	38.67
South Central Division.....	21,859	46.97	53.03	17.20	9.54	7.00	50.59
North Central Division.....	21,580	47.63	52.37	17.40	8.30	12.81	44.81
Western Division.....	5,336	42.80	57.20	13.46	14.67	10.81	43.15
North Atlantic Division:							
Maine.....	3,018	47.35	52.65	18.52	5.23	13.48	30.47
New Hampshire.....	1,957	63.00	37.00	29.84	11.34	14.66	52.26
Vermont.....	2,108	50.19	49.81	12.33	5.12	10.62	26.34
Massachusetts.....	5,459	48.56	51.44	28.54	17.86	15.86	60.05
Rhode Island.....	787	52.73	47.27	17.28	18.67	11.94	60.64
Connecticut.....	2,684	43.89	56.11	23.80	11.32	13.26	49.16
New York.....	11,523	47.62	52.38	17.70	12.97	12.20	51.85
New Jersey.....	3,748	64.57	35.43	30.44	30.10	15.61	52.48
Pennsylvania.....	9,184	54.14	45.86	13.41	10.93	12.05	47.06
South Atlantic Division:							
Delaware.....	210	42.38	57.62	11.42	3.81	100.00	42.86
Maryland.....	2,018	40.88	59.12	15.31	1.49	10.65	43.26
District of Columbia.....	874	40.50	59.50	16.13	4.23	9.15	55.00
Virginia.....	3,392	56.25	43.75	18.57	5.28	6.13	32.21
West Virginia.....	743	53.30	46.70	9.83	10.90	10.63	55.70
North Carolina.....	5,326	55.97	44.03	23.79	7.02	6.12	46.32
South Carolina.....	1,404	53.27	46.73	13.82	10.61	23.79	17.37
Georgia.....	4,206	49.29	50.71	23.20	4.11	6.61	44.24
Florida.....	217	17.05	82.95	13.82	8.29	9.68	71.43
South Central Division:							
Kentucky.....	3,546	50.00	50.00	13.19	8.96	7.30	41.31
Tennessee.....	4,909	51.84	48.16	21.00	8.21	7.88	55.04
Alabama.....	3,165	47.77	52.23	18.64	18.01	5.43	41.86
Mississippi.....	2,847	41.45	58.55	11.97	6.43	5.90	49.40
Louisiana.....	1,042	38.48	61.52	26.39	11.61	10.94	49.12
Texas.....	4,914	43.75	56.25	15.63	8.57	7.51	54.20
Arkansas.....	1,001	50.05	49.95	21.47	6.99	5.29	64.15
Oklahoma.....	198	40.74	59.26	0	0	5.56	100.00
Indian Territory.....	327	49.54	50.46	21.10	3.36	2.45	75.00
North Central Division:							
Ohio.....	2,845	44.99	55.01	9.56	5.13	12.44	44.07
Indiana.....	1,721	37.76	62.24	14.58	2.73	10.92	44.68
Illinois.....	3,297	42.15	57.85	13.65	12.58	12.95	52.46
Michigan.....	1,086	36.37	63.63	11.05	10.41	11.05	49.17
Wisconsin.....	1,559	68.56	31.44	6.61	6.47	18.92	29.49
Minnesota.....	1,594	52.07	47.93	9.03	8.15	16.06	46.09
Iowa.....	2,911	53.52	46.48	12.16	8.75	14.91	42.62
Missouri.....	4,766	48.90	51.10	16.55	6.84	10.05	45.33
North Dakota.....	78	35.89	64.11	15.38	0	10.26	87.50
South Dakota.....	225	43.11	56.89	29.78	2.22	12.89	41.38
Nebraska.....	530	42.45	57.55	13.58	11.88	12.83	45.59
Kansas.....	968	44.00	56.00	18.18	19.70	11.05	55.14
Western Division:							
Montana.....	99	19.19	80.81	8.08	55.00	4.04	100.00
Wyoming.....	30	60.00	40.00	9.99	20.00	0	0
Colorado.....	297	30.63	69.37	26.94	18.85	6.06	38.89
New Mexico.....	61	75.41	24.59	32.79	0	6.56	37.50
Arizona.....	205	12.19	87.81	0	0	1.95	0
Utah.....	1,139	48.72	51.28	4.21	4.21	5.88	50.75
Nevada.....							
Idaho.....	160	61.87	38.13	1.25	0	18.13	20.68
Washington.....	571	43.95	56.05	20.14	16.28	6.66	34.21
Oregon.....	663	45.24	54.76	16.89	13.72	12.82	35.29
California.....	2,111	41.68	58.32	15.63	20.56	15.54	42.68

TABLE 25.—*Private high schools and academics—Percentages of secondary students pursuing certain studies in 1896-97.*

State or Territory.	Per cent to total number of secondary students.							
	Latin.	Greek.	French.	German.	Algebra.	Geometry.	Trigonometry.	Astronomy.
United States.....	46.67	10.22	21.83	18.84	49.50	24.45	5.45	7.46
North Atlantic Division:..	51.84	15.12	34.85	27.29	48.52	28.88	4.41	7.55
South Atlantic Division....	52.80	6.66	18.53	8.76	54.17	20.93	4.96	5.60
South Central Division....	40.83	5.67	7.89	6.92	54.65	22.00	7.57	7.69
North Central Division....	40.78	9.78	14.58	24.45	42.04	20.64	5.48	8.45
Western Division.....	34.18	5.70	20.93	15.67	49.85	28.41	6.28	8.32
North Atlantic Division:								
Maine.....	42.54	12.79	12.92	2.92	37.57	21.74	0.56	7.52
New Hampshire.....	56.31	30.91	30.51	16.76	49.92	27.18	4.34	4.19
Vermont.....	35.01	9.44	17.31	6.17	31.26	16.41	1.09	7.45
Massachusetts.....	59.33	21.82	53.34	26.89	50.94	35.41	4.32	5.94
Rhode Island.....	47.64	16.90	49.55	15.37	47.01	31.00	9.53	11.94
Connecticut.....	60.69	16.43	31.33	27.01	51.45	29.10	2.79	10.43
New York.....	46.18	11.24	43.31	38.25	47.64	31.45	4.50	8.00
New Jersey.....	64.03	23.11	32.84	30.15	60.49	29.27	5.34	7.10
Pennsylvania.....	53.23	10.91	25.96	28.79	50.71	26.94	5.42	7.64
South Atlantic Division:								
Delaware.....	70.00	13.81	32.38	20.48	50.52	32.86	8.10	7.62
Maryland.....	54.41	5.40	38.99	22.99	59.91	35.83	4.86	9.06
District of Columbia..	44.85	7.78	45.53	23.11	45.19	22.88	6.06	16.13
Virginia.....	59.55	6.16	23.87	14.68	55.13	23.82	8.61	4.22
West Virginia.....	55.72	8.94	13.66	9.96	55.18	21.80	7.27	5.38
North Carolina.....	45.70	6.14	6.05	2.63	45.31	12.04	1.39	3.60
South Carolina.....	61.25	13.11	33.83	5.84	76.28	21.15	8.48	8.55
Georgia.....	53.99	5.47	9.56	2.57	56.42	21.56	4.78	3.69
Florida.....	33.64	5.99	19.35	0	44.24	11.40	1.84	18.43
South Central Division:								
Kentucky.....	43.60	6.12	11.08	14.61	50.34	17.32	8.69	7.45
Tennessee.....	44.63	9.78	5.32	3.89	53.70	21.25	7.21	7.62
Alabama.....	42.12	3.92	8.09	3.03	60.88	22.62	7.90	6.22
Mississippi.....	31.65	2.92	2.99	1.16	46.51	17.81	5.51	5.48
Louisiana.....	35.61	1.82	42.42	1.92	48.85	21.69	7.01	14.11
Texas.....	39.91	4.27	5.56	10.99	61.58	31.22	9.34	8.91
Arkansas.....	49.45	6.09	1.00	6.39	63.94	12.99	4.30	5.89
Oklahoma.....	25.00	11.11	1.85	20.37	18.52	11.11	7.41	3.70
Indian Territory.....	31.19	3.98	0.91	8.87	23.85	20.00	0.92	13.15
North Central Division:								
Ohio.....	46.71	12.30	24.19	33.22	40.88	23.02	5.69	10.54
Indiana.....	37.65	4.94	15.17	20.05	36.32	17.84	4.18	8.66
Illinois.....	45.74	7.43	25.02	26.03	38.61	19.35	4.03	6.28
Michigan.....	36.74	13.63	20.07	15.75	33.98	15.93	1.66	10.04
Wisconsin.....	46.83	25.85	13.66	53.75	43.04	30.40	10.52	5.26
Minnesota.....	36.89	6.90	13.36	27.23	36.07	17.57	0.63	7.72
Iowa.....	30.88	10.96	4.54	18.65	36.34	17.79	8.24	9.65
Missouri.....	41.92	6.88	9.90	17.06	52.50	22.28	6.82	9.29
North Dakota.....	25.64	0	26.92	5.13	69.23	16.67	0	1.28
South Dakota.....	40.44	19.56	8.44	15.56	48.89	24.89	4.89	0
Nebraska.....	40.00	6.98	4.15	9.81	49.62	22.45	1.32	8.49
Kansas.....	38.94	4.24	6.51	22.62	41.22	16.53	4.13	8.57
Western Division:								
Montana.....	17.17	0	4.04	4.04	28.28	4.04	1.01	9.09
Wyoming.....	33.33	0	0	20.00	43.33	13.33	0	0
Colorado.....	32.32	3.70	15.49	18.52	40.40	14.48	2.69	8.08
New Mexico.....	32.79	0	0	1.64	36.06	9.84	0	.....
Arizona.....	1.46	0	0	0	4.39	1.46	0	.....
Utah.....	14.14	1.14	4.57	8.96	41.61	26.51	2.81	0
Nevada.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho.....	20.63	0	10.00	12.50	34.31	7.50	0	4.33
Washington.....	47.46	0.35	21.54	19.79	42.03	19.61	10.33	13.84
Oregon.....	40.88	8.74	19.76	30.17	51.28	21.27	12.07	10.86
California.....	44.63	7.01	35.29	15.87	64.38	42.16	7.34	11.61

TABLE 26.—*Private high schools and academies—Percentages of secondary students pursuing certain studies in 1896-97.*

State or Territory.	Per cent to total number of secondary students.							
	Physics.	Chemistry.	Physical geography.	Geology.	Physiology.	Psychology.	Rhetoric.	History.
United States.....	20.14	10.49	21.81	6.11	26.71	7.35	32.00	37.31
North Atlantic Division...	19.34	12.04	17.81	5.79	20.62	5.80	31.94	38.54
South Atlantic Division...	17.66	9.14	24.84	3.40	24.40	4.95	31.14	40.62
South Central Division...	22.03	8.44	24.35	7.77	34.90	8.52	31.27	32.03
North Central Division...	21.06	10.50	22.98	7.28	30.39	10.42	32.45	36.67
Western Division.....	22.56	11.77	26.59	6.30	32.35	10.18	35.56	40.78
North Atlantic Division:								
Maine.....	14.48	10.54	14.45	5.96	13.98	4.71	21.74	20.91
New Hampshire.....	14.61	12.67	13.95	5.57	17.42	2.55	24.32	44.92
Vermont.....	12.90	7.50	14.52	8.02	14.56	3.80	20.21	22.68
Massachusetts.....	19.86	13.61	11.45	6.52	14.12	3.99	40.74	43.89
Rhode Island.....	21.73	13.72	21.60	8.39	29.22	9.15	42.69	44.22
Connecticut.....	15.09	7.60	17.29	5.14	19.67	4.17	32.38	44.67
New York.....	22.03	14.23	18.10	5.84	23.05	5.86	32.60	44.07
New Jersey.....	18.09	10.70	17.45	5.31	17.82	6.19	35.29	31.35
Pennsylvania.....	21.27	11.44	23.88	4.95	26.34	8.45	30.75	37.14
South Atlantic Division:								
Delaware.....	31.43	100.00	15.71	0	30.00	4.76	35.71	24.29
Maryland.....	19.13	11.99	22.00	6.64	17.79	2.82	37.61	61.94
District of Columbia...	19.91	13.73	27.69	10.64	20.82	5.37	40.05	62.59
Virginia.....	18.25	12.47	23.76	3.07	22.91	4.16	32.58	38.59
West Virginia.....	19.52	10.50	27.59	4.71	23.69	7.40	37.15	44.01
North Carolina.....	11.79	4.45	23.08	1.52	28.39	3.96	22.76	34.72
South Carolina.....	33.55	19.87	42.45	2.99	31.70	9.12	33.89	54.99
Georgia.....	16.98	6.09	21.02	2.28	19.93	5.42	30.86	28.70
Florida.....	20.74	11.52	59.45	18.89	62.21	14.75	48.38	63.13
South Central Division:								
Kentucky.....	13.06	8.43	21.07	7.56	29.67	13.09	34.91	40.58
Tennessee.....	15.40	6.64	18.11	9.33	30.64	4.40	27.07	26.64
Alabama.....	22.53	6.67	22.34	6.82	35.07	6.29	31.06	24.17
Mississippi.....	33.23	4.53	23.96	5.58	35.86	3.58	25.22	26.06
Louisiana.....	31.29	16.03	33.59	10.26	37.33	5.76	36.56	50.19
Texas.....	28.08	13.78	31.56	9.52	38.34	14.27	33.76	37.83
Arkansas.....	19.68	3.30	34.87	1.60	56.54	9.49	31.87	29.47
Oklahoma.....	9.26	1.85	17.59	4.63	20.37	17.59	27.78	18.51
Indian Territory.....	7.65	0	9.17	0	25.61	2.14	18.04	15.60
North Central Division:								
Ohio.....	13.52	12.20	24.29	5.79	25.45	7.98	38.45	38.91
Indiana.....	15.57	11.16	23.94	8.07	35.91	17.78	30.16	37.49
Illinois.....	24.42	10.01	15.68	6.19	23.26	6.52	37.61	43.62
Michigan.....	18.05	8.85	17.77	8.84	25.78	17.68	26.61	41.80
Wisconsin.....	23.67	16.55	29.63	7.70	22.00	6.74	41.50	46.95
Minnesota.....	16.81	8.59	23.15	2.76	31.81	6.78	30.92	37.20
Iowa.....	22.50	9.86	22.26	10.00	36.00	10.89	26.21	22.98
Missouri.....	21.70	10.95	22.81	8.81	31.93	11.77	28.01	36.76
North Dakota.....	16.67	0	12.82	0	82.05	2.56	8.97	58.97
South Dakota.....	24.00	0	49.33	0.44	65.33	4.44	29.78	31.56
Nebraska.....	33.77	5.09	25.47	4.34	26.42	4.53	41.13	33.02
Kansas.....	18.29	7.33	33.57	7.13	41.12	18.70	33.88	23.97
Western Division:								
Montana.....	6.06	0	25.25	7.07	56.56	0	21.21	16.16
Wyoming.....	13.33	0	0	0	33.33	0	16.67	23.33
Colorado.....	28.28	6.39	33.33	7.07	35.69	1.35	50.84	31.01
New Mexico.....	0	0	27.87	0	9.84	0	22.95	31.15
Arizona.....	1.95	1.95	5.85	1.95	4.83	0	1.95	5.85
Utah.....	12.64	4.39	28.53	4.30	41.83	19.75	25.81	19.75
Nevada.....								
Idaho.....	12.50	2.50	27.50	0	31.88	8.75	26.88	37.50
Washington.....	23.99	11.73	32.75	9.28	34.85	4.90	21.19	30.82
Oregon.....	15.54	12.52	30.47	7.99	40.42	10.86	30.32	38.76
California.....	33.25	19.00	24.06	7.25	25.72	9.47	51.97	62.10

TABLE 27.—Private high schools and academies—Equipment, income, benefactions, and endowments.

State or Territory.	Libraries.		Grounds, buildings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclassified.		Total income from other sources.		Benefactions.		Total money value of endowment.	
	Schools reporting.	Volumes.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.
United States.....	1,445	1,800,033	1,505	\$56,288,373	315	\$181,108	1,319	\$5,455,153	331	\$1,806,181	445	\$1,112,186	1,337	\$82,676,284	185	\$627,524	317	\$11,602,265
North Atlantic Division.....	483	927,613	439	31,053,643	78	58,001	408	3,007,255	160	1,499,459	146	405,174	433	4,970,080	66	281,428	156	32,879,018
Maine.....	30	38,236	28	567,300	23	16,833	27	34,194	21	23,472	7	2,583	28	77,082	8	21,322	19	848,300
New Hampshire.....	24	39,938	22	827,000	5	1,985	12	31,160	10	40,110	5	25,352	13	104,613	3	9,300	11	1,200,000
Vermont.....	21	18,224	20	663,312	6	2,063	17	33,034	13	14,458	11	13,869	18	64,071	6	16,010	16	625,489
Massachusetts.....	72	131,369	66	4,936,739	2	1,500	71	604,805	37	160,676	25	99,135	80	806,106	13	180,168	33	7,350,567
Rhode Island.....	7	13,409	7	877,308	0	0	7	90,893	3	19,453	2	3,899	2	114,155	1	30	2	279,750
Connecticut.....	41	43,645	34	1,760,939	3	4,100	26	140,797	11	72,761	7	1,306	28	229,964	2	5,000	11	1,738,140
New York.....	158	310,722	140	12,167,839	38	9,946	138	1,032,602	35	64,911	57	188,541	132	1,437,300	25	24,928	39	1,722,702
New Jersey.....	46	204,376	37	2,072,676	1	20,844	32	268,418	10	26,580	9	36,003	34	351,851	4	6,850	13	2,004,475
Pennsylvania.....	84	135,693	85	7,186,489	0	0	88	640,326	18	1,071,038	24	23,580	91	1,734,944	4	11,210	7	17,049,564
South Atlantic Division.....	2	1,700	2	125,000	0	0	2	19,500	1	1,000	1	1,100	2	21,600	0	0	1	75,000
Delaware.....	2	1,700	2	125,000	0	0	2	19,500	1	1,000	1	1,100	2	21,600	0	0	1	75,000
Maryland.....	29	51,212	15	1,265,077	5	11,300	13	105,209	4	113,748	4	67,561	15	297,818	3	650	4	3,049,988
District of Columbia.....	11	17,952	7	557,500	0	0	3	12,000	1	1,800	2	3,700	4	16,500	3	8,000	2	175,000
Virginia.....	49	27,190	70	1,247,800	5	1,975	55	179,320	4	1,150	10	40,602	56	223,047	1	1,102	6	143,000
West Virginia.....	9	7,100	14	185,700	0	0	10	24,513	2	1,700	4	3,993	10	30,116	1	1,200	2	95,000
North Carolina.....	63	28,753	105	686,850	30	4,959	83	122,091	11	5,450	24	16,951	93	149,451	8	21,185	11	187,550
South Carolina.....	17	14,214	93	342,450	10	8,840	19	30,345	2	1,800	8	36,984	21	77,469	4	27,026	4	245,000
Georgia.....	40	30,229	75	886,002	45	22,916	68	30,352	12	72,756	20	48,940	75	235,563	11	24,821	14	350,900
Florida.....	3	3,575	7	201,300	0	0	3	2,975	1	25	2	1,850	3	4,890	0	0	1	1,800
South Central Division.....	5	40,154	64	1,130,890	9	6,936	49	119,564	6	6,360	16	19,870	62	152,730	4	8,700	11	186,200
Kentucky.....	66	36,039	89	672,265	32	10,680	79	117,113	8	6,270	19	10,696	82	144,759	2	4,600	8	74,309
Tennessee.....	37	28,561	63	504,975	31	5,832	55	63,925	14	9,196	9	9,065	56	97,988	2	2,470	8	316,800
Alabama.....	35	18,740	56	450,600	30	14,229	47	81,337	9	6,991	15	19,664	50	111,821	5	1,140	9	118,050
Mississippi.....	37	13,751	18	190,500	3	1,650	16	35,380	3	8,250	2	1,640	16	42,920	2	1,500	2	103,500
Louisiana.....	66	50,348	66	2,083,400	20	15,600	51	163,490	3	3,560	8	62,914	53	245,504	5	8,240	10	137,575
Texas.....	23	7,019	25	216,700	8	5,950	21	30,069	3	8,330	8	3,693	21	48,042	1	3,020	2	64,000
Arkansas.....	19	7,019	25	216,700	8	5,950	21	30,069	3	8,330	8	3,693	21	48,042	1	3,020	2	64,000

TABLE 27.—*Private high schools and academies—Equipment, income, benefactions, and endowments—Continued.*

State or Territory.	Libraries.		Grounds, build- ings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclassi- fied.		Total income from other sources.		Benefac- tions.		Total money value of endow- ment.	
	Schools re- porting.	Volumes.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.
South Central Division—Cont'd.																		
Oklahoma	0	780	1	\$18,500	0	0	1	\$582	1	\$150	1	\$1,614	1	\$2,196	1	\$831	0	0
North Central Division:																		
Indian Territory	5	0	6	136,000	0	0	7	10,800	0	0	2	6,600	7	17,550	0	0	0	0
Ohio	42	69,540	35	1,320,650	1	\$8,300	32	159,061	10	14,778	13	83,537	33	265,676	8	11,550	11	\$628,750
Indiana	15	96,260	14	875,400	1	1,700	14	53,216	6	3,810	6	12,130	14	71,916	1	107	6	83,300
Illinois	53	68,365	42	1,707,080	3	1,500	37	235,000	14	10,670	17	29,464	38	271,154	7	53,000	17	440,365
Michigan	15	22,916	12	1,020,119	0	0	11	77,006	4	12,788	6	15,447	11	105,251	0	0	2	15,000
Wisconsin	21	53,076	18	1,477,000	0	0	16	125,065	4	3,253	7	14,213	16	144,487	4	32,032	5	283,614
Minnesota	24	22,083	22	1,273,700	0	0	20	105,809	4	10,700	8	18,099	22	134,608	6	31,315	7	298,075
Iowa	33	23,680	32	543,100	0	0	31	56,890	11	13,965	15	13,560	31	84,415	6	27,684	7	216,443
Missouri	76	75,142	70	1,586,900	1	800	61	147,953	9	7,362	20	41,654	61	197,715	7	29,320	11	307,000
North Dakota	3	740	2	20,500	1	8,000	2	2,400	0	0	0	0	2	10,400	0	0	0	0
South Dakota	5	3,600	6	123,900	0	0	5	9,300	3	925	4	7,750	6	17,975	4	7,000	4	96,600
Nebraska	14	9,255	13	475,000	0	0	12	18,688	5	2,895	7	7,977	12	29,580	5	8,802	4	136,000
Kansas	15	10,810	15	405,450	0	0	14	31,454	6	6,136	11	8,257	15	45,847	6	20,650	5	137,700
Western Division:																		
Montana	3	655	1	40,000	0	0	1	400	1	1,400	1	2,000	1	3,800	0	0	0	0
Wyoming	1	300	1	10,000	0	0	1	1,000	1	1,000	1	800	1	2,200	1	900	1	10,000
Colorado	6	7,843	6	546,162	0	0	4	13,810	1	2,773	1	538	4	17,121	2	9,246	2	160,800
New Mexico	2	2,000	1	50,000	0	0	1	4,000	0	0	1	1,300	1	5,300	0	0	0	0
Arizona	1	100	1	25,000	1	2,000	1	500	0	0	0	0	2	2,500	0	0	0	0
Utah	12	21,469	13	387,600	1	1,000	11	23,475	3	1,700	7	50,452	11	76,627	2	2,175	2	69,800
Nevada	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Idaho	5	3,404	4	78,000	0	0	5	6,956	1	500	2	2,800	5	10,256	1	500	1	5,000
Washington	11	7,360	9	254,300	0	0	8	13,240	2	15,500	2	1,800	8	30,116	4	1,200	4	95,000
Oregon	17	17,151	15	482,500	0	0	14	31,628	7	3,875	8	19,975	15	67,278	3	930	5	215,098
California	50	42,224	28	1,564,900	0	0	28	160,957	4	6,690	7	18,352	28	186,029	1	100	3	190,000

TABLE 28.—*Denominational schools included in the tables of private high schools and academies.*

State or Territory.	Nonsectarian.			Baptist.			Congrega- tional.			Episcopal.			Friends.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
United States	1, 145	5, 042	56, 758	99	401	6, 806	55	213	2, 870	114	716	5, 123	62	301	4, 300
North Atlantic Division ...	426	2, 614	23, 626	23	155	2, 642	17	71	1, 045	49	391	2, 569	27	180	2, 420
South Atlantic Division ...	260	834	10, 838	31	104	1, 711	7	21	196	17	60	594	9	44	435
South Central Division ...	301	783	13, 651	30	94	1, 331	9	33	506	9	33	321	4	17	235
North Central Division ...	127	668	7, 468	14	46	1, 094	16	67	880	26	155	1, 120	22	60	1, 210
Western Division	31	158	1, 175	1	2	28	6	21	243	13	77	519	0	0	0
North Atlantic Division:															
Maine	22	83	1, 413	5	29	805	4	11	170	0	0	0	1	6	93
New Hampshire	14	56	897	3	21	392	4	13	205	3	42	301	0	0	0
Vermont	13	42	806	3	20	236	2	14	287	2	8	52	0	0	0
Massachusetts	79	536	4, 529	1	6	25	5	24	256	4	36	289	0	0	0
Rhode Island	6	67	320	0	0	0	0	0	0	0	0	0	1	11	135
Connecticut	43	194	2, 054	1	4	52	2	9	127	9	52	349	0	0	0
New York	128	946	6, 920	3	29	428	0	0	0	20	184	1, 144	4	29	227
New Jersey	41	244	1, 976	2	15	252	0	0	0	6	37	176	5	14	93
Pennsylvania	80	446	4, 741	5	31	452	0	0	0	5	32	258	16	120	1, 866
South Atlantic Division:															
Delaware	1	3	35	0	0	0	0	0	0	0	0	0	1	7	70
Maryland	25	127	1, 017	0	0	0	0	0	0	4	16	100	3	12	142
District of Columbia ...	9	86	457	1	7	50	0	0	0	1	4	22	1	12	62
Virginia	56	192	2, 129	5	17	175	0	0	0	3	10	101	0	0	0
West Virginia	9	24	319	2	10	165	0	0	0	0	0	0	0	0	0
North Carolina	88	207	3, 557	10	23	485	3	9	49	4	11	189	4	13	161
South Carolina	18	53	845	2	13	105	0	0	0	2	9	92	0	0	0
Georgia	54	142	2, 479	11	34	731	4	12	147	0	0	0	0	0	0
Florida	0	0	0	0	0	0	0	0	0	3	10	90	0	0	0
South Central Division:															
Kentucky	49	130	1, 834	6	19	328	1	5	49	3	8	72	0	0	0
Tennessee	69	156	2, 883	8	19	323	1	5	37	3	11	88	3	11	208
Alabama	60	143	2, 641	3	7	93	2	2	63	1	1	16	0	0	0
Mississippi	41	116	2, 044	3	6	82	1	4	120	1	5	46	0	0	0
Louisiana	17	41	584	3	9	142	0	0	0	0	0	0	0	0	0
Texas	46	143	2, 951	5	29	292	1	5	41	1	8	99	0	0	0
Arkansas	19	39	714	1	3	26	1	3	99	0	0	0	1	6	27
Oklahoma	0	0	0	0	0	0	1	6	52	0	0	0	0	0	0
Indian Territory	0	0	0	1	2	45	1	3	45	0	0	0	0	0	0
North Central Division:															
Ohio	29	151	1, 405	0	0	0	0	0	0	3	26	136	2	5	94
Indiana	2	34	348	2	6	149	0	0	0	2	8	65	5	17	430
Illinois	23	159	1, 224	2	4	328	3	10	112	4	15	134	1	2	46
Michigan	7	49	610	0	0	0	0	0	0	1	5	29	1	3	42
Wisconsin	5	30	138	0	0	0	1	3	34	5	35	333	0	0	0
Minnesota	6	29	295	1	7	167	1	4	125	4	36	252	0	0	0
Iowa	12	67	1, 181	1	5	48	3	13	180	0	0	0	8	22	440
Missouri	41	138	2, 025	5	13	234	2	9	116	2	5	38	0	0	0
North Dakota	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
South Dakota	0	0	0	1	3	60	1	5	57	1	4	23	0	0	0
Nebraska	0	0	0	1	2	45	3	15	173	3	13	75	0	0	0
Kansas	2	11	212	1	6	63	2	8	83	1	8	35	5	11	158
Western Division:															
Montana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wyoming	0	0	0	0	0	0	1	3	30	0	0	0	0	0	0
Colorado	1	5	56	0	0	0	0	0	0	2	12	111	0	0	0
New Mexico	1	4	20	0	0	0	0	0	0	0	0	0	0	0	0
Arizona	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Utah	0	0	0	0	0	0	1	2	31	1	10	70	0	0	0
Nevada	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	0	0	1	1	5	0	0	0
Washington	1	2	20	1	2	28	2	5	88	2	12	61	0	0	0
Oregon	4	19	189	0	0	0	0	0	0	2	18	108	0	0	0
California	24	128	890	0	0	0	2	11	94	5	24	164	0	0	0

TABLE 29.—*Denominational schools included in the tables of private high schools and academies.*

	Lutheran.			Methodist.			Methodist Episcopal South.			Presbyte- rian.			Roman Cath- olic.			Other de- nomena- tions.		
State or Territory.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
United States.....	33 145	1,791	72 343	5,404	40 150	2,503	102 418	4,922	332 1,602	13,868	46 233	3,288						
North Atlantic Division.....	5 29	213 14	107 1,683	0 0	0 0	0 0	12 74	1,020 78	466 4,075	14 93	1,175							
South Atlantic Division.....	6 21	286 20	81 1,297	11 32	560 25	99 952	31 141	1,313 4	18 208									
South Central Division.....	2 5	43 20	73 1,100	24 95	1,540 31	97 1,180	52 224	1,627 6	18 325									
North Central Division.....	20 90	1,249 16	63 1,276	5 23	403 26	112 1,399	112 549	4,909 12	51 572									
Western Division.....	0 0	0 2	4 48	0 0	0 0	8 36	371 59	222 1,944	10 58	1,003								
North Atlantic Division:																		
Maine.....	0 0	0 2	14 471	0 0	0 0	0 0	0 1	3 60	0 0	0 0	0							
New Hampshire.....	0 0	0 0	0 0	0 0	0 0	0 0	0 3	18 170	1 5	22								
Vermont.....	0 0	0 2	22 281	0 0	0 0	0 0	0 3	10 100	1 11	316								
Massachusetts.....	0 0	0 0	0 0	0 0	0 0	0 0	0 4	24 101	4 23	169								
Rhode Island.....	0 0	0 1	7 65	0 0	0 0	0 0	0 3	25 267	0 0	0								
Connecticut.....	0 0	0 0	0 0	0 0	0 0	0 0	0 3	15 102	0 0	0								
New York.....	3 12	112 5	39 440	0 0	0 0	0 0	40 238	2,166 1	14 86									
New Jersey.....	0 0	0 2	17 201	0 0	0 5	43 586	7 32	381 1	6 83									
Pennsylvania.....	2 17	101 2	8 225	0 0	0 7	31 434	14 101	638 6	34 469									
South Atlantic Division:																		
Delaware.....	0 0	0 1	6 105	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0							
Maryland.....	0 0	0 1	8 261	0 0	0 0	0 0	0 10	67 498	0 0	0								
District of Columbia.....	0 0	0 0	0 0	0 0	0 0	0 0	0 7	29 283	0 0	0								
Virginia.....	1 3	56 4	30 374	1 1	44 9	34 235	2 8	100 3	15 153									
West Virginia.....	0 0	0 2	12 155	0 0	0 2	10 104	0 0	0 0	0 0	0								
North Carolina.....	3 14	162 7	16 236	5 14	183 6	19 230	1 2	24 1	3 59									
South Carolina.....	1 1	44 0	0 1	1 15	6 20	220 2	10 83	0 0	0 0									
Georgia.....	1 3	24 5	9 166	4 16	318 2	16 143	5 15	198 0	0 0	0								
Florida.....	0 0	0 0	0 0	0 0	0 0	0 4	10 127	0 0	0 0	0								
South Central Division:																		
Kentucky.....	0 0	0 2	4 112	4 11	270 7	23 216	15 62	434 4	13 231									
Tennessee.....	0 0	0 9	35 466	7 23	411 8	19 307	3 12	92 2	5 94									
Alabama.....	1 2	17 1	2 35	2 4	64 3	7 131	3 17	185 0	0 0	0								
Mississippi.....	0 0	0 3	9 127	2 13	297 4	18 133	4 10	38 0	0 0	0								
Louisiana.....	0 0	0 1	6 25	0 0	0 0	0 10	56 291	0 0	0 0	0								
Texas.....	1 3	26 3	15 314	5 33	385 5	21 288	13 54	518 0	0 0	0								
Arkansas.....	0 0	0 1	2 21	2 4	71 0	0 2	7 43	0 0	0 0	0								
Oklahoma.....	0 0	0 0	0 0	0 0	0 0	0 2	6 56	0 0	0 0	0								
Indian Territory.....	0 0	0 0	0 0	2 7	132 4	9 105	0 0	0 0	0 0	0								
North Central Division:																		
Ohio.....	1 3	28 2	9 106	0 0	0 5	22 255	14 71	714 2	12 107									
Indiana.....	0 0	0 0	0 0	0 0	0 1	11 39	13 53	645 1	3 45									
Illinois.....	1 3	192 4	16 198	0 0	0 5	18 288	16 68	697 2	8 73									
Michigan.....	0 0	0 1	3 41	0 0	0 0	0 9	57 334	0 0	0 0	0								
Wisconsin.....	3 16	231 1	2 66	0 0	0 2	8 107	9 69	690 0	0 0	0								
Minnesota.....	5 24	259 1	8 39	0 0	0 1	6 83	11 45	374 0	0 0	0								
Iowa.....	4 16	248 1	5 60	0 0	0 1	8 120	13 45	545 2	7 89									
Missouri.....	2 11	150 5	34 738	5 23	403 8	25 306	15 86	599 3	13 157									
North Dakota.....	2 7	34 0	0 0	0 0	0 0	0 1	8 44	0 0	0 0	0								
South Dakota.....	1 5	17 1	6 23	0 0	0 1	4 20	1 4	20 0	0 0	0								
Nebraska.....	1 5	40 0	0 0	0 0	0 1	3 66	6 24	131 0	0 0	0								
Kansas.....	0 0	0 0	0 0	0 0	0 1	7 115	4 19	206 2	8 96									
Western Division:																		
Montana.....	0 0	0 0	0 0	0 0	0 0	0 0	4 9	99 0	0 0	0 0	0							
Wyoming.....	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0							
Colorado.....	0 0	0 0	0 0	0 0	0 0	0 0	4 16	130 0	0 0	0 0	0							
New Mexico.....	0 0	0 0	0 0	0 0	0 0	0 0	2 4	41 0	0 0	0 0	0							
Arizona.....	0 0	0 0	0 0	0 0	0 0	0 2	11 205	0 0	0 0	0 0	0							
Utah.....	0 0	0 0	0 0	0 0	0 4	12 159	1 4	20 6	45 859									
Nevada.....	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0							
Idaho.....	0 0	0 0	0 0	0 0	0 1	3 50	2 5	26 3	6 79									
Washington.....	0 0	0 1	2 24	0 0	0 1	4 44	5 30	306 0	0 0	0 0	0							
Oregon.....	0 0	0 1	2 24	0 0	0 1	8 83	10 29	259 0	0 0	0 0	0							
California.....	0 0	0 0	0 0	0 0	0 1	9 35	29 114	858 1	7 70									

TABLE 30.—Averages of number of teachers, students, and graduates to the public high school, and like averages for the private high school and academy.

State or Territory.	Public high schools.					Private high schools.				
	Teachers to a school.	Secondary students to a school.	Secondary students to a teacher.	Elementary pupils to a school.	Graduates to a school.	Teachers to a school.	Secondary students to a school.	Secondary students to a teacher.	Elementary pupils to a school.	Graduates to a school.
United States.....	3.3	80.2	24.4	27.0	9.8	4.6	51.3	11.2	59.3	5.6
North Atlantic Division.....	4.2	103.1	24.5	21.2	13.2	6.3	60.8	9.7	43.0	8.0
South Atlantic Division.....	2.7	57.8	21.2	44.3	5.7	3.5	43.1	12.6	63.4	3.7
South Central Division.....	2.6	55.9	21.5	44.3	4.9	3.0	44.8	15.0	69.1	3.4
North Central Division.....	3.0	75.6	24.9	25.6	9.5	4.8	54.5	11.3	59.6	7.0
Western Division.....	4.0	104.8	26.3	7.3	13.2	4.4	41.0	9.2	92.9	4.4
North Atlantic Division:										
Maine.....	2.1	54.2	25.6	15.6	6.8	4.2	86.2	21.3	9.7	11.6
New Hampshire.....	2.9	66.5	23.2	11.8	9.3	5.5	69.8	12.6	37.9	10.3
Vermont.....	2.5	55.0	22.0	20.8	7.2	4.9	81.0	16.6	24.5	8.6
Massachusetts.....	5.6	139.4	24.9	4.3	20.6	6.7	56.3	8.4	17.3	8.9
Rhode Island.....	4.4	207.8	22.2	16.3	28.4	10.0	71.5	7.2	38.2	8.5
Connecticut.....	4.4	95.7	22.0	9.7	14.7	4.7	46.3	9.8	19.6	6.1
New York.....	4.6	113.6	24.8	43.5	9.4	7.3	56.5	8.1	66.7	6.9
New Jersey.....	4.8	113.4	23.7	17.5	17.6	5.8	54.3	9.2	41.5	8.0
Pennsylvania.....	3.8	95.8	25.3	15.4	15.2	6.0	67.0	11.2	49.7	8.1
South Atlantic Division:										
Delaware.....	3.4	89.4	26.1	4.6	13.1	5.3	70.0	13.1	51.6	7.0
Maryland.....	3.1	83.6	27.2	31.1	7.7	5.3	46.9	8.8	41.7	5.0
District of Columbia.....	24.8	603.3	24.4	0.0	61.5	7.3	46.0	6.3	66.6	4.2
Virginia.....	2.7	54.2	19.9	54.8	5.9	3.7	43.8	10.9	34.7	2.5
West Virginia.....	3.0	52.0	17.6	25.7	6.5	3.7	49.5	13.3	51.3	5.3
North Carolina.....	2.3	39.3	16.9	69.8	6.3	2.5	40.3	16.1	57.7	2.5
South Carolina.....	2.1	34.4	16.5	48.9	3.2	3.0	43.8	13.1	65.3	10.4
Georgia.....	2.2	46.5	21.4	48.1	3.7	2.9	48.9	17.0	97.5	3.2
Florida.....	2.3	44.1	19.3	47.2	2.6	2.8	31.0	10.8	225.2	3.0
South Central Division:										
Kentucky.....	3.3	71.7	21.5	28.3	7.0	3.0	39.0	12.9	48.4	2.8
Tennessee.....	2.2	49.5	22.8	50.9	5.4	2.6	43.4	16.6	72.6	3.4
Alabama.....	2.4	49.0	20.2	38.6	3.4	2.4	41.6	17.1	60.4	2.3
Mississippi.....	2.1	38.9	18.4	51.8	3.0	3.1	48.2	15.7	76.2	2.8
Louisiana.....	4.6	79.2	17.2	29.2	13.1	3.6	33.9	9.3	76.9	3.6
Texas.....	2.7	61.4	22.8	47.7	4.5	3.9	61.4	15.8	78.0	4.6
Arkansas.....	2.5	57.7	23.4	34.6	4.6	2.4	37.1	15.6	89.9	1.9
Oklahoma.....	2.7	76.7	28.8	4.0	4.7	4.0	36.0	9.0	39.6	2.0
Indian Territory.....	3.5	55.0	15.7	90.0	3.0	2.6	40.8	15.5	104.7	1.0
North Central Division:										
Ohio.....	2.7	65.0	24.1	31.8	8.6	5.2	49.1	9.5	47.9	6.1
Indiana.....	2.7	61.9	23.0	30.4	7.5	5.1	66.2	13.0	102.5	7.2
Illinois.....	3.7	97.6	26.2	22.2	12.7	5.0	54.0	10.9	58.0	7.0
Michigan.....	3.4	90.3	26.2	28.3	10.3	6.1	57.1	9.3	144.4	6.3
Wisconsin.....	3.2	84.7	26.1	19.4	10.2	6.3	60.0	9.6	41.5	11.3
Minnesota.....	4.5	103.4	22.9	23.0	12.5	5.3	53.1	10.0	71.1	8.5
Iowa.....	3.1	75.8	24.5	23.9	10.4	4.2	64.6	15.5	63.2	9.6
Missouri.....	3.4	80.0	26.4	15.6	9.8	4.1	54.2	13.4	38.9	5.4
North Dakota.....	2.4	43.3	17.8	25.8	4.0	5.0	26.0	5.2	109.3	2.6
South Dakota.....	2.3	49.0	21.5	11.9	6.9	4.4	32.1	7.2	62.5	4.1
Nebraska.....	2.2	53.3	25.1	34.8	7.5	4.1	35.3	8.5	43.2	4.5
Kansas.....	2.6	66.4	25.3	10.6	8.0	4.3	53.0	12.4	39.3	5.9
Western Division:										
Montana.....	3.0	67.4	22.5	0.0	6.6	2.3	24.7	11.0	93.5	1.0
Wyoming.....	4.0	110.0	27.5	0.0	20.0	3.0	30.0	10.0	14.0	0.0
Colorado.....	4.8	113.0	23.6	7.3	13.0	4.7	42.4	9.0	121.0	2.5
New Mexico.....	1.4	29.4	20.6	5.4	2.1	2.6	20.3	7.6	39.0	1.3
Arizona.....	4.0	63.5	15.9	0.0	4.0	5.5	102.5	18.6	32.5	2.0
Utah.....	12.5	325.0	26.0	0.0	18.5	5.6	87.6	15.6	126.3	5.1
Nevada.....	2.7	62.5	23.4	0.8	10.5	0.0	0.0	0.0	0.0	0.0
Idaho.....	1.9	41.7	22.5	60.9	5.1	2.1	22.9	10.6	92.5	4.1
Washington.....	2.7	75.3	27.5	15.6	10.0	4.4	43.9	10.0	49.4	2.9
Oregon.....	4.0	126.8	31.7	12.3	19.0	4.2	36.8	8.7	77.5	4.7
California.....	4.5	125.5	27.7	1.2	16.6	4.7	34.0	7.2	102.2	5.3

TABLE 31.—Combined statistics of public high schools and private high schools and academies—Number of schools, instructors, and students in 1896-97.

State or Territory.	Total schools.	Total secondary teachers.	Total secondary students.	Male.		Female.		Classical preparatory students.	
				Num-ber.	Per cent.	Num-ber.	Per cent.	Num-ber.	Per cent.
United States	7, 209	26, 383	517, 066	226, 663	43.84	290, 403	56.16	46, 193	8.94
North Atlantic Division ...	1, 892	9, 334	166, 867	75, 497	45.24	91, 370	54.76	19, 506	11.69
South Atlantic Division ...	776	2, 425	38, 911	18, 063	46.42	20, 848	53.58	5, 660	14.55
South Central Division ...	1, 018	2, 834	51, 511	22, 853	44.37	28, 658	55.63	6, 592	12.80
North Central Division ...	3, 180	10, 363	232, 118	98, 686	42.52	133, 432	57.48	12, 353	5.32
Western Division	343	1, 427	27, 659	11, 564	41.81	16, 095	58.19	2, 082	7.53
North Atlantic Division:									
Maine	186	466	11, 195	5, 071	45.30	6, 124	54.70	1, 695	15.14
New Hampshire	80	304	5, 415	2, 732	50.45	2, 683	49.55	966	17.84
Vermont	76	252	4, 860	2, 225	45.78	2, 635	54.22	465	9.57
Massachusetts	322	1, 909	36, 819	16, 590	45.06	20, 229	54.94	5, 877	15.96
Rhode Island	25	241	3, 696	1, 681	45.48	2, 015	54.52	806	21.81
Connecticut	122	553	8, 810	3, 877	44.01	4, 933	55.99	1, 357	15.40
New York	548	3, 065	50, 480	23, 454	46.47	27, 026	53.53	4, 430	8.78
New Jersey	145	772	12, 364	5, 847	47.29	6, 517	52.71	1, 647	13.32
Pennsylvania	388	1, 772	33, 228	14, 020	42.19	19, 208	57.81	2, 263	6.81
South Atlantic Division:									
Delaware	17	64	1, 461	606	41.48	855	58.52	102	6.98
Maryland	84	356	5, 445	2, 515	46.19	2, 930	53.81	371	6.81
District of Columbia	23	237	3, 287	1, 278	38.88	2, 009	61.12	260	7.91
Virginia	149	487	6, 892	3, 334	48.48	3, 558	51.52	996	14.26
West Virginia	40	130	2, 042	906	44.37	1, 136	55.63	176	8.62
North Carolina	144	359	5, 798	3, 160	54.50	2, 638	45.50	1, 341	23.13
South Carolina	99	247	3, 707	1, 816	48.99	1, 891	51.01	622	16.78
Georgia	185	461	8, 826	3, 879	43.88	4, 947	56.12	1, 723	19.65
Florida	35	84	1, 453	569	39.16	884	60.84	69	4.75
South Central Division:									
Kentucky	144	452	7, 345	3, 398	46.26	3, 947	53.74	818	11.14
Tennessee	210	507	9, 714	4, 606	47.42	5, 108	52.58	1, 415	14.56
Alabama	128	311	5, 712	2, 618	45.83	3, 094	54.17	779	13.64
Mississippi	140	352	5, 998	2, 591	43.20	3, 407	56.80	783	13.06
Louisiana	49	195	2, 467	824	33.40	1, 643	66.60	328	13.29
Texas	261	799	16, 019	6, 787	42.37	9, 232	57.63	1, 827	11.41
Arkansas	70	170	3, 481	1, 628	46.77	1, 853	53.23	558	16.03
Oklahoma	6	20	338	129	38.17	209	61.83	15	4.44
Indian Territory	10	28	437	272	62.24	165	37.76	69	15.79
North Central Division:									
Ohio	642	1, 874	40, 803	17, 688	43.35	23, 115	56.65	1, 871	4.59
Indiana	371	1, 060	23, 065	10, 097	43.78	12, 968	56.22	829	3.59
Illinois	388	1, 522	35, 206	13, 935	39.58	21, 271	60.42	1, 783	5.07
Michigan	304	1, 099	26, 831	11, 347	42.29	15, 484	57.71	984	3.67
Wisconsin	210	760	17, 146	7, 899	46.07	9, 247	53.93	668	3.90
Minnesota	132	619	12, 144	5, 330	43.89	6, 814	56.11	429	3.53
Iowa	370	1, 194	27, 537	11, 826	42.95	15, 711	57.05	1, 908	6.93
Missouri	277	964	21, 586	9, 121	42.25	12, 465	57.75	1, 678	7.77
North Dakota	24	66	987	400	40.53	587	59.47	93	9.42
South Dakota	36	97	1, 645	700	42.55	945	57.45	102	6.20
Nebraska	234	544	12, 641	5, 210	41.22	7, 431	58.78	768	6.08
Kansas	192	534	12, 527	5, 133	40.98	7, 394	59.02	1, 240	9.90
Western Division:									
Montana	18	51	1, 042	423	40.60	619	59.40	68	6.52
Wyoming	3	11	250	121	48.40	129	51.60	44	17.60
Colorado	48	229	4, 932	1, 975	40.04	2, 957	59.96	412	8.36
New Mexico	10	18	267	121	45.32	146	54.68	20	7.49
Arizona	4	19	332	84	25.30	248	74.70	12	3.61
Utah	15	98	1, 789	816	45.61	973	54.39	168	9.59
Nevada	6	16	375	147	39.20	228	60.80	2	0.53
Idaho	14	28	452	207	45.80	245	54.20	18	3.98
Washington	47	150	3, 132	1, 319	42.11	1, 813	57.89	224	7.15
Oregon	30	124	2, 184	932	42.67	1, 252	57.33	128	5.86
California	148	683	12, 904	5, 419	41.99	7, 485	58.01	986	7.64

TABLE 32.—Combined statistics of public high schools and private high schools and academies—College preparatory students and graduates in 1896-97.

State or Territory.	Scientific preparatory students.		Total college preparatory students.		Graduates in 1897.		Graduates prepared for college.	
	Num- ber.	Per cent.	Num- ber.	Per cent.	Num- ber.	Per cent.	Num- ber.	Per cent.
United States.....	33,987	6.57	80,180	15.51	61,814	11.95	20,152	32.60
North Atlantic Division.....	12,230	7.33	31,736	19.02	21,571	12.93	6,618	30.68
South Atlantic Division.....	1,418	3.64	7,078	18.19	3,580	9.20	1,098	30.67
South Central Division.....	3,376	6.55	9,968	19.35	4,110	7.98	1,681	40.90
North Central Division.....	14,271	6.15	26,624	11.47	29,155	12.56	9,311	31.94
Western Division.....	2,692	9.73	4,774	17.26	3,398	12.29	1,444	42.50
North Atlantic Division:								
Maine.....	501	4.48	2,196	19.62	1,440	12.86	385	26.74
New Hampshire.....	511	9.44	1,477	27.28	770	14.22	283	36.75
Vermont.....	437	8.99	902	18.56	582	11.98	210	36.08
Massachusetts.....	2,481	6.74	8,358	22.70	5,499	14.94	1,699	30.90
Rhode Island.....	311	8.41	1,117	30.22	492	13.31	215	43.70
Connecticut.....	747	8.48	2,104	23.88	1,297	14.72	390	30.07
New York.....	3,703	7.33	8,133	16.11	4,637	9.19	1,788	38.56
New Jersey.....	1,704	13.78	3,351	27.10	1,920	15.53	547	28.49
Pennsylvania.....	1,835	5.52	4,098	12.33	4,934	14.85	1,101	22.31
South Atlantic Division:								
Delaware.....	23	1.58	125	8.56	204	13.96	41	20.10
Maryland.....	36	0.66	407	7.47	529	9.72	124	23.44
District of Columbia.....	117	3.56	377	11.47	326	9.92	71	21.78
Virginia.....	223	3.25	1,201	17.51	583	8.57	107	18.20
West Virginia.....	99	4.85	275	13.47	242	11.85	85	35.12
North Carolina.....	393	6.78	1,734	29.91	402	6.93	195	48.51
South Carolina.....	231	6.23	833	23.01	551	14.86	165	29.95
Georgia.....	255	2.88	1,996	22.53	644	7.27	281	43.63
Florida.....	41	2.82	110	7.57	94	6.47	29	30.85
South Central Division:								
Kentucky.....	447	6.08	1,265	17.22	630	8.58	236	37.46
Tennessee.....	600	6.18	2,015	20.74	910	9.37	355	39.01
Alabama.....	639	11.18	1,418	24.82	351	6.14	109	31.05
Mississippi.....	405	6.75	1,188	19.81	409	6.82	181	44.25
Louisiana.....	183	7.42	511	20.71	349	14.15	148	42.41
Texas.....	853	5.32	2,680	16.73	1,177	7.35	528	44.86
Arkansas.....	198	5.69	756	21.72	250	7.18	106	42.40
Oklahoma.....	0	0.00	15	4.44	20	5.92	12	60.00
Indian Territory.....	51	11.67	120	27.46	14	3.20	6	42.88
North Central Division:								
Ohio.....	1,373	3.36	3,244	7.95	5,373	13.17	1,327	24.70
Indiana.....	625	2.71	1,454	6.30	2,763	11.98	671	24.29
Illinois.....	2,240	6.36	4,023	11.43	4,594	13.05	1,297	28.23
Michigan.....	2,456	9.15	3,440	12.82	3,050	11.37	977	32.03
Wisconsin.....	955	5.57	1,623	9.47	2,163	12.62	634	29.81
Minnesota.....	2,281	18.79	2,710	22.32	1,535	12.64	840	54.72
Iowa.....	1,493	5.42	3,401	12.35	3,820	13.87	1,382	36.18
Missouri.....	1,145	5.31	2,823	13.08	2,325	10.77	795	34.19
North Dakota.....	36	3.65	129	13.07	92	9.32	39	42.39
South Dakota.....	82	4.99	184	11.19	228	13.86	47	20.61
Nebraska.....	731	5.78	1,499	11.86	1,710	13.53	563	32.92
Kansas.....	854	6.82	2,094	16.72	1,502	11.99	739	49.20
Western Division:								
Montana.....	112	10.75	180	17.27	97	9.31	50	51.55
Wyoming.....	9	3.60	53	21.20	40	16.00	32	80.00
Colorado.....	737	14.92	1,149	23.30	551	11.17	203	36.84
New Mexico.....	2	0.75	22	8.24	19	7.12	17	89.47
Arizona.....	0	0.00	12	3.61	12	3.61	5	41.67
Utah.....	88	4.92	256	14.31	104	5.81	47	45.19
Nevada.....	44	11.74	46	12.27	63	16.80	9	14.29
Idaho.....	12	2.66	30	6.64	65	14.38	19	29.23
Washington.....	210	6.71	434	13.86	378	12.07	97	25.66
Oregon.....	95	4.35	223	10.21	313	14.33	39	12.46
California.....	1,383	10.72	2,369	18.36	1,756	13.61	926	52.73

TABLE 33.—Combined statistics of public high schools and private high schools and academies—Secondary students in ancient languages in 1896-97.

State or Territory.	Latin.			Greek.		
	Schools report- ing.	Number.	Per cent.	Schools report- ing.	Number.	Per cent.
United States.....	6, 112	248, 250	48. 01	1, 938	23, 805	4. 60
North Atlantic Division.....	1, 741	80, 353	48. 15	976	13, 974	8. 37
South Atlantic Division.....	733	23, 259	50. 77	256	1, 856	4. 77
South Central Division.....	891	24, 845	48. 23	259	1, 776	3. 45
North Central Division.....	2, 474	106, 413	45. 84	373	5, 104	2. 20
Western Division.....	273	13, 380	48. 37	74	1, 095	3. 99
North Atlantic Division:						
Maine.....	164	5, 234	46. 75	105	1, 342	11. 99
New Hampshire.....	78	3, 060	56. 51	47	879	16. 23
Vermont.....	72	1, 824	37. 53	51	387	7. 96
Massachusetts.....	314	19, 156	52. 03	222	4, 165	11. 31
Rhode Island.....	24	1, 819	49. 22	18	445	12. 04
Connecticut.....	116	5, 123	58. 15	70	977	11. 09
New York.....	508	19, 861	39. 34	274	2, 955	5. 85
New Jersey.....	119	5, 574	45. 08	60	1, 183	9. 57
Pennsylvania.....	346	18, 792	56. 28	129	1, 641	4. 94
South Atlantic Division:						
Delaware.....	16	1, 044	71. 46	2	20	1. 98
Maryland.....	76	3, 624	66. 56	22	248	4. 55
District of Columbia.....	22	1, 437	43. 72	10	154	4. 69
Virginia.....	145	4, 706	68. 60	44	221	3. 22
West Virginia.....	36	869	42. 56	9	62	3. 04
North Carolina.....	137	2, 873	49. 55	58	353	6. 09
South Carolina.....	95	2, 358	63. 61	31	289	7. 80
Georgia.....	176	5, 620	63. 45	76	476	5. 37
Florida.....	30	728	50. 10	4	24	1. 65
South Central Division:						
Kentucky.....	130	4, 067	55. 37	45	403	5. 49
Tennessee.....	176	4, 734	48. 73	67	528	5. 44
Alabama.....	113	2, 829	49. 53	36	206	3. 61
Mississippi.....	124	2, 436	40. 61	30	152	2. 53
Louisiana.....	37	1, 561	63. 28	7	25	1. 01
Texas.....	235	7, 336	45. 80	51	319	1. 99
Arkansas.....	63	1, 582	45. 45	19	98	2. 82
Oklahoma.....	4	131	38. 78	1	12	3. 55
Indian Territory.....	9	169	38. 67	3	33	7. 55
North Central Division:						
Ohio.....	496	20, 121	49. 31	80	1, 292	2. 95
Indiana.....	327	13, 714	59. 46	14	188	0. 82
Illinois.....	313	17, 171	48. 77	59	836	2. 37
Michigan.....	199	9, 262	34. 52	40	603	2. 25
Wisconsin.....	113	4, 172	24. 33	27	539	3. 14
Minnesota.....	127	7, 239	59. 61	31	279	2. 30
Iowa.....	264	10, 617	38. 56	33	440	1. 60
Missouri.....	222	9, 666	44. 78	49	671	3. 11
North Dakota.....	22	691	70. 01	2	9	0. 91
South Dakota.....	29	669	40. 12	6	54	3. 28
Nebraska.....	192	6, 507	51. 48	15	161	1. 27
Kansas.....	170	6, 593	52. 63	17	122	0. 97
Western Division:						
Montana.....	12	355	34. 07	.....	.....	0. 00
Wyoming.....	3	159	63. 60	.....	.....	0. 00
Colorado.....	44	2, 015	59. 10	11	276	5. 60
New Mexico.....	6	85	31. 84	.....	.....	0. 00
Arizona.....	3	50	15. 06	.....	.....	0. 00
Utah.....	12	482	26. 94	4	22	1. 23
Nevada.....	5	148	39. 47	.....	.....	0. 00
Idaho.....	12	175	38. 72	2	2	0. 44
Washington.....	23	1, 377	43. 97	4	58	1. 85
Oregon.....	20	763	34. 94	7	79	3. 62
California.....	128	6, 871	53. 25	46	658	5. 10

TABLE 34.—Combined statistics of public high schools and private high schools and academies—Secondary students in modern languages in 1896-97.

State or Territory.	French.			German.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	1,869	51,596	9.98	2,492	71,151	13.76
North Atlantic Division	1,004	33,511	20.08	998	30,325	18.17
South Atlantic Division	303	5,213	13.40	207	4,491	11.54
South Central Division	207	3,220	6.25	201	2,800	5.44
North Central Division	262	7,662	3.30	952	30,308	13.06
Western Division	93	1,990	7.19	134	3,227	11.67
North Atlantic Division:						
Maine	90	1,770	15.81	16	167	1.49
New Hampshire	58	1,672	30.88	22	399	7.37
Vermont	43	610	12.55	21	231	4.75
Massachusetts	279	14,474	39.31	162	4,595	12.48
Rhode Island	21	1,059	23.65	16	476	12.88
Connecticut	64	1,581	17.95	81	2,091	23.73
New York	285	7,155	14.17	418	11,945	23.66
New Jersey	67	1,647	13.32	87	3,340	27.01
Pennsylvania	97	3,543	10.66	175	7,081	21.31
South Atlantic Division:						
Delaware	2	68	4.65	7	93	6.37
Maryland	39	1,100	20.20	42	1,484	27.25
District of Columbia	21	724	22.03	20	1,032	31.40
Virginia	81	1,099	16.02	70	1,326	19.33
West Virginia	13	111	5.44	12	82	4.02
North Carolina	42	322	5.55	22	140	2.41
South Carolina	46	658	17.75	17	131	3.53
Georgia	54	1,049	11.84	16	186	2.10
Florida	5	82	5.64	1	17	1.17
South Central Division:						
Kentucky	47	446	6.07	64	1,065	14.50
Tennessee	36	364	3.75	28	287	2.95
Alabama	41	498	8.72	19	164	2.87
Mississippi	13	100	0.02	11	41	0.68
Louisiana	29	1,365	55.33	7	60	2.43
Texas	32	388	2.42	55	968	6.04
Arkansas	7	54	1.55	13	142	4.08
Oklahoma	1	2	0.59	3	44	13.02
Indian Territory	1	3	0.69	1	29	6.64
North Central Division:						
Ohio	49	1,451	3.56	158	5,294	12.97
Indiana	14	349	1.51	66	2,035	8.82
Illinois	47	2,290	6.50	124	5,531	15.71
Michigan	36	1,023	3.81	138	3,834	14.29
Wisconsin	19	264	1.54	139	4,503	26.26
Minnesota	26	780	6.42	69	2,019	16.63
Iowa	14	295	1.07	77	2,318	8.42
Missouri	40	865	4.01	76	2,380	11.03
North Dakota	1	21	2.13	2	25	2.53
South Dakota	3	32	1.95	12	185	11.25
Nebraska	5	201	1.59	33	873	6.91
Kansas	8	91	0.73	58	1,311	10.47
Western Division:						
Montana	2	13	1.25	1	4	0.38
Wyoming	—	—	0.00	2	23	11.20
Colorado	8	347	7.04	27	934	18.94
New Mexico	—	—	0.00	1	1	0.37
Arizona	—	—	0.00	—	—	0.00
Utah	6	102	5.70	10	233	13.02
Nevada	—	—	0.00	—	—	0.00
Idaho	1	16	3.54	1	20	4.42
Washington	8	123	3.93	13	513	16.38
Oregon	10	131	6.00	14	374	17.12
California	58	1,258	9.75	65	1,120	8.68

TABLE 35.—Combined statistics of public high schools and private high schools and academies—Secondary students in certain mathematical studies in 1896-97.

State or Territory.	Algebra.			Geometry.			Trigonometry.		
	Schools reporting.	Num-ber.	Per-cent.	Schools reporting.	Num-ber.	Per-cent.	Schools reporting.	Num-ber.	Per-cent.
United States	7, 055	280, 358	54. 22	6, 282	135, 668	26. 24	1, 554	15, 909	3. 08
North Atlantic Division	1, 848	83, 496	50. 04	1, 731	44, 961	26. 94	423	4, 472	2. 68
South Atlantic Division	752	23, 971	61. 60	598	10, 074	25. 89	230	1, 995	5. 13
South Central Division	987	32, 140	62. 39	878	14, 468	28. 09	400	3, 505	6. 80
North Central Division	3, 131	124, 541	53. 65	2, 774	56, 513	24. 35	399	4, 450	1. 92
Western Division	337	16, 210	58. 61	301	9, 652	34. 90	102	1, 487	5. 38
North Atlantic Division:									
Maine	185	5, 533	49. 42	167	2, 791	24. 93	11	50	0. 45
New Hampshire	76	2, 583	47. 70	75	1, 510	27. 89	14	114	2. 11
Vermont	78	1, 904	39. 18	71	1, 015	20. 88	6	23	0. 47
Massachusetts	313	17, 272	46. 91	307	10, 570	28. 71	60	506	1. 37
Rhode Island	25	2, 086	56. 44	25	1, 189	32. 17	8	139	3. 76
Connecticut	116	4, 430	50. 28	103	2, 662	30. 22	37	517	5. 87
New York	530	20, 991	41. 58	498	11, 235	22. 26	154	1, 317	2. 61
New Jersey	142	8, 359	67. 61	132	3, 407	27. 56	36	504	4. 08
Pennsylvania	383	20, 338	61. 21	353	10, 582	31. 85	97	1, 302	3. 92
South Atlantic Division:									
Delaware	17	877	60. 03	15	398	27. 24	3	45	3. 08
Maryland	81	3, 643	66. 91	81	2, 856	52. 45	37	460	8. 45
District of Columbia	23	1, 177	35. 81	22	744	22. 63	11	126	3. 83
Virginia	143	4, 323	63. 02	122	1, 721	25. 08	64	523	7. 62
West Virginia	40	1, 347	65. 96	36	476	23. 31	13	86	4. 21
North Carolina	137	2, 840	48. 98	89	726	12. 52	18	74	1. 28
South Carolina	99	2, 784	75. 10	67	709	19. 13	19	162	4. 37
Georgia	178	5, 981	67. 52	138	2, 143	24. 19	56	439	4. 96
Florida	34	999	68. 75	28	301	20. 72	9	80	5. 51
South Central Division:									
Kentucky	139	4, 041	55. 02	120	1, 813	24. 68	64	582	7. 92
Tennessee	203	5, 794	59. 65	188	2, 417	24. 88	82	492	5. 06
Alabama	119	3, 684	64. 50	108	1, 680	29. 41	54	623	10. 91
Mississippi	139	3, 442	57. 39	110	1, 013	16. 89	39	266	4. 43
Louisiana	47	1, 373	55. 65	41	921	37. 33	13	81	3. 28
Texas	257	11, 294	70. 50	245	5, 702	35. 60	122	1, 193	7. 45
Arkansas	68	2, 186	62. 80	57	798	22. 92	20	251	7. 21
Oklahoma	6	201	59. 47	4	90	26. 63	2	8	2. 37
Indian Territory	9	125	28. 60	5	34	7. 78	4	9	2. 06
North Central Division:									
Ohio	633	23, 998	58. 81	535	10, 765	26. 38	117	1, 311	3. 21
Indiana	367	13, 476	58. 43	289	5, 617	24. 35	37	325	1. 41
Illinois	381	16, 773	47. 64	354	9, 088	25. 81	45	688	1. 95
Michigan	296	13, 262	49. 43	281	5, 390	20. 09	24	258	0. 96
Wisconsin	207	7, 150	41. 70	206	3, 906	22. 78	17	236	1. 38
Minnesota	131	5, 715	47. 06	127	3, 580	29. 48	6	65	0. 54
Iowa	365	14, 197	51. 56	309	6, 074	22. 06	42	510	1. 85
Missouri	268	13, 290	61. 57	235	4, 527	20. 97	72	712	3. 30
North Dakota	24	651	65. 96	19	382	38. 70	1	2	0. 20
South Dakota	35	859	52. 22	31	447	27. 17	4	42	2. 55
Nebraska	233	7, 996	63. 25	220	3, 415	27. 02	18	180	1. 42
Kansas	191	7, 174	57. 27	168	3, 322	26. 52	16	121	0. 97
Western Division:									
Montana	16	433	41. 55	14	190	18. 23	2	8	0. 77
Wyoming	3	157	62. 80	3	84	33. 60	1	25	10. 00
Colorado	47	2, 512	50. 93	46	1, 694	34. 35	16	223	4. 52
New Mexico	9	137	51. 31	8	31	11. 61	.....	.....	0. 00
Arizona	4	75	22. 59	2	18	5. 42	1	9	2. 71
Utah	15	936	52. 32	10	474	26. 50	6	69	3. 86
Nevada	6	234	62. 40	5	131	34. 93	.....	.....	0. 00
Idaho	12	241	53. 32	8	85	18. 81	.....	.....	0. 00
Washington	47	1, 814	57. 92	38	1, 021	32. 60	10	75	2. 39
Oregon	30	1, 285	58. 84	24	595	27. 24	14	134	6. 14
California	148	8, 386	64. 99	143	5, 329	41. 30	52	944	7. 32

STATISTICS OF SECONDARY SCHOOLS.

1921

TABLE 36.—Combined statistics of public high schools and private high schools and academies—Secondary students in certain science studies in 1896-97.

State or Territory..	Astronomy.			Physics.			Chemistry.		
	Schools reporting.	Num-ber.	Per-cent.	Schools reporting.	Num-ber.	Per-cent.	Schools reporting.	Num-ber.	Per-cent.
United States	2, 011	25, 263	4. 89	5, 778	107, 993	20. 89	2, 757	47, 461	9. 18
North Atlantic Division	752	9, 704	5. 82	1, 512	32, 708	19. 60	942	17, 185	10. 30
South Atlantic Division	167	1, 876	4. 82	485	8, 949	23. 00	221	3, 350	8. 61
South Central Division	270	3, 135	6. 09	789	14, 138	27. 45	336	4, 502	8. 74
North Central Division	736	9, 552	4. 12	2, 715	46, 857	19. 95	1, 055	18, 574	8. 00
Western Division.....	86	996	3. 60	277	5, 901	21. 33	203	3, 850	13. 92
North Atlantic Division:									
Maine	96	1, 066	9. 52	146	2, 137	19. 09	92	1, 276	11. 40
New Hampshire	40	355	6. 56	65	1, 214	22. 42	45	667	12. 32
Vermont	40	443	9. 12	56	686	14. 12	38	411	8. 46
Massachusetts	168	2, 179	5. 92	271	7, 764	21. 09	215	4, 680	12. 66
Rhode Island	14	243	6. 57	22	806	21. 81	21	436	11. 80
Connecticut	49	849	9. 64	87	1, 578	17. 91	53	1, 002	11. 37
New York	200	2, 249	4. 46	451	6, 729	13. 33	267	3, 813	7. 61
New Jersey	55	815	6. 59	119	2, 858	23. 12	74	1, 330	10. 76
Pennsylvania	90	1, 505	4. 53	315	8, 936	26. 89	137	3, 560	10. 71
South Atlantic Division:									
Delaware	3	21	1. 44	16	479	32. 79	8	255	17. 45
Maryland	23	434	7. 97	67	1, 975	36. 27	26	475	8. 72
District of Columbia	11	141	4. 29	19	680	20. 69	14	322	9. 80
Virginia	24	231	3. 37	97	1, 502	21. 90	58	790	11. 52
West Virginia	9	84	4. 11	29	392	19. 20	16	137	6. 71
North Carolina	26	217	3. 74	65	761	13. 13	27	337	5. 81
South Carolina	15	148	3. 99	52	953	25. 71	14	297	8. 01
Georgia	45	483	5. 45	119	1, 936	21. 86	51	682	7. 70
Florida	11	117	8. 05	21	271	18. 65	7	55	3. 79
South Central Division:									
Kentucky	52	494	6. 73	95	1, 674	22. 79	53	695	9. 46
Tennessee	56	563	5. 80	145	1, 960	20. 18	51	563	5. 80
Alabama	28	557	9. 75	90	1, 499	26. 24	48	632	11. 06
Mississippi	29	274	4. 57	125	2, 303	38. 40	32	301	5. 02
Louisiana	17	167	6. 77	41	792	32. 10	26	452	18. 32
Texas	72	942	5. 88	239	5, 043	31. 48	105	1, 547	9. 66
Arkansas	13	91	2. 61	45	770	22. 12	18	288	8. 27
Oklahoma	1	4	1. 18	4	57	16. 86	3	24	7. 10
Indian Territory	2	43	9. 84	5	40	9. 15	0	0	0. 00
North Central Division:									
Ohio	176	2, 080	5. 10	501	7, 611	18. 65	164	3, 665	8. 98
Indiana	37	474	2. 06	272	4, 884	21. 17	108	2, 107	9. 14
Illinois	116	1, 818	5. 16	349	6, 300	17. 89	174	3, 405	9. 67
Michigan	89	1, 052	3. 92	281	4, 771	17. 78	159	2, 367	8. 82
Wisconsin	10	126	0. 73	198	3, 002	17. 51	43	748	4. 36
Minnesota	35	434	3. 57	108	1, 880	15. 48	80	1, 165	9. 59
Iowa	115	1, 637	5. 94	333	5, 969	21. 68	83	1, 228	4. 46
Missouri	82	890	4. 12	239	4, 651	21. 55	116	1, 741	8. 07
North Dakota	4	22	2. 23	14	246	24. 92	4	44	4. 46
South Dakota	6	89	5. 41	30	364	22. 13	6	83	5. 05
Nebraska	23	296	2. 34	215	3, 205	25. 35	72	1, 243	9. 83
Kansas	43	634	5. 06	175	3, 414	27. 25	46	773	6. 21
Western Division:									
Montana	6	43	4. 13	10	181	17. 37	3	28	2. 69
Wyoming	1	11	4. 40	3	41	16. 40	1	11	4. 40
Colorado	14	223	4. 52	45	1, 192	24. 17	36	757	15. 35
New Mexico	1	4	1. 50	5	32	11. 99	1	5	1. 87
Arizona	1	4	1. 20	2	16	4. 82	2	15	4. 52
Utah	1	30	1. 68	10	241	13. 47	8	79	4. 42
Nevada	1	14	3. 73	5	129	34. 40	5	101	26. 93
Idaho	5	27	5. 97	9	101	22. 35	5	22	4. 87
Washington	6	140	4. 47	36	711	22. 70	14	191	6. 10
Oregon	13	123	5. 63	22	484	22. 16	17	272	12. 45
California	37	377	2. 92	130	2, 773	21. 49	111	2, 369	18. 36

TABLE 37.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain science studies in 1896-97.*

State or Territory.	Physical geography.			Geology.			Physiology.		
	Schools reporting.	Num-ber.	Per cent.	Schools reporting.	Num-ber.	Per cent.	Schools reporting.	Num-ber.	Per cent.
United States.....	5,616	127,398	24.64	1,817	25,506	4.93	5,477	155,002	29.98
North Atlantic Division	1,361	31,905	19.12	682	10,232	6.13	1,368	45,720	27.40
South Atlantic Division	607	10,658	27.39	108	1,153	2.96	514	10,894	28.00
South Central Division	739	16,616	32.26	292	3,883	7.54	817	22,211	43.12
North Central Division	2,675	62,661	27.00	635	8,820	3.80	2,587	71,427	30.77
Western Division.....	234	5,558	20.09	100	1,418	5.13	191	4,750	17.17
North Atlantic Division:									
Maine.....	139	2,079	18.57	80	990	8.84	136	2,194	19.60
New Hampshire.....	49	684	12.63	34	380	7.02	49	787	14.53
Vermont.....	58	994	20.45	32	404	8.31	52	928	19.09
Massachusetts.....	163	3,146	8.54	132	1,634	4.44	196	6,084	16.52
Rhode Island.....	16	561	15.18	11	200	5.41	13	362	9.79
Connecticut.....	73	1,555	17.65	34	579	6.57	65	1,532	17.39
New York.....	431	9,995	19.80	235	3,346	6.63	464	17,468	34.60
New Jersey.....	98	2,849	23.04	35	692	5.60	101	3,698	29.91
Pennsylvania.....	334	10,042	30.22	89	2,007	6.04	292	12,667	38.12
South Atlantic Division:									
Delaware.....	14	495	33.88	1	5	0.34	15	692	47.36
Maryland.....	63	1,181	21.69	15	164	3.01	58	1,379	25.33
District of Columbia.....	17	242	7.36	11	126	3.83	13	182	5.54
Virginia.....	123	2,200	32.07	20	192	2.80	96	1,964	28.63
West Virginia.....	36	714	34.97	6	53	2.60	32	734	35.95
North Carolina.....	109	1,410	24.32	13	148	2.55	92	1,669	23.79
South Carolina.....	85	1,504	40.57	10	138	3.72	68	1,346	36.31
Georgia.....	128	2,287	25.82	25	276	3.12	112	2,207	24.92
Florida.....	32	625	43.01	7	51	3.51	28	721	49.62
South Central Division:									
Kentucky.....	98	1,459	19.86	46	412	5.61	108	2,436	33.17
Tennessee.....	121	2,246	23.12	100	1,223	12.59	162	3,457	35.59
Alabama.....	84	1,676	29.34	30	581	10.17	89	2,511	43.96
Mississippi.....	95	1,959	32.66	21	302	5.04	116	2,804	46.75
Louisiana.....	40	902	36.56	12	113	4.58	37	885	35.87
Texas.....	237	6,795	42.42	73	1,056	6.59	232	7,882	49.20
Arkansas.....	53	1,440	41.37	7	156	4.48	62	2,052	58.95
Oklahoma.....	6	79	23.37	2	32	9.47	4	45	13.31
Indian Territory.....	5	60	13.73	1	8	1.83	7	139	31.81
North Central Division:									
Ohio.....	572	11,157	27.34	93	1,294	3.17	543	15,820	38.77
Indiana.....	305	6,340	27.49	54	968	4.20	218	5,179	22.45
Illinois.....	311	10,610	30.14	75	1,343	3.81	334	8,909	25.31
Michigan.....	243	5,020	18.71	83	904	3.37	283	7,072	15.18
Wisconsin.....	199	5,695	33.21	23	344	2.01	191	4,190	24.44
Minnesota.....	79	2,129	17.53	25	282	2.32	101	2,962	23.90
Iowa.....	324	7,444	27.03	106	1,609	5.84	301	8,577	31.15
Missouri.....	218	4,580	21.22	87	1,113	5.16	226	8,079	37.43
North Dakota.....	13	245	24.82	3	20	2.03	19	521	52.79
South Dakota.....	31	576	35.02	8	83	5.05	31	778	47.29
Nebraska.....	199	4,027	31.86	28	348	2.75	188	4,829	38.20
Kansas.....	181	4,838	38.62	50	512	4.09	152	4,571	36.49
Western Division:									
Montana.....	16	312	29.94	8	82	7.87	12	267	25.62
Wyoming.....	2	118	47.20	1	10	4.00	3	141	56.40
Colorado.....	32	875	17.74	23	504	10.22	29	716	14.52
New Mexico.....	6	99	37.08	3	15	5.62	6	84	31.46
Arizona.....	4	72	21.69	1	4	1.20	3	62	18.67
Utah.....	15	451	25.21	7	215	12.02	13	525	29.35
Nevada.....	6	143	39.47	.....	.....	0.00	5	122	32.53
Idaho.....	12	171	37.83	2	10	2.21	12	150	33.19
Washington.....	43	1,219	38.92	13	190	6.07	33	848	27.08
Oregon.....	27	662	30.31	10	65	2.98	23	624	28.57
California.....	71	1,431	11.09	32	323	2.50	52	1,211	9.38

TABLE 38.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1896-97.*

State or Territory.	Psychology.			Rhetoric.			History.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	1,535	19,768	3.82	6,148	174,649	33.78	6,063	186,581	35.08
North Atlantic Division	311	4,337	2.60	1,611	51,561	30.90	1,599	62,735	37.60
South Atlantic Division	123	1,430	3.68	623	13,197	33.92	624	18,072	46.44
South Central Division	359	4,190	8.13	851	18,915	36.72	759	19,442	37.74
North Central Division	671	8,799	3.79	2,773	78,697	33.90	2,778	72,649	31.30
Western Division	71	1,012	3.66	290	12,279	44.39	303	13,683	49.47
North Atlantic Division:									
Maine	37	401	3.58	158	3,159	28.22	133	3,174	28.35
New Hampshire	13	84	1.55	65	1,513	27.94	67	2,282	42.14
Vermont	26	236	4.86	67	1,323	27.22	65	1,383	28.46
Massachusetts	32	402	1.09	280	13,850	37.62	295	18,143	49.28
Rhode Island	9	149	4.03	25	1,211	32.77	21	1,795	48.57
Connecticut	18	189	2.15	98	2,841	32.25	102	4,038	45.83
New York	70	1,091	2.16	459	11,401	22.59	470	14,390	28.51
New Jersey	30	412	3.33	128	4,284	34.65	128	4,566	36.93
Pennsylvania	76	1,373	4.13	331	11,979	36.05	318	12,964	39.02
South Atlantic Division:									
Delaware	3	15	1.03	16	456	31.21	16	524	35.87
Maryland	14	256	4.70	66	1,491	27.38	71	3,847	70.65
District of Columbia	8	47	1.43	21	1,504	45.76	22	1,743	53.03
Virginia	23	255	3.72	125	2,748	40.06	126	3,388	49.39
West Virginia	9	67	3.28	34	719	35.21	39	1,008	49.36
North Carolina	17	239	4.12	102	1,322	22.80	109	2,186	37.70
South Carolina	8	142	3.83	81	1,258	33.94	85	1,829	49.34
Georgia	27	303	3.42	149	3,003	33.90	130	2,944	33.24
Florida	14	106	7.30	29	696	47.90	26	603	41.50
South Central Division:									
Kentucky	58	861	11.72	120	3,129	42.60	122	3,145	42.82
Tennessee	47	333	3.48	177	3,203	32.97	147	3,067	31.57
Alabama	28	348	6.09	101	2,276	39.85	80	1,823	31.92
Mississippi	26	250	4.17	105	1,853	30.89	90	1,836	30.61
Louisiana	8	70	2.84	43	984	39.89	42	1,350	54.72
Texas	169	1,933	12.07	235	6,230	38.89	229	7,134	44.53
Arkansas	17	296	8.50	59	1,029	29.56	44	939	26.98
Oklahoma	3	47	13.91	5	80	23.67	4	59	17.46
Indian Territory	3	47	10.76	6	131	29.98	7	89	20.37
North Central Division:									
Ohio	101	1,094	2.68	527	13,386	32.81	521	13,239	32.45
Indiana	77	1,076	4.67	334	9,861	42.75	326	7,974	34.57
Illinois	42	601	1.71	347	13,483	38.30	352	10,944	31.09
Michigan	70	815	3.04	281	7,011	26.13	284	8,006	29.84
Wisconsin	124	1,221	7.12	159	3,114	18.16	195	4,313	25.15
Minnesota	13	149	1.23	118	3,615	29.77	118	3,738	30.78
Iowa	53	794	2.88	339	9,145	33.21	329	7,989	29.01
Missouri	119	1,958	9.07	250	8,418	39.00	239	7,392	34.24
North Dakota	2	5	0.51	20	514	52.08	20	472	47.82
South Dakota	5	46	2.80	32	525	31.91	27	431	26.20
Nebraska	10	111	0.88	191	5,251	41.54	189	3,956	31.29
Kansas	55	929	7.42	175	4,374	34.92	178	4,195	33.49
Western Division:									
Montana			0.00	15	251	24.09	13	194	18.62
Wyoming			0.00	3	225	90.00	3	76	30.40
Colorado	11	241	4.89	46	1,902	38.56	45	3,095	62.75
New Mexico			0.00	8	100	37.45	8	95	35.58
Arizona			0.00	2	53	15.96	3	28	8.43
Utah	10	281	15.71	14	909	50.81	11	385	21.52
Nevada	1	4	1.07	5	115	30.67	5	164	43.77
Idaho	3	38	8.41	10	143	31.64	11	176	38.94
Washington	16	126	4.02	34	1,145	36.56	35	1,099	35.09
Oregon	10	78	3.57	24	630	28.85	28	845	38.69
California	20	244	1.89	129	6,806	52.74	141	7,526	58.32

TABLE 29.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1896-97. (See also Table 40.)*

State or Territory.	Total public and private secondary students.			In public institutions.						Total public secondary students.		
	Male.	Female.	Total.	In public high schools.			In preparatory departments of public universities and colleges.			Secondary students in public normal schools.		
				Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	267,289	317,615	584,904	173,445	255,988	429,433	4,388	1,493	5,881	1,557	3,608	5,145
North Atlantic Division	33,012	95,923	128,935	54,553	71,846	126,399	812	6	818	399	1,502	1,901
Maine	2,772	2,873	5,645	1,499	1,959	3,458	0	0	0	55	71	126
New Hampshire	2,225	2,635	4,860	1,107	1,585	2,752	0	0	0	40	40	80
Vermont	17,130	20,511	37,641	13,939	17,421	31,360	0	0	0	0	0	0
Massachusetts	1,771	2,337	4,108	1,266	1,643	2,909	0	0	0	30	163	201
Rhode Island	3,877	4,933	8,810	2,699	3,427	6,126	0	0	0	0	82	82
Connecticut	27,613	29,454	57,067	17,866	21,091	38,957	721	0	721	107	984	1,091
New York	6,263	6,583	12,851	3,427	5,139	8,616	56	0	56	0	0	0
New Jersey	16,088	20,191	36,279	9,048	14,996	24,044	35	6	41	159	162	321
Pennsylvania	630	861	1,491	485	766	1,251	24	6	30	0	0	0
Delaware	3,080	3,111	6,191	1,690	1,737	3,427	26	0	26	0	0	0
Maryland	1,684	2,039	3,723	924	1,489	2,413	0	0	0	0	0	0
District of Columbia	3,623	4,056	7,679	1,418	2,050	3,468	19	0	19	23	2	25
Virginia	1,080	1,175	2,255	510	789	1,299	152	0	152	13	16	29
West Virginia	3,908	3,324	7,232	1,779	293	472	50	9	59	0	0	0
North Carolina	2,509	2,360	4,869	1,068	1,255	2,303	200	0	200	12	19	31
South Carolina	4,571	5,888	10,459	1,814	2,838	4,652	40	0	40	0	72	72
Georgia	870	1,168	2,038	532	704	1,236	61	27	88	70	88	158
Florida	4,590	4,924	9,514	2,625	2,174	4,799	68	20	88	19	4	23
Alabama	3,282	3,703	6,985	1,106	1,441	2,547	43	0	43	159	132	291
Mississippi	1,197	1,894	3,091	423	702	1,125	93	0	93	72	61	133
Louisiana	7,842	9,842	17,684	4,627	6,062	11,689	0	0	0	2	8	8
Texas	2,218	2,248	4,466	1,127	1,338	2,465	222	110	332	15	12	27
Arkansas	318	348	666	185	230	415	109	230	339	2	0	2
Oklahoma	327	357	684	110	0	110	0	0	0	0	0	0
Indian Territory	327	357	684	110	0	110	0	0	0	0	0	0
Total	267,289	317,615	584,904	173,445	255,988	429,433	4,388	1,493	5,881	1,557	3,608	5,145
North Atlantic Division	33,012	95,923	128,935	54,553	71,846	126,399	812	6	818	399	1,502	1,901
Maine	2,772	2,873	5,645	1,499	1,959	3,458	0	0	0	55	71	126
New Hampshire	2,225	2,635	4,860	1,107	1,585	2,752	0	0	0	40	40	80
Vermont	17,130	20,511	37,641	13,939	17,421	31,360	0	0	0	0	0	0
Massachusetts	1,771	2,337	4,108	1,266	1,643	2,909	0	0	0	30	163	201
Rhode Island	3,877	4,933	8,810	2,699	3,427	6,126	0	0	0	0	82	82
Connecticut	27,613	29,454	57,067	17,866	21,091	38,957	721	0	721	107	984	1,091
New York	6,263	6,583	12,851	3,427	5,139	8,616	56	0	56	0	0	0
New Jersey	16,088	20,191	36,279	9,048	14,996	24,044	35	6	41	159	162	321
Pennsylvania	630	861	1,491	485	766	1,251	24	6	30	0	0	0
Delaware	3,080	3,111	6,191	1,690	1,737	3,427	26	0	26	0	0	0
Maryland	1,684	2,039	3,723	924	1,489	2,413	0	0	0	0	0	0
District of Columbia	3,623	4,056	7,679	1,418	2,050	3,468	19	0	19	23	2	25
Virginia	1,080	1,175	2,255	510	789	1,299	152	0	152	13	16	29
West Virginia	3,908	3,324	7,232	1,779	293	472	50	9	59	0	0	0
North Carolina	2,509	2,360	4,869	1,068	1,255	2,303	200	0	200	12	19	31
South Carolina	4,571	5,888	10,459	1,814	2,838	4,652	40	0	40	0	72	72
Georgia	870	1,168	2,038	532	704	1,236	61	27	88	70	88	158
Florida	4,590	4,924	9,514	2,625	2,174	4,799	68	20	88	19	4	23
Alabama	3,282	3,703	6,985	1,106	1,441	2,547	43	0	43	159	132	291
Mississippi	1,197	1,894	3,091	423	702	1,125	93	0	93	72	61	133
Louisiana	7,842	9,842	17,684	4,627	6,062	11,689	0	0	0	2	8	8
Texas	2,218	2,248	4,466	1,127	1,338	2,465	222	110	332	15	12	27
Arkansas	318	348	666	185	230	415	109	230	339	2	0	2
Oklahoma	327	357	684	110	0	110	0	0	0	0	0	0
Indian Territory	327	357	684	110	0	110	0	0	0	0	0	0
Total	267,289	317,615	584,904	173,445	255,988	429,433	4,388	1,493	5,881	1,557	3,608	5,145

North Central Division:													
Ohio	22,225	47,415	16,408	21,550	37,958	196	108	304	50	58	108	16,654	21,716
Indiana	12,177	25,820	9,447	11,897	21,344	0	0	0	0	0	0	9,447	11,897
Illinois	17,082	40,093	12,545	19,364	31,909	136	43	179	0	0	0	12,681	19,407
Michigan	12,268	28,558	10,952	14,793	25,745	0	0	0	28	53	81	10,980	14,846
Wisconsin	8,559	18,191	6,880	8,757	15,587	0	0	0	71	80	151	8,901	8,837
Minnesota	5,754	12,757	4,500	6,050	10,550	0	0	0	3	17	20	4,503	6,067
Iowa	13,522	30,698	10,268	14,358	24,626	16	11	27	60	80	140	10,344	14,449
Nebraska	12,637	27,028	6,790	10,030	16,820	0	0	0	455	1,164	1,619	7,245	11,194
Missouri	12,637	27,028	6,790	10,030	16,820	0	0	0	455	1,164	1,619	7,245	11,194
North Dakota	893	1,476	603	817	1,420	137	88	275	0	0	0	559	742
South Dakota	894	2,226	603	817	1,420	139	122	261	0	0	0	5186	7,446
Kansas	6,034	14,233	4,985	7,126	12,111	117	78	195	84	242	326	5,186	7,446
Western Division:	6,380	13,648	4,707	6,832	11,559	59	8	67	0	0	0	4,766	6,800
Montana	574	1,348	404	530	943	90	78	168	0	0	0	494	617
Wyoming	135	282	103	117	220	14	18	32	0	0	0	117	135
Colorado	2,381	5,603	1,884	2,751	4,635	184	178	362	0	0	0	2,068	2,929
New Mexico	185	354	75	131	206	64	23	87	0	0	0	139	154
Arizona	148	449	59	68	127	64	53	117	0	0	0	123	121
Utah	1,307	2,517	261	389	650	308	110	418	0	0	0	569	499
Nevada	216	488	147	223	375	69	44	113	0	0	0	216	272
Idaho	324	641	108	184	292	117	72	189	0	0	0	225	256
Washington	1,716	3,767	1,068	1,493	2,561	94	48	142	0	0	0	1,162	1,541
Oregon	1,403	3,015	632	889	1,521	150	114	264	0	0	0	782	1,003
California	6,357	14,235	4,539	6,254	10,793	0	0	0	0	0	0	4,539	6,254
38,370	21,344	32,088	25,826	15,738	10,570	24,793	18,439	1,184	1,681	12,632	11,626	1,111	252
4,997	293	214	1,068	481	2,703	1,785	10,793	6,254					

TABLE 41.—*Number secondary students to each 1,000 inhabitants in each State in 1897; also number students in higher education to each 1,000 of population.*

State or Territory.	Estimated total population in 1897.	Total number secondary students in 1897.	Number secondary students to each 1,000 inhabitants.	Total number students in higher education in 1897.	Number students in higher education to each 1,000 inhabitants.
United States	71,374,142	584,904	8.19	140,133	1.96
North Atlantic Division	19,947,800	178,935	8.97	44,286	2.22
South Atlantic Division	9,752,882	45,937	4.72	18,798	1.93
South Central Division	12,844,600	63,190	4.92	18,750	1.46
North Central Division	24,933,500	264,143	10.59	50,365	2.02
Western Division	3,915,360	32,609	8.35	7,934	2.03
North Atlantic Division:					
Maine	657,300	11,674	17.77	1,312	2.00
New Hampshire	398,700	5,645	14.14	736	1.84
Vermont	333,000	4,860	14.59	646	1.94
Massachusetts	2,634,000	37,641	14.29	10,830	4.11
Rhode Island	395,700	4,108	10.37	995	2.51
Connecticut	840,100	8,810	10.49	3,059	3.64
New York	6,851,000	57,067	8.33	13,689	2.00
New Jersey	1,768,000	12,851	7.27	2,232	1.26
Pennsylvania	6,070,000	36,279	5.98	10,787	1.78
South Atlantic Division:					
Delaware (1892)	173,200	1,491	8.62	89	0.51
Maryland	1,179,000	6,191	5.25	3,795	3.22
District of Columbia	277,782	3,723	13.39	2,106	7.58
Virginia	1,704,000	7,679	4.51	3,350	1.97
West Virginia (1896)	849,300	2,255	2.66	548	0.65
North Carolina (1896)	1,763,000	7,232	4.10	2,785	1.58
South Carolina	1,274,000	4,869	3.82	2,290	1.80
Georgia (1896)	2,015,000	10,459	5.19	3,582	1.78
Florida	497,600	2,038	4.09	253	0.51
South Central Division:					
Kentucky (1896)	1,993,000	9,504	4.77	4,104	2.06
Tennessee (1896)	1,877,000	12,624	6.73	5,303	2.83
Alabama	1,741,000	6,985	4.01	2,274	1.31
Mississippi (1895)	1,431,000	7,766	5.43	1,748	1.22
Louisiana (1895)	1,253,000	3,031	2.42	1,640	1.31
Texas (1896)	2,979,000	17,684	5.93	2,776	0.93
Arkansas	1,290,000	4,466	3.46	808	0.63
Oklahoma	280,600	568	2.02	71	0.25
Indian Territory		562		26	
North Central Division:					
Ohio	3,834,000	47,415	12.37	8,507	2.22
Indiana	2,244,000	25,820	11.51	4,278	1.91
Illinois	4,594,000	40,093	8.73	11,300	2.46
Michigan	2,246,000	28,558	12.72	4,790	2.13
Wisconsin	2,072,000	18,191	8.78	2,411	1.16
Minnesota	1,700,000	12,757	7.50	3,464	2.04
Iowa	2,101,000	30,698	14.61	4,394	2.09
Missouri	3,036,000	27,028	8.90	6,072	2.00
North Dakota (1896)	303,600	1,476	4.86	142	0.47
South Dakota (1896)	342,900	2,226	6.49	496	1.45
Nebraska	1,131,000	14,233	12.58	1,776	1.57
Kansas	1,329,000	15,648	11.77	2,735	2.06
Western Division:					
Montana	229,400	1,348	5.89	93	0.41
Wyoming (1896)	99,700	282	2.82	80	0.80
Colorado	564,800	5,603	9.92	1,105	1.96
New Mexico	174,900	354	2.02	63	0.39
Arizona	80,650	449	5.54	35	0.43
Utah	260,700	2,517	9.64	302	1.16
Nevada	41,610	488	11.62	143	3.40
Idaho	138,100	641	4.64	64	0.46
Washington (1896)	479,700	3,767	7.85	699	1.46
Oregon (1896)	378,800	3,015	7.96	818	2.16
California	1,467,000	14,235	9.70	4,527	3.09

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.				Graduates in the class that graduated in 1897.		College preparatory students in the class that graduated in 1897.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
ALABAMA.																						
1	Alexander City	High School	Dept.	1	1	25	15	0	0					0	0			3			\$3,000	
2	Alexandria	Col. Ross, P. D.	Dept.	1	1	10	10	30	30	0	0	0	0	0	0						1,000	
3	Anniston	H. C. Grunnels	Dept.	3	0	78	0	0	0									3			10,000	
4	Bell	Shiloh High School	Ind.	1	0	10	10	35	45	4	2	4	2					2		50	500	
5	Bessemer	G. M. Overjoy	Dept.	1	1	2	21	0	0													
6	Birmingham	A. C. Moore	Dept.	2	6	90	160	0	0	2	4			4	19			4		4,000		
7	Brewton	D. Gillis	Dept.	2	1	33	45	0	0					0	5	0	1	4		150	13,000	
8	Camp Hill	H. C. Woody	Ind.	1	1	20	22	40	27					0	0			2				
9	Courtland	A. E. Handley	Dept.	1	0	4	6	21	29	1	1			0	0			3			1,500	
10	Dadeville	W. C. Williams	Dept.	1	1	25	30	45	50	3	4			0	0			3			100,000	
11	Decatur	J. O. Pinckard	Ind.	1	0	15	3	41	27	3	2			0	0			2			1,000	
12	Edwardsville	C. M. Garret	Dept.	0	2	27	28	50	25	2	0			3	2			3			1,500	
13	Eufaula	F. L. McCoy	Dept.	3	1	32	32	0	0					3	4	3	4	3	0	0	15,000	
14	Flint	Jas. F. Morris	Dept.	1	0	7	12	25	16	2	8	1	1					3		65	1,000	
15	Fort Deposit	T. J. Threlkild	Ind.	1	1	7	15	23	15	7	15							4		4	2,000	
16	Goodwater	W. B. Neighbors	Ind.	1	0	17	14	47	44					5	0			4			800	
17	Graham	J. E. Thomason	Ind.	2	0	15	6	72	28									2		20	1,000	
18	Gulu	L. J. Haffsliutler	Dept.	1	1	25	20	60	50	10	10	8						4			1,000	
19	Hackneyville	Jef. Sox	Ind.	2	1	4	8	50	50									2		300	8,000	
20	Huntsville	L. R. Butler	Dept.	1	1	49	80	0	0	0	3			0	3			2			10,000	
21	Jackson	Rev. T. S. Clyce, A. B.	Ind.	3	3	100	94															
22		B. D.																				

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Second-ary in-struct-ors.				Elementary students.				Preparing for college.				Grad-ates in 1897.				Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.		Grad-ates in 1897.													
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.												
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
ALABAMA—cont'd.																							
Jasper	Male and Female Academy,*	Miss Elizabeth Maule Haley.	Dept..	1	3	20	25	0	0											50			
Kellyton	High School	G. D. King	Dept..	1	0	6	5	20	11	2	2	0	0	0	0	0	0	0		0			
Kennedy .....	.....do.....	Cecil A. Beasley	Ind..	1	0	8	13	40	38	3	4	4	0	0	0	0	0	4				
Kynutka	Lanier's Academy *	J. H. Hamilton	Ind..	1	1	7	10	43	53	0	1	1	0	0	0	0	0	4					
Leachapoka	High School	Mrs. Alice Baggett	Ind..	0	1	6	5	24	27			2	0	0	0	0	0		0				
McCalla	Pleasant Hill Academy*	J. H. Jolley	Ind..	1	1	9	13	46	47														
Milo	Spring Hill Academy*	R. G. Hightower	Ind..	1	0	8	2	40	47	5	2	0	0	0	0	0	0	4	1	1	500		
Mobile	Fors' High School	B. S. Woodcock	Dept..	2	1	87	0	0	0									3					
.....do.....	Broad Street Academy (colored).	Wm. A. Caldwell	Dept..	1	2	13	40	0	0	0				6	10			4	100				
.....do.....	Girls' High School	Mrs. E. S. Colston	Dept..	0	6	0	187	0	0	0				0	39			4					
Montevallo	High School	J. J. Nash	Dept..	1	0	18	0	12	15	0				0	0	0	0	3	0				
Montgomery	Boys' High School*	W. M. Clyde	Dept..	1	0	23	0	0	0	0	0	0	0	0	0	0	0	4	0	25			
.....do.....	Girls' High School	Miss Eliza M. Bullock	Dept..	0	5	0	146	0	0	0	0	0	0	0	17	0	0	4	0	700			
Mount Hope	High School *	Geo. A. Sneed, B. A.	Ind..	1	1	10	17	28	52	3	5	4	2	0	0	0	0	3	100		2,000		
New Decatur	Gordon School	Prof. R. R. Harris	Dept..	1	1	10	25	0	0					0	0	0	0	0	100		12,000		
Oakman	College	E. L. Blalock, A. M., Pres.	Dept..	1	3	50	60	0	0	0				0	0	0	0	4	100		500		
Peaceburg	Academy	H. T. Parsons	Ind..	1	0	6	6	41	30	3	0	0	0	6	6	3	0	2	0	0	1,000		
Pellham	Rutherford High School	J. W. Eilenburg	Ind..	1	0	15	7	35	33					0	0	0	3	3			1,000		
Phoenix	High School	J. A. Albright	Dept..	1	0	8	15	0	0	4	12			0	0	0	0	2	0	0	2,000		
Pinecard .....	.....do.....	J. O. Phetard	Ind..	2	1	0	10	43	41	0				0	0	0	0	3	0	0	500	
Pollard	Academy	H. J. Seale	Ind..	1	0	7	10	13	24	0	0	0	0	0	0	0	0	0	0	0	1,000		
Randolph	High School *	Geo. C. Brown	Ind..	1	1	5	10	14	11	0	0	0	0	0	1	0	1	3					

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.						Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, apparatus, and scientific apparatus.									
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.					Length of course in years.								
				Male.	Female.	Male.	Female.	Male.	Female.				Male.	Female.	Male.	Female.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ARKANSAS—cont'd.																					
86	Pine Bluff.....	High School.....	Jas. H. Witherspoon..	Dept..	3	1	68	94	0	0	0	0	0	0	3	5	2	3	4	200	.....
87	.....do.....	Merrill High School (col- ored).	M. R. Perry	Dept..	2	0	7	11	0	0	0	0	0	0	2	2	0	0	3	.....	\$10,000
88	Prescott.....	Tom Allen High School.	W. T. Conway	Dept..	1	0	10	21	0	0	0	0	0	0	.....	.....	.....	.....	3	.....	5,000
89	Russellville.....	High School.....	E. L. Gatewood	Dept..	2	0	30	56	0	0	2	2	.....	.....	6	9	.....	.....	4	.....	250
90	Salem.....	.....do.....	J. H. Caldwell	Ind.	1	1	26	24	62	56	8	4	21	0	0	0	0	0	3	200	5,000
91	Springdale.....	Graded School.....	J. B. Lea	Dept..	1	1	27	48	0	0	4	9	0	0	1	4	0	0	3	0	8,000
92	Springfield.....	Male and Female Acad- emy.	Will A. Berry	Dept..	1	0	25	17	38	35	12	13	.....	.....	.....	.....	.....	.....	3	28	750
93	Stephens.....	Stephen A. Bemis Insti- tute.	Thos. L. Bond	Dept..	2	0	15	10	75	60	8	4	7	6	0	0	.....	.....	3	.....	5,500
94	Valley Springs.....	Academy.....	T. F. Allbright	Dept..	2	0	40	50	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	50	2,500
95	Van Buren.....	High School.....	A. L. Peacher	Dept..	2	1	13	19	0	0	10	17	.....	.....	0	1	.....	.....	3	397	16,000
96	Waldron.....	.....do.....	Hubert J. Hall	Dept..	2	1	30	25	0	0	5	4	1	0	.....	.....	.....	.....	4	.....	5,000
97	Wheatley.....	.....do.....	S. L. Holloway, A. B. ..	Ind....	1	1	2	6	28	34	0	0	0	0	0	0	0	0	3	.....	600
CALIFORNIA.																					
98	Alameda.....	High School.....	A. W. Scott	Dept..	4	4	68	106	0	0	2	8	.....	.....	8	12	7	9	3	220	.....
99	Arroyo Grande.....	Union High School.....	A. F. Parsons	Ind....	1	1	12	23	0	0	2	2	1	0	3	2	3	2	4	312	800
100	Azusa.....	High School (Citrus Un- ion).	C. T. Meredith	Dept..	1	1	23	20	0	0	.....	.....	.....	.....	2	7	.....	.....	3	100	2,000
101	Bakersfield.....	High School (Kern Coun- ty).*	J. B. Newell	Ind....	1	1	20	16	0	0	2	0	0	0	3	2	2	0	3	0	110
102	Berkeley.....	High School.....	S. D. Waterman.....	Dept..	6	6	159	208	0	0	15	26	18	10	44	48	36	42	3	800	50,000

103	Bostonia	El Cajon Valley High School.	Ind...	1	0	14	7	0	0	0	0	2	0	0	0	0	0	4	0	56	300
104	Cambria	Union High School	Ind...	1	0	3	8	0	0	0	0	0	0	0	2	0	0	4	0	50	250
105	Centerville	High School (Union No. 2.)	Dept...	1	3	35	32	0	0	1	2	10	4	6	3	2	1	4	...	515	12,400
106	Cloverdale	Union High School	Ind	1	1	6	20	0	0	0	0	0	0	0	2	3	2	1	3	100	...
107	Colton	High School	Dept.	1	1	15	16	0	0	0	0	4	5	...	...	...	4	...	500	...	
108	Colusa	do	Ind	1	1	30	31	0	0	0	0	0	0	0	0	0	3	...	500	500	
109	Coronado	do	Dept.	2	1	20	25	0	0	0	0	0	0	1	0	1	0	4	800	30,000	
110	Crescent City	Del Norte County High School.	Ind	1	1	14	21	0	0	0	0	0	0	2	3	...	4	...	4,000	6,000	
111	Dixon	Union High School	Ind	1	1	20	24	0	0	0	0	0	0	1	2	...	3	...	100	1,000	
112	Easton	Washington Union High School.	Ind	1	0	7	11	1	6	...	4	5	1	4	1	1	4	0	155	1,000	
113	Elk Grove	Union High School	Dept...	1	1	13	16	0	0	2	1	1	0	1	4	1	1	3	...	131	3,000
114	Elmira	do	Ind	1	0	9	8	0	0	0	0	0	0	0	2	1	1	3	...	50	2,000
115	Elsmore	do	Dept.	1	1	16	14	0	0	0	0	0	0	0	0	1	1	4	...	154	150
116	Escondido	High School	Dept.	1	2	30	44	0	0	6	8	12	7	0	4	0	3	4	...	400	30,000
117	Esparto	Union High School	Dept.	1	1	11	19	0	0	0	5	0	4	2	5	1	3	3	...	357	6,000
118	Etta Mills	do	Dept.	2	0	6	11	0	0	0	0	3	4	2	5	1	3	3	...	500	3,500
119	Fallbrook	do	Ind	1	1	13	17	0	0	0	0	0	4	3	2	1	1	4	0	50	325
120	Fresno	High School	Dept.	4	3	78	121	0	0	30	58	26	0	6	11	4	1	7	...	700	1,200
121	Fullerton	Union High School	Ind	1	1	15	24	0	0	0	0	0	0	0	1	4	1	4	...	150	1,200
122	Gilroy	High School	Dept.	1	1	18	18	0	0	0	0	5	5	1	1	1	1	3	...	700	10,000
123	Grass Valley	Advanced Grammar and High School.	Ind	2	0	15	35	18	34	...	...	...	...	2	20	...	3	...	1,600	...	
124	Gridley	Union High School	Ind	1	0	11	17	0	0	0	0	0	0	1	1	...	3	...	125	2,000	
125	Hanford	do	Ind	2	1	39	33	0	0	0	0	4	6	4	3	3	3	...	400	15,000	
126	Haywards	do	Ind	4	4	27	52	0	0	0	0	0	0	5	13	3	3	...	400	...	
127	Headstung	High School	Ind	3	0	35	46	0	0	3	3	6	7	9	10	9	10	3	...	500	5,000
128	Henet	Union High School	Ind	1	1	10	19	0	0	0	1	2	3	4	1	2	4	0	...	225	4,000
129	Hollister	High School	Ind	2	0	25	28	0	0	0	0	0	0	5	7	1	3	3	...	80	500
130	Jullian	Cuyamaca Union High School.	Ind	1	0	5	16	0	0	0	0	0	1	0	1	0	4	...	354	5,000	
131	Livermore	High School (Union No. 1).	Ind	1	2	26	25	0	0	0	0	0	0	0	1	0	1	4	...	325	15,000
132	Los Angeles	High School *	Dept.	8	15	460	503	0	0	6	4	20	2	29	42	29	42	4	...	850	100,000
133	Los Gatos	do	Dept.	1	2	14	31	0	0	0	0	0	0	5	7	4	3	3	...	600	6,500
134	Marysville	do	Dept.	1	1	22	24	53	0	0	2	4	...	2	4	1	2	4	...	350	6,000
135	Mendocino	do *	Ind	1	1	18	19	11	13	15	19	...	...	5	5	2	5	2	...	250	10,000
136	Menifee	Vale Union High School	Ind	1	0	10	10	0	0	0	1	4	6	0	0	0	0	4	...	2	200
137	Merced	High School	Dept.	2	1	28	54	0	0	0	1	3	3	0	...	...	4	...	300	25,000	
138	Monrovia	do	Ind	2	1	23	27	0	0	0	0	0	0	5	2	4	2	4	0	...	26,000
139	Monrovia	do	Dept.	1	2	22	33	0	0	0	0	0	0	3	10	3	10	4	...	500	15,000
140	Oakdale	Nevada City	Ind	1	1	19	14	0	0	4	2	3	0	1	0	0	0	3	...	200	5,000
141	Oakland	Union High School	Dept.	10	15	317	452	0	0	0	0	0	0	42	72	33	44	4	...	500	...
142	Oroville	High School	Ind	2	0	23	37	0	0	0	0	0	0	0	7	0	7	4	...	137	1,100
143	Pasadena	Union High School	Dept.	3	6	120	135	0	0	8	7	...	...	18	30	4	2	4	...	500	35,000
144	Pasadena	High School	Dept.	1	2	29	33	0	0	0	0	0	0	0	4	2	4	0	...	100	1,000
145	Paso Robles	do	Ind	1	0	11	13	0	0	0	0	0	0	0	0	0	4	...	30	300	
146	Perris	Vale Union High School	Ind	1	0	0	0	0	0	0	0	0	0	0	0	0	0	4	...	...	...

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.										Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.				Gradu-ates in 1897.						College prepar-atory stu-dents in the class that gradu-ated in 1897.			
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
CALIFORNIA—cont'd																					
146	Petaluma.....	High School.....	Dept..	2	1	45	42	0	0	0	0	10	10	4	4	1	3	4	0	335	\$25,000
147	Placerville.....	High School (dist. No. 1).	Ind..	1	0	18	17	0	0	0	0	0	0	9	7	5	4	3	250	2,000	
148	Pomona.....	High School.....	Dept..	3	3	80	90	0	0	5	6	50	60	4	5	4	5	4	600	30,000	
149	Redlands.....	Union High School.....	Ind..	2	4	59	107	0	0	8	15	35	62	7	13	6	11	4	0	610	38,000
150	Riverside.....	High School.....	Dept..	3	3	64	107	0	0	0	0	0	0	6	9	3	13	5	4	375
151	Sacramento.....	do.....	Dept..	2	2	127	189	0	0	20	6	9	3	15	20	11	6	3	581	13,225	
152	Salinas.....	do.....	Dept..	2	1	29	29	0	0	0	0	10	4	0	0	0	0	4	458	11,300	
153	San Bernardino.....	do.....	Dept..	8	2	105	120	0	0	0	0	0	0	13	17	.....	.....	4	700	.....
154	San Diego.....	do.....	Dept..	2	8	143	246	0	0	5	6	43	38	14	23	12	8	4	800	15,000	
155	San Francisco.....	Girls' High School.....	Dept..	3	14	0	620	0	0	0	25	0	20	0	120	0	45	3	750	17,500	
156	do.....	Lowell High School.....	Dept..	13	2	400	227	0	0	70	50	39	15	68	31	45	23	3	80	1,000	
157	do.....	Polytechnic High School.....	Dept..	6	13	285	310	0	0	0	0	50	20	20	19	7	2	3	1,000	.....
158	San José.....	High School.....	Dept..	2	6	188	215	0	0	0	0	0	0	26	26	26	16	4	1,200	.....
159	San Luis Obispo.....	do.....	Dept..	2	3	1	45	0	0	0	0	0	0	2	4	1	2	4	810	.....
160	San Rafael.....	do.....	Dept..	3	1	23	43	0	0	0	0	0	0	5	7	5	7	3	600	10,000	
161	Santa Ana.....	do.....	Dept..	2	3	93	73	0	0	17	40	3	11	10	17	.....	.....	4	2	2,000
162	Santa Barbara.....	do.....	Dept..	3	3	95	117	0	0	6	4	30	16	8	14	8	3	4	784	25,000	
163	Santa Clara.....	do.....	Ind..	2	3	23	28	0	0	5	3	10	8	2	5	5	3	3	1,448	20,000	
164	Santa Cruz.....	do.....	Dept..	3	6	70	95	0	0	0	0	0	0	15	17	5	7	4	500	40,000	
165	Santa Maria.....	Union High School.....	Dept..	3	3	22	37	0	0	0	0	0	0	15	17	5	7	4	300	11,000	
166	Santa Monica.....	High School.....	Ind..	1	1	32	37	0	0	0	0	0	0	3	4	1	0	3	150	1,000	
167	Santa Paula.....	Union High School.....	Ind..	1	2	40	34	0	0	0	2	3	3	1	2	2	1	4	651	10,700
168	Santa Rosa.....	High School.....	Dept..	3	4	96	177	0	0	0	0	.....	.....	11	30	.....	.....	4	640	30,000
169	Selma.....	Union High School.....	Ind..	2	0	20	37	0	0	0	0	.....	.....	0	0	0	0	4	200	1,350

	Sonoma	Sonoma Valley Union High School	Benjamin Wood	Ind	2	0	8	18	0	3	3	7	3	1,000	3,000
170	Sonoma	High School	Benjamin Wood	Ind	1	1	15	15	0	0	0	0	0	300	20,000
171	South Riverside	Corona High School	Lyman Gregory	Dept.	4	5	103	157	0	0	0	16	25	1,002	53,750
172	Stockton	High School	D. A. Mobley	Dept.	1	2	84	27	0	0	0	5	4	1	3
173	Suisun City	Armijo Union High School	Chester Wetmore	Ind	1	1	25	26	0	0	0	7	9	3	0
174	Sutter	High School (Union)	J. C. Ray	Ind	2	2	20	27	0	0	0	11	4	5	0
175	Utlare	High School	C. J. Walker	Dept.	2	1	63	77	0	0	0	3	0	4	850
176	Ukiah	do	L. W. Babcock	Dept.	2	1	15	30	0	0	8	12	8	11	300
177	Vacaville	Union High School	R. H. Van Horn	Ind	1	1	39	57	0	0	0	3	5	4	1,000
178	Valejo	High School	C. B. Towle	Dept.	1	2	47	68	0	0	0	11	4	4	25
179	Ventura	do	T. W. Kaufman	Ind	2	0	62	73	14	6	2	10	20	1	9
180	Visalia	do	P. S. Woolsey	Dept.	5	0	40	50	0	0	27	44	0	0	300
181	Watsonville	do	Irving Townsend	Dept.	3	2	12	30	0	0	0	0	1	0	50
182	Winters	Union High School	Isaac Wright	Ind	1	1	23	32	0	0	0	8	12	4	2
183	Xreka	Siskiyou County High School	Hamilton Wallace	Dept.	2	1	23	32	0	0	0	8	12	4	650
COLORADO.															
184	Akron	High School *	E. D. Lehman	Ind	1	0	4	15	30	60	0	0	0	0	50
185	Alamosa	do	A. J. Fynn	Dept.	1	1	19	11	8	8	0	2	1	4	800
186	Aspen	Army High School	F. J. Browncombe	Dept.	2	1	18	32	0	0	0	8	4	0	1,142
187	Blackhawk	High School	J. H. Matthews	Dept.	1	2	15	21	0	0	5	8	4	5	250
188	Boulder	State Preparatory School	Henry White Callahan, Ph. D.	Dept.	8	2	120	153	0	0	29	64	91	87	9
189	Canon City	High School	Miss Mattie Cooper	Dept.	2	2	35	43	0	0	0	16	20	3	6
190	do	South Canon High School	H. E. Smith	Dept.	3	4	23	23	0	0	4	5	3	6	500
191	Central City	Public School (ninth, tenth, and eleventh grades)	M. F. Miller	Dept.	1	1	22	38	0	0	0	0	0	0	8,000
192	Colorado Springs	High School	G. B. Turnbull	Dept.	4	5	131	172	0	0	4	5	2	8	1,600
193	Del Norte	do	John W. Wilson	Dept.	1	1	21	12	0	0	0	2	2	4	600
194	Delta	do	W. G. Harris	Dept.	1	1	27	26	0	0	2	2	2	4	212
195	Denver	High School (dist. No. 1)	Wm. H. Smiley	Dept.	16	9	289	498	0	0	66	54	23	5	300
196	do	High School (dist. No. 2)	Edward F. Hermanns	Dept.	8	10	10	55	62	0	34	51	10	4	289
197	do	High School (dist. No. 7, south)	W. J. Wise, supt.	Dept.	1	2	26	29	0	0	1	1	10	12	1,813
198	do	High School (dist. No. 17, north)	Edgar R. Downs	Dept.	5	7	114	211	0	0	1	1	10	12	80
199	do	Manual Training High School	Charles A. Bradley	Dept.	8	7	107	165	0	0	0	0	0	0	4,000
200	Durango	High School	Charles E. Chadsey	Dept.	3	2	40	45	0	0	0	0	0	6	75
201	Florence	do	Julia C. Taylor	Dept.	2	1	21	34	0	0	0	0	0	0	500
202	Greektown	do	D. R. Hatch	Dept.	1	2	91	23	0	0	0	2	6	2	125
203	Golden	High School (Fremont)	A. J. Miller	Ind	1	0	3	3	25	15	0	0	0	0	700
204	do	High School	William Triplett	Dept.	3	1	35	57	0	0	2	0	2	5	45,000
205	Grand Junction	do	Henry B. Smith	Dept.	2	1	30	53	0	0	0	8	13	1	300
206	Greeley	do	A. E. Copeland	Dept.	4	2	70	77	0	0	0	0	0	0	350

* Statistics of 1935-36.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.												
				Second-ary in-struct-ors.				Elementary students.				Preparing for college.								Gradu-ates in 1897.				College prepar-atory stu-dents in the class that gradu-ated in 1897.							
				Male.	Female.	5	6	Male.	Female.	7	8	Male.	Female.	9	10					Male.	Female.	11	12	13	14	Male.	Female.	15	16	Male.	Female.	17	18	19	20	21	22
COLORADO—cont'd.																															
207	Gunnison.....	U. W. Keplinger.....	Dept..	1	1	23	27	0	0	0	4	5	2	0	7	0	2	3	500	500	\$50,000										
208	Holyoke.....	J. R. Alcock.....	Dept..	1	0	4	14	42	55	0	0	0	0	0	0	0	0	0	75	6,000											
209	Idaho Springs.....	W. A. Haggatt.....	Dept..	1	3	38	52	0	0	0	0	15	29	0	4	0	4	4	625	33,000											
210	Lafayette.....	D. D. Hugh, A. M.....	Dept..	3	2	20	30	8	15	5	6	2	3	0	6	0	6	4	360	35,000											
211	Leadville.....	Mary W. Maxwell.....	Dept..	2	1	9	38	0	0	0	1	0	7	3	13	3	13	3	0	0	0										
212	Longmont.....	Lillian B. Webster.....	Dept..	1	2	39	56	0	0	0	0	0	0	0	1	0	0	4	225	0	0										
213	Loveland.....	W. P. Roberts.....	Dept..	1	1	20	25	0	0	0	3	8	0	0	7	0	0	4	800	0	0										
214	Mancos.....	G. A. Benjamin.....	Dept..	1	0	5	3	13	21	0	0	0	0	0	0	0	0	1	0	0	0										
215	Monte Vista.....	F. Clarence Spencer.....	Dept..	2	1	25	37	0	0	0	0	8	8	5	6	0	0	4	350	12,000											
216	Montrose.....	Prof. J. A. Smith.....	Dept..	1	0	14	13	0	0	0	0	0	0	0	8	8	4	2	600	21,100											
217	Ouray.....	M. T. Ellis.....	Dept..	4	5	70	137	0	0	0	4	12	23	52	7	12	7	6	250	20,000											
218	Pueblo.....	Ida Brook Hasup.....	Dept..	2	2	4	63	87	0	0	0	0	0	0	6	8	5	4	44	1,100											
219	.....do.....	Carlton Ayward.....	Dept..	2	2	4	63	87	0	0	0	0	0	0	6	8	5	4	44	1,100										
220	Rocky Ford.....	F. R. Bolles.....	Dept..	1	0	6	27	0	0	0	0	0	0	0	5	0	0	3	112	0	0										
221	Saguache.....	J. R. Morgan.....	Dept..	1	2	14	13	0	0	0	0	0	2	0	4	0	2	3	500	40,000											
222	Salida.....	M. D. L. Buell.....	Dept..	1	1	24	40	0	0	0	0	0	0	0	0	0	5	4	175	12,000											
223	Sterling.....	F. H. Blair.....	Dept..	1	1	30	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
224	Trinidad.....	R. M. Rolfe.....	Dept..	3	2	63	100	0	0	0	0	33	57	14	14	7	13	3	0	0	0										
CONNECTICUT.																															
225	Ansonia.....	Miss M. E. Richmond.....	Dept..	0	4	21	47	0	0	0	3	3	5	0	0	9	0	3	4	2,160	1,800										
226	Bethel.....	Ebenezer M. Crofoot.....	Dept..	1	1	37	53	0	0	0	2	0	0	0	14	7	0	3	250	11,000											
227	Branford.....	Charles Harriman.....	Dept..	1	1	2	13	28	10	10	0	0	0	0	4	0	0	3	700	0	0										
228	Bridgeport.....	H. D. Simonds.....	Dept..	4	8	150	250	0	0	0	23	12	30	0	18	43	7	5	4	0	1,131	0	0	0	0	0	0	0	0	0	0

229	Bristol.....	do	Elmer S. Hosmer.....	Dept..	1	5	43	55	0	73	86	0	12	10	8	11	10	6	2	2	4	500	38,000
230	Canan.....	do	Miss S. J. Koraback.....	Dept..	0	1	7	9	0	17	23	0	4	3	1	0	6	5	3	0	4	70	5,000
231	Collinsville.....	do	Geo. W. Flint.....	Dept..	1	1	13	23	0	17	23	0	4	3	1	0	6	5	3	0	4	500	500
232	Danbury.....	do	Frank H. Bennett.....	Dept..	1	2	21	69	0	0	0	0	1	5	10	0	4	14	2	5	3	100	887
233	Deep River.....	do	Frederick N. Hanchett.....	Dept..	0	5	29	26	0	0	0	0	0	1	7	1	7	7	7	4	4	1,000	15,000
234	Derby.....	do	J. N. Peck.....	Dept..	1	3	18	29	0	0	0	0	9	0	1	0	1	0	1	0	4	450	450
235	East Hartford.....	do	Hudson H. Lyon.....	Dept..	0	2	13	31	0	26	36	0	0	0	0	0	0	7	0	0	3	0	250
236	East Norwalk.....	do	Edward H. Gumbart.....	Dept..	1	14	20	0	0	4	4	0	0	0	0	0	4	4	0	0	3	0	300
237	Gildersleeve.....	do	George H. Tracy.....	Dept..	1	1	8	9	0	4	4	0	0	2	0	0	1	5	0	0	3	1,100	15,000
238	Greenwich.....	do	Newton B. Hobart.....	Dept..	1	2	25	38	0	4	8	2	6	10	2	4	0	0	0	0	4	1,300	1,300
239	Guilford.....	do	Wilbur E. Soutle.....	Dept..	1	1	16	20	4	8	2	1	3	1	2	4	0	3	3	3	3	4,750	4,750
240	Hartford.....	do	Edward H. Smiley.....	Dept..	15	363	393	21	35	80	20	40	0	41	61	25	6	4	1	2	4	12,000	12,000
241	Hazardville.....	do	Elmer E. Randall.....	Dept..	1	0	18	17	0	10	3	0	0	0	0	2	1	3	0	0	5	0	100
242	Lakeville.....	do	Joseph E. Marvin.....	Dept..	1	0	7	19	0	10	3	0	0	0	0	11	2	3	2	1	1	650	650
243	Litchfield.....	do	Robert L. Zink.....	Dept..	1	1	38	17	0	15	16	0	0	0	0	0	0	0	0	4	1	150	3,000
244	Madison.....	do	Ernest L. Hamlin.....	Dept..	3	7	145	139	0	0	0	0	10	6	6	0	20	12	8	1	4	500	5,000
245	Meriden.....	do	S. T. Frost A. M.....	Dept..	3	5	105	105	0	0	0	0	0	0	0	0	13	15	0	0	4	2,750	100,000
246	Middletown.....	do	Water B. Ferguson.....	Dept..	3	5	105	105	0	0	0	0	0	0	0	0	13	15	0	0	4	600	70,000
247	Milford.....	do	H. I. Mathewson.....	Dept..	1	2	40	46	0	0	0	0	0	0	0	4	5	0	0	2	365	20,000	
248	Mystic.....	do	Henry C. Moore.....	Dept..	1	0	18	27	0	0	0	0	7	7	3	0	5	2	2	4	30	3,000	
249	Naugatuck.....	do	Harriet E. Park.....	Dept..	0	3	11	12	40	65	0	0	0	0	0	0	3	0	0	4	0	1,500	900
250	New Britain.....	do	H. L. Wilbur.....	Dept..	1	2	38	37	0	0	0	0	0	0	0	19	15	15	15	4	4	409	7,000
251	New Canaan.....	do	E. C. Adams.....	Dept..	3	7	127	134	0	0	0	0	0	0	0	4	4	4	4	4	120	8,000	
252	New Canaan.....	do	G. W. Gamble.....	Dept..	1	2	8	8	39	19	0	0	0	0	0	0	0	0	0	0	2	400	400
253	New Hartford.....	do	Edgar H. Lane.....	Dept..	1	0	4	7	3	6	0	0	0	0	0	0	0	0	0	0	4	150	3,000
254	New Haven.....	do	Thos. W. Mather.....	Dept..	8	6	119	85	0	0	0	0	46	14	24	19	0	0	0	4	400	400	
255	.....do.....	do	Isaac Thomas.....	Dept..	8	17	336	396	0	0	0	127	164	160	0	58	91	43	23	4	4	4,000	4,000
256	New Milford.....	do	Franklin S. Hoyt.....	Dept..	1	0	13	26	0	0	0	1	1	1	0	4	7	2	0	2	600	12,000	
257	Norwalk.....	do	Chas. A. Tucker.....	Dept..	1	1	18	17	0	0	0	12	0	2	0	5	3	3	0	3	350	25,000	
258	.....do.....	do	H. B. Wigham.....	Dept..	1	2	23	40	0	0	0	0	1	3	4	1	7	1	3	4	75	370	370
259	Orange.....	do	Christine V. Whipple.....	Ind..	0	1	5	11	5	3	0	0	0	0	0	2	1	0	0	4	0	45	45
260	Plainville.....	do	Myron E. Powers.....	Dept..	1	1	11	21	0	0	0	1	3	0	0	2	3	0	0	4	13	10,000	10,000
261	Plymouth.....	do	Mary L. Wright.....	Dept..	0	1	5	6	3	14	0	2	0	2	0	0	0	0	2	2	177	177	
262	Portland.....	do	Martin W. Griffin.....	Dept..	1	1	17	15	0	0	6	2	2	0	0	0	0	0	4	550	6,000	6,000	
263	Putnam.....	do	F. E. Burnette.....	Dept..	1	3	32	48	0	0	8	18	0	0	4	1	8	4	0	500	40,000	40,000	
264	Rockville.....	do	Isaac M. Agard.....	Ind..	3	5	56	80	0	0	0	0	8	50	8	9	5	2	4	1,600	50,000	50,000	
265	Salisbury.....	do	John Francis Forward.....	Dept..	1	0	15	14	0	0	0	0	0	0	0	0	0	0	40	40	40	40	
266	Saybrook.....	do	Frederick A. Curtiss.....	Dept..	1	1	10	15	0	0	0	0	0	0	0	1	3	0	0	3	300	11,500	11,500
267	Seymour.....	do	Edgar C. Stiles.....	Dept..	1	1	20	26	0	0	0	0	0	0	2	0	5	1	0	4	405	405	
268	Shelton.....	do	Alton W. Peirce.....	Dept..	1	2	17	17	0	0	0	0	0	0	2	0	2	0	4	2	4	350	45,000
269	Southington.....	do	Horace W. Rice, M. A.....	Dept..	1	4	49	92	0	0	0	0	0	0	0	8	25	0	0	4	700	30,000	
270	South Manchester.....	do	Fred. A. Verplanck.....	Dept..	2	4	42	46	0	0	0	5	1	0	0	5	3	1	4	4	1,500	25,000	
271	South Norwalk.....	do	William C. Foote.....	Dept..	1	2	40	40	0	0	0	2	0	0	0	3	3	1	1	3	1,500	25,000	
272	Stafford Springs.....	do	Miss Kendall.....	Ind..	0	1	4	10	7	3	0	0	0	0	0	0	3	0	4	197	197	197	
273	Stafford Springs.....	do	Samuel A. Jacobs.....	Dept..	1	2	33	47	0	0	4	6	1	5	10	4	5	0	4	1,390	25,000	25,000	
274	Stamford.....	do	Winnet R. Jones.....	Dept..	4	6	86	114	0	0	8	10	8	0	9	23	4	2	4	825	825	825	
275	Stonington.....	do	Chas. T. Eaton.....	Dept..	1	1	10	31	0	0	1	2	1	0	1	0	1	3	0	0	150	27,270	27,270

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Second-ary stu-dents.		Elementary students.		Preparing for college.		Gradu-ates in 1897.		College prepar-atory stu-dents in the class that gradu-ated in 1897.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
CONNECTICUT—continued.																					
276	Terryville	F. H. Davis	Dept..	1	0	16	13	0	0	0	0	4	4	4	3	0	0	3	600	\$10,000	
277	Thomaston	Geo. T. Cookingham	Dept..	1	1	11	22	0	0	0	0	0	0	0	3	0	0	4	200	20,000	
278	Thompsonville	E. H. Parkman, A. B.	Dept..	1	3	33	34	0	0	12	4	4	0	3	3	2	1	4	1,400	1,400	
279	Torrington	Edwin H. Forbes	Dept..	2	5	45	70	0	0	10	5	6	0	5	7	2	4	1,500	60,000		
280	Wallingford	Frank W. Eaton	Dept..	2	2	33	59	0	0	0	0	0	0	0	5	0	0	4	200	500	
281	Wapping	Susie M. Lindsey	Dept..	0	1	8	6	7	5	0	1	2	0	5	2	2	1	4	110	110	
282	Waterbury	Stephen W. Wilby	Dept..	5	6	125	175	0	0	38	12	15	0	19	40	5	0	4	1,000	125,000	
283	Westchester	Edw. G. Stone	Ind..	1	0	2	5	0	0	0	0	0	0	1	3	1	3	4	183	30,000	
284	West Hartford	A. F. Howes	Dept..	1	2	20	41	0	0	0	3	3	0	1	3	1	3	3	652	652	
285	West Haven	A. M. Drummond, A. M.	Dept..	1	1	2	17	0	0	0	0	4	0	2	7	1	3	1	800	800	
286	Westville	C. S. McLean	Dept..	1	1	5	3	0	0	0	0	0	0	5	3	3	1	4	500	1,200	
287	Williamantic	S. Hale Baker, A. B.	Dept..	2	5	56	87	0	0	4	6	3	2	5	11	1	3	4	350	25,000	
288	Windsor Locks...	Daniel Howard	Dept..	1	1	8	8	0	0	0	0	0	0	2	3	0	0	2	75	7,000	
DELAWARE.																					
289	Delaware City	Norris W. Wilkinson	Dept..	1	0	7	12	0	0	0	0	0	0	0	3	10	1	2	100	3,000	
290	Dover	James E. Carroll	Dept..	1	1	6	24	0	0	0	0	0	0	1	0	1	3	100	10,000		
291	Felton	H. V. Holloway	Dept..	0	2	16	20	0	0	0	0	0	0	2	8	1	1	3	5,500	5,500	
292	Georgetown	Roman Taunman	Dept..	1	1	6	10	19	30	2	0	4	0	2	7	1	1	3	900	10,000	
293	Laurel	M. S. H. Unger, A. B.	Dept..	0	4	19	26	0	0	1	1	0	0	2	7	1	1	3	0	900	10,000
294	Lewes	Walter Sparklin	Ind..	1	0	4	19	0	0	0	0	1	0	1	6	1	0	3	0	900	10,000

TABLE 12.—Statistics of public high schools in the United States for the scholastic year 1896-97.—Continued.

State and post-office.	Name.	Principal.	4	Second-ary in-struct-ors.		Second-ary stu-dents.		Elementary students.		Preparing for college.						Gradu-ates in 1897.		Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.	
				Department or independent.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.					Female.
1	2	3	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
FLORIDA—cont'd.																						
330	Sauferl.....	J. A. Richardson.....	Dept...	1	0	11	19	0	0	0	0	0	0	0	0	0	0	0	0	0	\$2,000	
331	Spring Lake.....	Wm. T. Asherty and A. T. Newton.....	Ind...	1	2	8	9	35	37	0	0	0	0	0	0	0	0	4	80	300	1,500	
332	Starke.....	Bradford County High School.....	Dept...	2	0	22	35	0	0	4	10	5	0	0	0	0	0	4	4	75	3,000	
333	Tampa.....	Hillsborough High School.....	Dept...	1	2	45	60	0	0	0	0	0	0	0	0	0	0	4	4	200	2,000	
334	Waukeelah.....	Public School*.....	Ind...	1	0	2	3	28	34	0	0	0	0	0	0	0	0	0	0	0	2,000	
GEORGIA.																						
335	Aceworth.....	J. G. Camp.....	Ind...	1	1	28	27	18	23	0	0	0	0	0	0	0	0	0	0	0	0	
336	Adairsville.....	J. L. Strozier.....	Ind...	1	1	10	10	58	52	0	0	0	0	0	0	0	0	0	0	0	0	
337	Albany.....	E. G. Jones.....	Ind...	2	0	30	29	113	110	2	2	0	0	0	0	0	0	0	0	0	0	
338	Americus.....	J. E. Mathis.....	Dept...	2	1	38	66	0	0	0	0	0	0	0	0	0	0	4	4	25,000		
339	do.....	Charles A. Catledge.....	Dept...	1	0	7	15	0	0	0	0	0	0	0	0	0	0	4	4	72	2,500	
340	Athens.....	J. A. Bray, A. B.....	Dept...	1	1	15	14	0	0	15	14	0	0	1	2	1	2	3	350	4,000		
341	Atlanta.....	Miss Nettie C. Sergeant.....	Dept...	0	13	0	410	0	0	0	0	0	0	1	2	1	2	4	2,000	37,500		
342	Attapulgus.....	George L. Lowrey.....	Ind...	1	0	3	5	7	15	0	0	0	0	0	0	0	0	0	0	0	0	
343	Augusta.....	John Neely.....	Dept...	2	6	0	200	0	0	0	0	20	0	0	0	0	35	0	600	15,000		

	Ware High School (col- ored)	Henry L. Walker	Dept.	1	2	17	66	0	3	8		2	8	3	8	4	300	
344	do	Henry L. Walker	Dept.	0	1	13	27	37	43	10	1	0						
345	Bainbridge	John Beihen	Dept.	0	1	13	27	37	43	10	1	0						4,000
346	Baldwinville	Mrs. P. F. Maxwell	Dept.	0	1	0	12	18	15	0	2							1,000
347	Ball Ground	J. R. Trammell, A. B.	Ind.	1	0	11	14	31	38	2	3	0	0	0		0	250	1,200
348	Bedheim	Marvin C. Quillian	Ind.	1	0	6	4	29	19	2	0	3	0	0	0			
349	Blakely	R. B. Daniel	Dept.	1	1	10	25	0	0	3	12	1	0	0	8	0	300	6,000
350	Brooks Station	L. T. F. Arnall	Ind.	1	1	4	11	40	37	2	4	2	7				75	500
351	Brunswick	James N. Primer, A. B.	Dept.	1	1	2	28	41	17	27				0	5		100	10,000
352	Burford	J. L. Caldwell, supt.	Ind.	1	1	8	7	92	93	4	5	1	0	0	0		0	1,500
353	Carrollton	W. W. Davies	Dept.	1	4	32	34	0	0				1	2	1	4	323	16,000
354	Cartersville	Henry L. Sewell	Dept.	1	1	25	35	0	0	1	0		3	5	1	0	100	10,000
355	Cedartown	John Mable	Dept.	0	4	40	48	0	0	5	8	2	0	5	6	4	250	7,070
356	Clarkston	A. E. Lashley	Dept.	1	0	8	5	32	25				0	0	0		45	500
357	Cleveland	Marshall Morton	Ind.	1	1	15	10	40	42	3	4	2	3					
358	Coleman	J. T. Alderman	Dept.	1	0	12	15	18	27							3	100	1,200
359	Columbus	W. F. Fleming	Dept.	2	0	20	51	18	19	1	0		3	19			0	10,000
360	Conyers	Alexander F. Ware,	Dept.	1	0	11	10	0	0	5	1	0	0	5	2			
361	Cordele	supt.	Dept.	0	2	34	37	0	0	8	10	1	1	1	9	3		3,000
362	Corinth	Oscar P. Watson	Ind.	1	0	4	6	23	24	2	2	0	0	0	0		0	800
363	Covington	W. C. Wright	Dept.	0	4	15	25	0	0	8	10							15,000
364	Culloden	C. G. Fowler	Dept.	0	1	13	13	24	27	3	2	0	0	0	0	3	0	4,000
365	Culverton	Mrs. G. T. Culver	Ind.	0	1	0	5	10	11	0	2	0	0	0	0	0	0	700
366	Danacus	Prof. C. C. Lowe	Dept.	1	1	28	21	0	0	8	2	1	0	0	0		200	500
367	Darien	J. T. Little, A. B.	Ind.	0	4	30	34	38	51	5	3		5	3	5	3	105	4,000
368	Dunn	Leonard & Harper	Dept.	2	0	10	11	20	44							0		1,200
369	Flovilla	N. W. Hmrst	Dept.	1	1	20	17	24	29	6	5							3,000
370	Fort Valley	W. J. Seroggs	Dept.	1	1	28	30	0	0	20	19			2	5	2	300	1,500
371	Girdard	J. Wingfield Stone	Ind.	1	1	44	26	30	20									
372	Girih	R. A. Clayton	Ind.	1	0	7	8	13	17				0	0	0			300
373	Granville	M. C. Quillian	Dept.	1	1	9	7	26	34	2	1						0	
374	Guyton	Levis J. Fowler	Dept.	0	1	12	13	22	39	4	3	0	0	6	7	4		
375	Harpton	L. A. Murphy	Ind.	1	0	5	5	41	35									2,000
376	Harmony Grove	Claude Gray	Dept.	1	1	15	20	0	0	3	10			0	0	0	200	4,000
377	Harrison	Jas. S. Maudeville	Ind.	1	1	12	10	40	50					0	0	0	600	600
378	Hillsboro	T. D. Gayman	Dept.	1	0	7	5	18	15					0	0	2		1,500
379	Jacksonburg	Van Fletcher	Ind.	1	0	15	11	17	24									500
380	Jesup	W. T. Weaver	Dept.	0	2	9	12	32	46	9	12							
381	Jonesboro	R. L. Paine	Dept.	2	2	78	90	0	0									8,000
382	Kingston	J. H. Hall	Dept.	1	0	5	9	37	39	3	6						45	
383	Knoxville	do	Dept.	1	1	15	20	19	21					0	0	0		500
384	La Fayette	J. M. Jackson	Ind.	0	2	40	40	50	40	15	12	6	0			0		3,000
385	Lake Park	W. A. Perry	Dept.	1	0	5	6	40	30	5	6			1	1	1	5	1,000
386	Lawrenceville	Ronald Johnston	Dept.	1	1	14	15	56	47	0	2							3,000
387	Leesburg	C. A. Castellow	Dept.	1	0	12	12	14	17	3	4	0	0	0	0	0		1,000
388	Linton	Q. W. Moran	Dept.	0	1	2	6	28	34							0		800
389	Lizella	W. B. Redding	Dept.	1	0	3	40	37								3		1,000

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.										Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.						
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.				Gradu-ates in 1897.				College prepar-atory stu-dents in the class that gradn-ated in 1897.		Length of course in years.	Number of students in military drill.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
GEORGIA—cont'd.																					
230	Madison	High School	Dept.	2	0	30	24	0	0	1	0	0	0					3		250	\$26,000
231	do	Public School (colored)	Dept.	1	0	2	3	93	133												
232	Malden Branch	Rev. E. P. Johnson	Dept.	1	1	4	5	34	21	1	1	0	0	0	0	0	0	0		0	150
233	Marietta	W. E. Rambo	Ind.	3	0	28	32	0	12	8	6	0	0	0	2	4	1	3			18,000
234	Marshallville	S. V. Sanford	Dept.	1	1	25	30	25	30	15	20	0	0	2	3	2	3	3		75	4,000
235	Milledgeville	J. W. Frederick	Dept.	0	6	65	45	0	0					5	6			50	1,200	100,000	
		Wm. E. Reynolds, A. M.	Ind.																		
236	Milner	J. R. Williams	Dept.	0	1	15	15	40	45	5	9									50	2,800
237	Mineral Bluff	Prof. J. M. Clement, A. M.	Ind.	2	0	25	15	55	63			0	0	0	0	0	0	4	0	0	1,500
238	Montezuma	E. E. Gardner	Ind.	1	0	6	4	11	14	3	2	0	0							0	950
239	Morgan	Male and Female Institute.	Ind.																		
240	Newton	High School	Ind.	0	1	18	19	28	20									2			200
391	do	J. E. Undergrast	Dept.	1	1	25	40	0	10	24				1	6			3	200		1,800
401	Note	A. M. Smith	Ind.	1	1	8	11	26	27	2	4			0	0	0	0	5			350
402	Perry	W. C. McKenzie	Dept.	2	0	22	28	47	51	2	3	2	0	3	9	3	3	0			2,000
403	Point Peter	H. A. Lawrence	Ind.	1	1	15	7	41	25									3	150		700
404	Quinn	E. J. Robeson	Dept.	1	2	20	40	0	0					1	6			3			10,000
405	Rome	E. M. Gammon	Dept.	1	2	45	55	0	30	20	30			10	17			2	0		
406	Roswell	Henry Grady Institute. Ind. ...	Ind.	1	1	15	10	45	30			8	7					3	50		500
407	Roscoe	Alex. Stephens Academy.* ..	Ind.	0	1	4	3	26	33	3	1							2			300
408	Roswell	E. Newton Ellis	Dept.	1	1	10	21	0	0	10	6			0	0	0	0	4		50	1,500
409	Sandersville	C. Whitehurst	Dept.	0	3	23	18					0	0	5	0	5	0	4			15,000

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.										Value of grounds, buildings, furniture, and scientific apparatus.							
				Second-ary students.		Preparing for college.				College preparatory.											
				Male.	Female.	Male.	Female.	Classical course.	Scientific course.	Graduates in 1897.	Male.	Female.	Length of course in years.		Number of students in military drill.	Number of volumes in the library.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ILLINOIS—cont'd.																					
452	Ashtland.....	Morgan Le Masters	Dept.	1	1	10	15	0	0	0	0	0	0	1	2	0	0	3	60	\$15,000	
453	Ashton.....	M. L. Lyon.....	Dept.	1	1	17	18	0	0	0	0	0	0	0	0	0	0	4	50	26,000	
454	Assumption.....	G. H. Paige.....	Dept.	1	1	28	28	0	0	0	0	0	0	0	0	0	0	3	130	12,000	
455	Astoria.....	B. F. Templeton	Dept.	2	2	25	45	0	0	0	0	0	0	3	3	0	1	4	300	14,000	
456	Athens.....	J. H. McMichael	Dept.	1	1	19	18	0	0	0	0	0	0	0	0	0	0	4	0	150	14,000
457	Atlanta.....	Henry H. Edmunds	Dept.	2	1	25	35	0	0	6	5	5	0	0	6	0	2	4	0	100	30,000
458	Atwood.....	Thos. J. Haney	Ind.	1	0	15	15	114	138	0	0	0	0	0	7	2	3	5	75	6,000	
459	Augusta.....	H. M. Anderson	Dept.	2	1	20	46	0	0	2	28	1	10	3	7	3	2	4	0	200	10,000
460	Aurora.....	William J. Pringle	Dept.	3	5	126	180	0	0	20	30	40	0	12	19	6	8	4	1,200	6,000	
461	.....do.....	Katharine Reynolds	Dept.	3	3	57	92	7	7	0	0	35	50	14	15	10	9	4	300	94,000
462	Austin.....	B. F. Buck.....	Dept.	3	6	91	146	1	2	8	4	0	0	9	8	9	8	4	600	45,000	
463	Barry.....	Charles W. Hogg	Dept.	0	2	28	33	0	0	0	0	0	0	3	1	3	1	4	40	15,000	
464	Batavia.....	W. E. King.....	Ind.	1	1	20	30	205	145	0	0	3	5	0	8	0	3	4	1,300	2,500	
465	Beardstown.....	Miss Stockton	Dept.	1	1	13	16	0	0	3	5	6	2	1	0	0	0	4	5,000	5,000	
466	Beardstown.....	Eva J. Saunders	Dept.	0	1	25	44	0	0	0	0	0	0	7	16	6	3	3	1,632	5,000	
467	Becher City.....	Perry Fletcher	Dept.	0	1	2	5	19	24	0	0	3	3	1	2	0	0	3	50	5,000	
468	Belleville.....	H. W. Bruen	Dept.	5	0	98	115	0	0	14	5	9	15	15	25	9	8	3	100	1,200	
469	Belvidere.....	H. A. Warren	Dept.	1	2	21	37	0	0	0	0	0	0	2	6	0	0	4	150	75	
470	.....do.....	E. V. De Groff	Dept.	1	3	28	47	0	0	0	0	8	5	0	6	0	0	4	175	15,000
471	Benton.....	Charles McIntosh	Dept.	2	0	25	30	0	0	0	0	3	1	4	6	3	3	3	50	6,000	
472	Blainville.....	B. E. Decker	Dept.	1	1	15	35	0	0	0	0	3	4	1	0	4	3	4	425	82,500	
473	Blomington.....	E. L. Boyer	Dept.	6	4	124	193	0	0	6	10	12	18	4	18	4	4	4	10	4,075	
474	Brighton.....	Albert Dawkins	Dept.	1	0	10	20	0	0	0	0	0	0	1	9	0	3	3	10	4,075	

475	Brimfield	do	G. V. Pettit	Dept.	1	0	4	15	0	0	0	0	0	5	0	2	2	200	15,000																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
476	Bunker Hill	do	Josie M. Barton	Dept.	1	1	16	65	0	0	0	0	0	4	6	0	3	400	20,000																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
477	Bushnell	do	Flora A. Culp	Dept.	1	2	36	62	0	0	0	10	20	9	16	3	19	3	400																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
478	Cairo	Douglas High School (white)	John Snyder	Dept.	1	4	77	126	0	0	0	0	0	8	21	1	2	4	853																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
479	do	Summer High School (colored)	J. C. Lewis	Dept.	1	1	16	24	0	0	0	0	0	1	4	0	0	4	250																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
480	Cambridge	High School	Elmer E. Jones	Dept.	1	1	18	26	0	0	0	10	3	1	2	0	0	4	100																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
481	Camp Point	Maplewood High School	C. P. Beale	Ind.	1	2	25	30	100	170	0	0	0	0	0	0	4	200																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
482	Canton	High School	Chas. S. Aldrich	Dept.	4	9	159	204	0	0	4	12	3	13	28	5	7	4	550																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
483	Carlinville	do	E. H. Owen	Dept.	1	2	27	43	0	0	0	0	0	2	11	1	6	3	500																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
484	Carlyle	do	E. E. Van Cleave	Dept.	1	2	29	29	0	0	0	0	0	0	0	4	4	4	600																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
485	Carmi	do	D. L. Boyd	Dept.	3	0	34	36	0	0	0	0	0	4	5	1	1	4	666																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
486	Carrollton	do	Clyde Stone	Dept.	2	2	41	55	0	0	2	0	8	9	2	0	3	2	500																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
487	Carthage	do	W. K. Hill	Dept.	2	1	18	48	0	0	0	3	5	4	13	3	5	4	150																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
488	Centralia	do	Merton D. Cox	Dept.	2	3	62	66	0	0	2	4	3	5	6	7	0	3	4	282																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
489	Cerrigordo	do	A. L. Starr	Dept.	1	0	14	22	0	0	0	0	0	0	0	0	0	3	4	432																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
490	Champaign	do	Lottie Switzer	Dept.	4	2	83	133	0	0	0	0	0	13	12	11	7	4	500																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
491	Chandlerville	do	William Wallis	Dept.	2	0	4	25	0	0	2	8	1	4	2	4	0	4	15,000																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
492	Charleston	Union High School	R. S. Campbell	Dept.	3	3	52	83	0	0	0	0	0	4	15	0	2	4	40,000																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
493	Chatsworth	High School	J. J. Ferguson	Dept.	1	1	14	16	0	0	0	0	0	1	4	4	3	200	5,000																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
494	Chelasee	do	Anthony Middleton	Dept.	1	0	15	16	0	0	0	0	0	0	4	4	4	4	200	2,500																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
495	Chenoa	do	C. B. Baldwin	Dept.	1	1	18	22	0	0	0	0	0	1	0	0	0	4	200	20,000																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
496	Cherry Valley	do	James M. Dickson	Dept.	1	0	8	17	45	40	0	0	0	2	4	0	0	3	148	10,500																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
497	Chester	do	D. B. Worthley	Dept.	1	1	27	40	0	0	0	0	0	2	2	0	0	3	0	200	15,000																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
498	Chesterfield	do	A. S. Hall	Dept.	1	1	19	24	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Elementary students.		Preparing for college.		Gradu-ates in 1897.		College prepar-atory stu-dents in the class that gradu-ated in 1897.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
ILLINOIS—cont'd.																							
515 Colchester	High School	John McClanahan	Dept.	1	0	7	7	0	0					3	3			3	250	\$5,400			
516 Coftax	do	L. W. Haviland	Dept.	1	1	13	17	0	0					2	1	0	0	4	450	6,500			
517 Coulterville	do	Edson A. MacMillan	Dept.	1	1	29	31	0	0					0	0	0	0	3	400				
518 Creston	do	C. A. Darnell	Dept.	0	2	23	24	0	0					0	0	0	0	3	200	7,000			
519 Cuba	do	Guy W. Bohannon	Dept.	2	0	33	52	0	0					5	8			3	120				
520 Danvers	do	J. R. Simer	Ind.	1	3	21	16	52	32					1	4	0	0	3	60	6,000			
521 Danville	do	J. E. Bryan	Dept.	2	5	90	152	0	0					2	15	1	3	4	1,500				
522 Davis	do	Frank P. Fisher	Dept.	1	2	20	20	50	40									3	150	6,000			
523 Decatur	do	J. J. Sheppard	Dept.	6	10	229	305	0	0					47	33			4	1,100				
524 Dekalb	do	Joseph Gray	Dept.	1	1	36	42	0	0					3	0	0	0	4	350	4,000			
525 Delavan	do	F. L. Calkins, super-intendent	Dept.	1	2	50	50	0	0					3	0	6	3	0	4	1,000	35,000		
526 Dixon	do	Mary S. Portenuss	Dept.	1	4	15	45	0	0					1	3			4		10,000			
527 Downers Grove	do	J. K. Kasswiler	Dept.	1	2	17	33	0	0					5	7			4	401				
528 Dundee	do	S. M. Abbott	Ind.	1	3	24	22	253	245					0	0	0	0	4	250				
529 Duquoin	do	Charles E. Knapp	Dept.	2	1	35	41	0	0					2	2			4					
530 Durand	do	T. A. Gallagher	Dept.	1	0	10	15	53	65									3	100	6,000			
531 Dwight	do	Lella Britt	Dept.	1	2	38	65	0	0					0	5	0	5	4	200				
532 Earlville	do	H. H. Robinson	Dept.	1	1	28	24	0	0					5	9	3	2	3	50	4,000			
533 East Dubuque	do	Jas. S. Farrell	Dept.	0	5	13	27	0	0					0	0			3	200	20,000			
534 East St. Louis	do	John Richeson	Dept.	2	3	24	81	0	0					2	13			0	100	18,000			
535 Edinburg	do	Gus. E. Reiss	Ind.	1	1	11	17	0	0					0	0	4	0	3	200	45,775			
536 Effingham	do	I. A. Smothers	Dept.	1	1	14	40	0	0					2	2			3	1,150	20,000			
537 Elgin	do	Eugene C. Peirce	Dept.	3	5	90	163	0	0					8	13	5	5	4	350				
538 Elizabeth	Public School	O. E. Taylor	Dept.	1	1	7	16	0	0					2	6			2					

539	Elkhart.....	High School.....	J. G. Keller.....	Ind.....	1	0	2	5	73	40	0	0	0	0	4	2	0	0	3	---	35	3,000	
540	Elmhurst.....	do.....	J. E. Northup.....	Dept.....	1	1	10	4	0	0	0	0	1	0	0	0	0	0	3	---	500	28,000	
541	Elmwood.....	do.....	L. E. Flanagan.....	Dept.....	1	3	31	46	0	0	0	0	0	0	6	8	2	---	3	---	600	35,000	
542	El Paso.....	High School (east).....	Herbert Bassett.....	Dept.....	1	1	27	35	0	0	1	0	1	0	2	2	---	---	4	---	200	20,375	
543	.....do.....	High School (Jefferson Park).....	Miss Anna E. Hill.....	Ind.....	0	2	25	26	59	62	1	1	2	0	0	0	0	0	4	0	157	3,500
544	Eureka.....	High School.....	B. B. Melton.....	Dept.....	1	1	11	37	0	0	5	9	0	0	1	4	1	1	3	---	150	15,000	
545	Evanson.....	do.....	Henry L. Boltwood.....	Dept.....	4	10	176	248	0	0	7	5	0	0	9	21	9	21	4	---	1,040	25,000	
546	Fairbury.....	do.....	C. E. De Butts.....	Dept.....	1	2	20	37	0	0	---	---	---	---	2	7	---	---	2	---	1,200	17,000	
547	Fairmount.....	do.*.....	W. D. Fairchild.....	Dept.....	1	0	10	16	0	0	---	---	---	---	2	7	---	---	2	---	200	17,000	
548	Farmer City.....	do.....	C. C. Covey, superintendent.....	Dept.....	2	1	28	48	0	0	26	45	---	---	4	8	4	8	4	---	200	15,000	
549	Farmington.....	do.....	H. L. Roberts.....	Dept.....	1	1	15	24	8	9	0	0	---	---	1	4	---	---	3	---	300	---	
550	Flora.....	do.....	J. L. Hughes, superintendent.....	Dept.....	2	1	33	33	0	0	---	---	---	---	6	4	---	---	4	---	1,200	35,000	
551	Forrest.....	do.....	E. H. Miller.....	Dept.....	1	1	40	31	0	0	1	2	4	3	0	2	0	0	4	---	300	20,000	
552	Forreston.....	do.....	L. D. Phillips.....	Dept.....	1	1	4	9	12	20	1	0	---	---	2	4	1	0	2	---	200	10,000	
553	Freepoint.....	do.....	J. W. Bray.....	Dept.....	2	5	78	135	0	0	3	4	---	---	13	12	3	2	4	---	---	---	
554	Fulton.....	do.....	Ella M. Brophy.....	Dept.....	1	2	22	29	0	0	---	---	---	---	2	9	2	4	4	---	310	20,000	
555	Galeana.....	do.....	C. C. Coulter.....	Dept.....	1	2	28	23	10	13	---	---	---	---	6	9	2	2	4	---	1,000	25,000	
556	Galesburg.....	do.....	Frank D. Thomson.....	Dept.....	5	7	159	215	0	0	---	---	---	---	23	58	13	23	3	---	600	---	
557	Galva.....	do.....	Miss Hedwig M. Maul.....	Dept.....	1	3	36	70	0	0	---	---	---	---	1	6	---	---	4	---	---	---	
558	Gardner.....	do.....	E. L. McDuface.....	Dept.....	1	2	30	40	0	0	0	0	15	47	7	9	3	8	4	---	250	10,000	
559	Geneseo.....	do.....	Ada M. Schnabel.....	Dept.....	1	3	20	53	0	0	---	---	---	---	0	8	---	---	3	---	500	---	
560	Geneva.....	do.....	J. H. Morton.....	Dept.....	1	1	13	17	0	0	---	---	---	---	0	1	0	1	4	---	200	15,000	
561	Genoa.....	do.....	S. S. Gabriel.....	Dept.....	1	1	20	20	0	0	1	3	---	---	0	1	0	1	4	---	100	---	
562	Georgetown.....	do.....	W. T. Crow.....	Dept.....	1	2	16	19	0	0	0	0	10	15	0	3	0	3	4	---	240	30,000	
563	Gibson City.....	do.....	Samuel Garvin.....	Dept.....	3	0	42	53	0	0	4	4	3	0	10	8	5	4	4	0	75	20,000	
564	Gilman.....	do.....	Harry M. Slater.....	Dept.....	1	1	17	24	0	0	---	---	---	---	2	5	2	2	3	---	100	15,000	
565	Glenlyn.....	do.....	Luther H. Grange.....	Ind.....	1	0	4	6	62	104	---	---	---	---	3	3	1	0	4	---	486	11,000	
566	Golconda.....	do.....	O. J. Rude.....	Dept.....	1	0	7	12	0	0	3	4	1	0	3	2	0	0	2	---	200	---	
567	Goodhope.....	do.....	J. R. Kenneday.....	Dept.....	1	0	3	7	0	8	---	---	---	---	1	4	---	---	3	---	200	15,000	
568	Grayville.....	do.....	R. W. Jennings.....	Dept.....	2	0	17	19	0	0	0	0	3	5	3	2	3	3	3	---	500	---	
569	Greenfield.....	do.....	A. D. Snyder.....	Dept.....	2	0	15	22	0	0	0	0	3	2	0	0	0	0	4	---	41	10,000	
570	Greenup.....	do.....	W. C. Brandenburg.....	Dept.....	1	1	9	13	0	0	---	---	---	---	0	4	0	2	4	---	467	10,000	
571	Greenville.....	do.....	W. C. Hobson.....	Dept.....	1	0	6	11	0	0	1	2	---	---	0	0	0	2	4	---	600	25,000	
572	Greenville.....	do.....	E. E. Schuepp.....	Dept.....	2	1	30	56	0	0	---	---	---	---	0	7	0	4	4	---	180	20,500	
573	Griggsville.....	do.....	H. C. McCarrel.....	Dept.....	1	1	14	32	0	0	0	0	---	---	2	5	2	5	4	---	50	10,000	
574	Hamilton.....	do.....	Geo. C. Baker.....	Dept.....	1	2	32	41	0	0	---	---	---	---	2	6	0	0	3	---	400	20,000	
575	Hampshire.....	do.....	C. F. Hobert.....	Dept.....	1	1	20	22	0	0	---	---	---	---	1	4	0	4	4	---	1,000	40,000	
576	Harvard.....	do.....	Anna M. Morrow.....	Dept.....	1	2	35	45	0	0	---	---	---	---	0	6	0	6	4	---	325	850	
577	Harvey.....	do.....	J. E. Cable.....	Dept.....	1	3	28	34	0	0	---	---	---	---	0	2	1	0	4	---	300	---	
578	Hayana.....	do.....	Mrs. S. E. Pierce.....	Dept.....	2	1	22	34	0	0	---	---	---	---	2	2	---	---	3	---	200	4,000	
579	Hebron.....	do.....	Ira Eskew.....	Ind.....	1	1	23	23	68	77	---	---	---	---	4	9	---	---	4	---	350	28,800	
580	Henry.....	do.....	Francis Arnold.....	Dept.....	2	1	0	8	0	0	---	---	---	---	0	3	0	0	3	---	13	3,000	
581	Heyworth.....	do.....	G. W. Winchell.....	Dept.....	1	0	8	12	0	0	---	---	---	---	0	3	0	0	4	---	0	100	500
582	Higland Park.....	do.....	W. A. Wilson.....	Ind.....	1	2	29	33	0	0	6	8	7	8	0	6	2	0	4	---	200	20,000	
583	Hillsboro.....	do.....	Josiah Bixler.....	Dept.....	2	1	30	45	0	0	2	3	10	0	5	0	2	0	4	---	225	---	
584	Hinsdale.....	do.*.....	Miss Emma C. Bates.....	Ind.....	1	2	14	15	25	240	2	3	1	1	0	0	0	0	4	---	---	---	
585	Hoopeston.....	do.....	B. E. Ford.....	Dept.....	2	1	20	28	0	0	1	0	---	---	0	2	1	0	2	---	350	600	

* Statistics of 1935-36.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.								Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.							
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.							Gradu-ates in 1897.		College prepar-atory students in the class that gradu-ated in 1897.				
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				Male.	Female.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ILLINOIS—cont'd.																					
586	Huntley.....	A. A. Ebersole.....	Dept..	1	1	12	10	0	0	0	0	0	0	0	3	2	0	3	0	500	\$24,000
587	Illipolis.....	G. E. Clendenen.....	Dept..	0	5	38	40	0	0	0	9	10	12	14	3	4	3	2	3	500	1,200
588	Ipava.....	W. H. D. Meier.....	Dept..	1	0	19	21	0	0	0	3	4	0	0	2	2	2	2	3	400	1,200
589	Jacksonville.....	Miss Graves.....	Dept..	3	3	58	160	0	0	0	0	6	8	14	14	15	4	4	4	509	50,000
590	Jerseyville.....	Edward B. Shafer.....	Dept..	5	0	103	98	0	0	0	0	20	10	15	10	26	6	10	4	400	50,000
591	Joliet.....	J. Stanley Brown.....	Dept..	4	9	147	232	0	0	0	0	0	0	0	3	0	1	3	4	500	50,000
592	Jonesboro.....	J. D. McMeen.....	Dept..	1	1	9	17	0	0	0	0	0	0	0	11	0	1	3	4	604	15,000
593	Kankakee.....	Eugene C. Crosby.....	Dept..	1	3	47	82	0	0	0	0	0	0	0	2	0	3	4	4	150	12,000
594	Kansas.....	W. L. Gable.....	Dept..	1	1	23	21	0	0	0	0	0	0	0	9	0	3	4	4	675	25,000
595	Kewanee.....	H. S. Latham.....	Dept..	2	5	53	64	31	32	7	8	3	0	6	9	2	3	4	4	19	8,000
596	Kingston.....	Lester Bartlett.....	Dept..	1	0	9	13	26	39	0	0	0	0	0	6	1	0	4	3	105	4,500
597	Kimondy.....	Harry C. Miller.....	Ind..	1	0	25	24	171	175	3	1	0	0	3	1	8	1	0	4	350	2,500
598	Kirkwood.....	John M. Cathcart.....	Dept..	1	0	33	18	0	0	0	4	3	3	5	9	3	5	3	4	650	5,050
599	Knoxville.....	E. S. Wilkinson.....	Dept..	1	2	32	40	0	0	0	0	0	3	3	5	9	3	5	3	400	2,500
600	Lacon.....	W. E. Davis.....	Dept..	1	1	19	31	0	0	0	0	0	0	2	7	2	1	4	4	800	50,000
601	Lagrange.....	E. G. Cooley.....	Ind..	3	3	58	84	0	0	0	3	4	0	0	8	4	8	4	4	300	25,000
602	Lanark.....	Louise C. Wimmer.....	Dept..	1	2	30	45	0	0	0	0	0	0	5	0	2	0	4	4	290	25,000
603	Lasalle.....	T. C. Kohen.....	Dept..	2	1	34	70	0	0	0	2	18	5	15	14	3	8	4	4	78	15,000
604	Leaf River.....	H. A. Cross.....	Dept..	1	0	7	7	45	50	6	6	1	1	1	1	1	1	3	3	200	2,475
605	Lena.....	Geo. N. Snapp.....	Dept..	1	1	35	38	0	0	0	0	0	0	5	5	5	5	4	4	526	25,000
606	Le Roy.....	B. C. Moore.....	Dept..	2	1	25	27	0	0	0	4	3	7	2	4	3	1	4	4	160	28,000
607	Lewistown.....	Burton E. Nelson.....	Dept..	1	2	38	40	0	0	0	13	11	3	3	4	9	2	4	4	160	28,000
608	Lexington.....	Jessie L. Smith.....	Dept..	1	1	35	39	0	0	0	1	1	6	2	3	3	1	4	4	160	28,000

609	Litchfield	High School (North Greenwich Township)	J. E. Woofers	Dept.	2	3	60	75	3	0				0	11	0	3	4	425
610	Lockport	do.	J. E. Hooton	Dept.	1	2	36	35	0	0			9	15	4	1	3	1	4
611	Macomb	do.	R. C. Reimick	Dept.	3	1	66	70	0	0	5	10			4	8	2	1	4
612	Mansfield	do.	C. C. Faust	Dept.	1	0	18	12	0	0									558
613	Marango	do.	John E. Nelson	Dept.	2	1	31	45	0	0					2	1	2	1	4
614	Maroa	do.	D. Frank Fawcett	Dept.	1	1	15	20	0	0									75
615	Marselles	do.	Caroline E. Silliman	Dept.	1	2	33	47	0	0	0	0	2	0	6	8	1	6	4
616	Marshall	do.	L. A. Wallace	Dept.	1	2	33	42	0	0									100
617	Martinsville	do.	F. N. Allen	Dept.	1	2	10	22	0	0									165
618	Mascoutah	do.	P. A. Mortenson	Dept.	2	1	42	22	0	0	2	1			1	1			150
619	Mason City	do.	Miss Bel Denham	Dept.	1	2	8	38	0	0					1	7	0	1	3
620	Mattison	do.	Miss E. Kate Carman	Dept.	2	4	50	91	0	0					6	16	3	6	4
621	Maywood	do.	Hugh A. Owen	Dept.	2	2	28	35	0	0									1,200
622	Mazon	do.	A. S. Green	Ind.	1	3	13	17	60	70					1	9			50
623	Medora	do.	C. W. Yerkes	Dept.	1	0	7	3											100
624	Mendota	do.	E. W. Sellers	Dept.	3	3	25	30	0	0					1	2			125
625	Mendota	do.	W. R. Foster	Dept.	2	3	19	28	0	0					3	4			100
626	Meredosia	High School (east side)	Richard Under	Ind.	1	3	20	20	80	80					5	0	1	2	700
627	Metamora	do.	Frank S. Bogardus	Dept.	1	1	21	26	0	0			2	1	2	4	0	1	3
628	Metropolis City	do.	Wesley N. Speckmann	Dept.	2	4	57	117	0	0	0	2	1		3	16	1	4	0
629	Mifflord	do.	Lynman W. Bacon	Ind.	2	0	23	27	0	0	3	2	4	3	5	2	1	3	8
630	Milledgeville	do.	J. H. Shirk	Dept.	1	1	34	29	0	0	0	0			5	10			400
631	Minier	do.	C. J. Posey	Dept.	1	0	9	17	0	0	0	0	0	0	4	0	0	4	0
632	Mnooka	do.	John Davies	Dept.	1	0	3	12	54	58	0	0	0	0	1	4	0	0	100
633	Moline	do.	Wm. J. Cox	Dept.	8	4	104	157	0						8	14			1,235
634	Monmouth	do.	H. C. Drayer	Dept.	1	3	38	40	0	0	12	14	18	12	7	4	3	4	300
635	Monmouth	do.	W. D. McDowell	Dept.	1	4	85	146	0	0					12	15	8	12	4
636	Monticello	do.	Ambrose B. Wright	Dept.	2	0	36	40	0	0	2	1	4	2	2	2	1		250
637	Morris	do.	Mary B. Holdeman	Dept.	1	2	17	48	0	0					0	10			4
638	Morrisson	do.	Mrs. P. F. Burtch	Dept.	1	4	50	84	0	0	0				5	11	0	2	4
639	Morrissonville	do.	A. D. Dawkins	Dept.	1	0	14	18	0	0	14	18							307
640	Mount Carmel	do.	J. T. Debell	Dept.	1	2	25	50	0	0	0				3	14	0	0	4
641	Mount Carroll	do.	Miss Mary B. Lepper	Dept.	1	3	24	35	0	0	0	0	15	6					50
642	Mount Olive	do.	E. D. Blumer	Dept.	1	0	10	13	0	0					1	4	0	0	3
643	Mount Sterling	do.	Henry E. Hammond	Dept.	1	2	22	40	0	0	0	0	2	1					800
644	Mount Vernon	do.	W. T. Felts	Dept.	5	0	56	76	0	0	0	0	0		3	12	0	0	200
645	Moweaqua	do.	J. W. Carle	Dept.	2	0	16	18	0	0					3	5	3	3	465
646	Naperville	do.	F. A. Kendall	Dept.	1	1	7	7	0	0					0	2			500
647	Nashville	do.	J. W. Gibson	Dept.	1	0	17	10	0	0	2	2	0	0	2	0	0		355
648	Nashville	do.	J. H. Perotti	Dept.	3	0	47	49	0	0					4	7			350
649	Naavoo	do.	S. D. Weiser	Ind.	1	0	23	18	0	0	0	0	6	4	0	5	0	0	246
650	Neoga	do.	E. C. Cavins	Dept.	1	0	20	10	0	0	4	1	1	0	11	3			16
651	Newman	do.	T. B. Brooks	Dept.	0	5	35	46	0	0			8	14	6	8	2	4	10,000
652	Newton	do.	J. F. Arnold	Dept.	1	1	20	30	0	0	10	15	15	20	1	4			500
653	Nokomis	do.	Miss Carrie E. Flinn	Dept.	1	1	36	30	0	0					3	3			800
654	Normal	do.	T. M. Birney	Dept.	2	1	57	82	0	0					2	3			400
655	Nunda	do.	Wm. Calhoun	Dept.	1	1	7	33	0	0	2	0							200
		Nunda and Crystal Lake																	500

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.										Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.				Gradu-ates in 1897.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ILLINOIS—cont'd.																					
656	Oakland.....	O. L. Minter.....	Dept.	1	1	12	29	0	0	4	6	2	2	2	2	0	2	4	300	\$7,000	
657	Oak Park.....	D. O. Barto.....	Dept.	4	5	132	160	0	0	0	0	0	14	13	0	1	4	4	1,100	.....
658	Oakell.....	G. N. Maxwell.....	Dept.	1	1	28	28	0	0	0	0	0	0	0	0	0	0	4	75	.....
659	Oakton.....	S. J. Curlee.....	Dept.	1	0	12	10	0	0	0	0	4	2	0	0	0	0	2	25	4,000	
660	Oney.....	G. D. Wham.....	Dept.	2	2	37	40	6	28	0	0	0	0	8	5	0	0	4	1,200	.....
661	Oonia.....	A. McCormick.....	Dept.	2	1	23	18	0	0	0	0	0	0	0	0	0	0	3	300	8,000	
662	Oonia.....	J. O. R. Freeborn.....	Dept.	1	1	29	34	0	0	10	14	6	4	2	2	1	4	4	0	100	2,500
663	Ouagla.....	A. E. Steele.....	Dept.	1	0	8	12	10	10	10	11	7	4	5	6	2	3	2	150	9,000	
664	Oueda.....	C. D. Coley.....	Dept.	1	2	26	28	0	0	10	0	0	0	0	0	0	0	3	300	30,000	
665	Oregon.....	A. W. Harrick.....	Dept.	1	0	20	30	0	0	0	0	0	0	0	0	0	0	3	150	6,000	
666	Orion.....	C. H. Neuman.....	Dept.	1	0	17	16	0	0	0	0	0	0	0	0	0	0	1	30	1,200	
667	Oswego.....	C. O. Leslie.....	Dept.	0	4	87	168	88	97	7	6	13	24	8	22	4	5	4	0	513	30,000
668	Ottawa.....	Robert C. Moore.....	Dept.	0	3	65	90	0	0	2	4	5	0	0	15	7	4	1	25	2,000	
669	Palmyra.....	J. D. Shoop.....	Dept.	2	3	11	11	0	0	0	0	0	0	0	0	0	0	4	0	600
670	Pawpaw.....	W. W. Hardin.....	Dept.	2	1	24	35	0	0	0	0	0	0	5	9	1	3	3	535	7,000	
671	Paxton.....	J. M. Robinson.....	Dept.	2	1	25	35	0	0	8	12	3	0	3	10	1	3	3	250	.....
672	Payson.....	N. J. Hinton.....	Dept.	1	1	25	35	0	0	0	0	0	0	0	0	0	0	4	400	16,000	
673	Pecatonica.....	Frank H. Palmer.....	Dept.	1	10	17	0	0	0	0	0	0	2	1	12	2	2	4	2,500	75,000	
674	Pekin.....	Josephine Goodheart.....	Dept.	7	10	239	363	0	0	31	43	41	38	13	37	12	21	4	400	16,000	
675	Peoria.....	A. W. Besley.....	Dept.	2	3	33	50	9	1	1	1	0	0	6	5	1	1	3	0	350
676	Perry.....	S. S. Simpson.....	Dept.	1	0	22	28	0	0	0	0	1	0	1	1	0	3	0	350	.....
677	Peru.....	J. W. Fisher.....	Dept.	2	2	33	50	0	0	0	0	0	0	1	1	0	3	0	350	.....
678	Petersburg.....	G. C. Power.....	Dept.	2	0	27	29	0	0	8	9	9	9	3	7	2	1	3	600	10,000	
679	Piper City.....	J. H. Browning.....	Dept.	1	1	25	20	0	0	0	0	0	0	0	0	0	0	3	400	.....

680	Pittsfield.....	do.*	Dept..	1	6	65	73	0	0	0	8	18	---	---	3	13	0	5	4	---	100	
681	Plainfield.....	do	Dept..	1	1	17	24	0	0	0	---	---	---	---	1	3	---	---	3	---	250	
682	Piano.....	do	Dept..	1	1	35	35	0	0	0	---	---	---	---	1	3	2	4	0	---	100	
683	Pleasant Plains.....	do	Dept..	1	1	15	34	54	0	52	---	---	10	8	4	7	3	2	3	13	4,100	
684	Polo.....	do.*	Dept..	2	2	32	37	0	0	0	---	---	---	---	7	9	---	---	3	---	600	
685	Prarie City.....	do	Dept..	2	2	32	37	0	0	0	---	---	---	---	7	9	0	0	3	---	600	
686	Princeton.....	do	Ind.	4	6	107	164	0	0	0	0	0	0	0	0	0	0	0	2	120	6,200	
687	Prophetstown.....	do	Ind.	4	6	107	164	0	0	0	1	0	---	---	12	21	---	---	5	2,012	50,000	
688	Quincy.....	do	Dept..	1	1	26	25	0	0	0	---	---	---	---	5	6	3	3	4	---	250	
689	Ramsey.....	do	Dept..	4	5	100	140	0	0	0	20	30	25	35	5	28	2	8	4	520	---	
690	Rankin.....	do	Dept..	1	0	10	5	0	0	0	0	0	10	5	0	0	0	0	3	25	8,000	
691	Rantoul.....	do	Dept..	1	0	25	30	0	0	0	---	---	---	---	0	0	---	---	3	175	12,000	
692	Raymond.....	do	Dept..	2	0	25	30	0	0	0	---	---	---	---	8	15	1	1	3	---	5,000	
693	Richmond.....	do	Dept..	1	1	24	27	0	0	0	0	0	0	0	1	2	0	0	3	---	40,000	
694	Ridge Farm.....	do	Dept..	1	1	34	26	0	0	0	0	0	2	2	3	4	2	0	4	0	150	
695	Riverside.....	do	Dept..	2	1	10	15	0	0	0	---	---	---	---	0	0	---	---	4	125	200	
696	Robinson.....	do	Dept..	2	1	25	29	15	16	0	---	---	---	---	0	5	2	3	4	350	35,000	
697	Rockelle.....	do	Dept..	1	2	32	53	0	0	0	0	2	2	0	7	16	0	2	3	600	40,000	
698	Rock Falls.....	do	Ind.	1	2	30	45	0	0	0	2	5	5	6	4	9	2	5	4	400	25,000	
699	Rockford.....	do	Dept..	4	9	162	303	0	0	0	---	---	---	---	27	61	---	---	4	1,276	50,692	
700	Rock Island.....	do	Dept..	3	5	80	161	72	66	0	2	0	---	---	11	29	11	29	4	650	47,000	
701	Rockton.....	do	Ind.	1	0	18	19	0	0	0	---	---	---	---	3	7	---	---	4	20	6,100	
702	Roodhouse.....	do*	Dept..	2	1	39	65	0	0	0	---	---	---	---	1	3	1	2	4	50	---	
703	Roseville.....	do	Dept..	2	0	13	34	0	0	0	---	---	---	---	3	3	---	---	4	400	18,000	
704	Rossville.....	do	Dept..	2	0	22	28	0	0	0	---	---	---	---	1	3	---	---	4	250	---	
705	Rushville.....	do*	Dept..	1	2	30	50	0	0	0	2	0	1	1	5	13	---	---	3	200	25,000	
706	St. Charles.....	do	Dept..	1	0	27	35	13	13	0	0	0	0	0	0	0	0	0	3	37	7,000	
707	St. Elmo.....	do	Dept..	2	1	20	14	0	0	0	---	---	---	---	10	11	---	---	3	135	9,050	
708	Sandoval.....	do	Dept..	3	1	37	45	0	0	0	---	---	---	---	1	7	0	0	4	200	17,000	
709	San Jose.....	do	Ind.	0	1	10	11	62	69	0	4	6	---	---	1	3	0	3	3	67	1,500	
710	San Jose.....	do	Dept..	1	2	30	54	0	0	0	---	---	---	---	4	7	---	---	3	330	---	
711	Savanna.....	do	Dept..	1	1	40	40	0	0	0	1	2	3	4	4	5	2	1	4	50	20,000	
712	Saybrook.....	do	Dept..	2	0	13	15	0	0	0	---	---	---	---	0	4	---	---	3	400	15,000	
713	Seneca.....	do	Dept..	1	0	6	20	40	40	3	4	0	0	0	2	1	0	1	3	175	3,000	
714	Shabbona.....	do	Dept..	1	0	25	17	0	0	0	0	0	0	0	2	3	0	0	3	200	15,100	
715	Shannon.....	do	Dept..	1	1	10	9	0	0	0	5	5	0	0	1	1	1	1	---	350	12,000	
716	Shawneetown.....	do	Dept..	1	2	23	53	0	0	0	---	---	---	---	5	15	---	---	3	484	3,000	
717	Shelbyville.....	do	Dept..	1	3	30	43	0	0	0	---	---	---	---	0	0	---	---	3	500	5,000	
718	Sheldon.....	do	Dept..	1	0	7	9	6	0	0	---	---	---	---	0	0	0	0	3	35	4,000	
719	Sibley.....	do	Dept..	1	0	18	24	0	0	0	2	1	1	1	0	0	0	0	3	110	3,000	
720	Sidell.....	do	Dept..	1	0	6	13	0	0	0	---	---	---	---	2	2	---	---	3	100	16,000	
721	Sorento.....	do	Dept..	1	1	13	25	49	61	0	---	---	---	---	6	4	1	0	3	100	3,500	
722	Spartan.....	do	Dept..	2	2	41	55	26	0	0	2	1	---	---	15	27	---	---	4	500	16,000	
723	Sparta.....	do	Dept..	6	5	151	239	0	385	0	---	---	---	---	1	18	36	---	4	160	---	
724	Springfield.....	do	Dept..	1	1	18	36	398	0	0	---	---	---	---	4	9	---	---	4	274	8,000	
725	Spring Valley.....	do*	Dept..	1	1	4	33	66	0	0	---	---	---	---	0	10	---	---	3	59	274	---
726	Sterling.....	do	Dept..	1	1	20	24	11	17	0	---	---	---	---	2	1	---	---	3	286	18,000	
727	Wallace High School.....	do	ley.	1	0	10	15	0	0	0	---	---	---	---	4	7	0	0	3	15	4,000	
728	Stockton.....	High School.....	Dept..	1	0	10	15	0	0	0	---	---	---	---	---	---	---	---	---	---	---	

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.								Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.						
				Second-ary in-struct-ors.				Elementary students.		Preparing for college.						College prepar-atory stu-dents in the class that gradu-ated in 1897.					
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ILLINOIS—cont'd.																					
729	Streator	Alfred Bayliss.	Dept.	4	5	90	145	0	0	0	0	0	0	8	19	4	6	4	1,200	\$50,000	
730	Sugar Grove.	L. F. Wentzel.	Dept.	1	1	22	42	14	8	0	0	0	0	0	6	7	0	3	0	300	
731	Sullivan	Ella Lowe.	Dept.	1	2	25	21	0	0	0	0	0	0	0	0	0	0	0	150	2,000	
732	Sumner	James I. Wagner.	Dept.	3	0	35	40	0	0	0	0	0	0	0	0	0	0	0	25	1,000	
733	Sycamore	Sarah E. Robinson.	Dept.	2	2	14	32	0	0	0	0	0	0	0	1	11	0	3	0	16,000	
734	Table Grove	Robt. D. Hill.	Dept.	1	0	7	20	0	0	0	0	0	0	0	2	11	0	3	0	230	
735	Tallula	J. A. Merryman	Ind.	1	0	9	15	61	75	0	0	0	0	0	0	0	0	3	0	500	
736	Taylorville	William E. Andrews	Ind.	3	1	90	60	0	0	0	0	0	0	0	3	7	2	2	4	38,000	
737	Thomson	O. P. Cowen.	Dept.	1	0	10	11	50	54	0	0	0	0	0	0	2	0	3	0	100	
738	Toledo	J. H. Brewer.	Dept.	1	0	10	11	70	50	0	0	0	0	0	1	6	0	3	0	300	
739	Tremont	L. T. Gallaher	Ind.	1	0	10	10	0	0	0	0	0	0	0	0	0	0	3	0	300	
740	Turner	M. Madison	Ind.	1	0	5	13	0	0	0	0	0	0	0	0	0	0	3	0	300	
741	Tuscola	Chas. S. Earle	Dept.	1	3	52	89	0	0	0	0	0	0	0	8	10	0	4	0	312	
742	Union	Wm. J. Sullivan	Dept.	1	2	1	6	39	41	0	0	0	0	0	1	6	4	4	24	7,500	
743	Urbana	J. W. Hays	Dept.	5	2	69	91	0	0	0	0	0	0	20	30	11	8	1	800	30,000	
744	Utica	John Wyle.	Dept.	1	0	8	7	73	72	0	0	0	0	0	2	10	2	1	100	10,000	
745	Vandalia	B. P. Baker	Dept.	2	1	23	25	0	0	10	5	0	0	2	2	0	0	1	1	200	
746	Vermont	B. F. Schlicher	Dept.	1	0	21	23	45	56	0	0	2	2	2	6	1	1	3	0	350	
747	High School (north) *	T. M. Jelfords	Ind.	1	0	10	15	62	72	0	0	2	2	5	6	1	0	4	0	200	
748	High School	E. A. MacMillan	Dept.	2	1	41	52	0	0	13	20	0	0	5	12	3	3	0	24	30,000	
749	Virgina	Lydia G. Clark	Ind.	1	1	24	39	0	0	0	0	0	0	0	5	6	3	4	0	250	
750	Warren	W. C. Smith	Dept.	1	2	12	28	0	0	0	0	0	0	0	3	3	3	4	0	400	
751	Warsaw	J. S. Anderson	Dept.	2	1	19	26	0	0	0	0	0	0	0	0	3	2	6	3	800	
752	Washington	H. W. Veach.	Dept.	1	1	18	27	0	0	0	0	0	0	0	0	6	0	4	0	350	
753	Watscka	E. J. Blake.	Dept.	1	2	40	50	0	0	0	0	0	0	0	4	0	2	4	0	25,000	

[illegible]

* Statistics of 1895-96.

823	Chesterton	.....do	E. S. Miller	Dept.	1	0	9	11	0	0	0	1	0	6	3	1	1	280	15,000
824	Churubusco	.....do	Geo. H. Mingie	Dept.	1	0	12	27	0	0	0	0	0	0	0	0	44	3,000	
825	Cleco	.....do	W. A. Collins	Dept.	1	3	13	27	0	0	0	0	0	0	0	0	200	25,000	
826	Clarksburg	.....do	H. C. Dotes	Dept.	1	0	12	42	58	0	0	0	6	2	4	2	4	300	6,000
827	Clarksville	.....do	P. H. Beery	Dept.	1	0	16	18	0	0	0	0	0	0	2	0	3	303	5,030
828	Claypool	.....do	Emmanuel H. Kinsey	Dept.	1	0	12	4	60	46	0	0	0	0	0	0	3	6,000	
829	Clayton	.....do*	Manlius Kent	Ind	1	0	4	5	80	80	0	0	0	0	0	0	4	14,000	
830	Clinton	.....do	J. Howard Wagner	Dept.	3	0	14	29	0	0	0	0	0	0	2	4	4	50	12,000
831	Colfax	.....do	Etta Coyner	Dept.	1	3	25	26	0	0	4	3	2	3	0	0	0	100	4,000
832	Collins	.....do	Louis De Vault	Dept.	1	0	7	4	17	20	7	4	0	0	0	0	0	29	4,000
833	Columbia	.....do	Geo. A. Ostheimer	Dept.	1	2	33	32	0	0	0	0	0	0	0	0	2	115	3,000
834	Columbia City	.....do	Helen J. Millsbaugh	Dept.	1	2	68	78	0	0	0	9	0	5	8	3	2	4,000	
835	Columbus	.....do	Samuel Wertz	Dept.	2	0	6	5	15	19	1	0	0	0	0	0	4	600	15,000
836	Connersville	.....do	Loren M. Edwards	Dept.	1	0	70	40	0	0	0	0	0	0	0	0	7	150	60,300
837	.....do	.....do	Walter R. Houghton	Dept.	3	0	30	30	0	0	0	0	0	0	0	0	0	150	12,000
838	Converse	.....do	S. L. Heeter	Dept.	2	0	15	20	49	36	0	0	0	0	0	0	2	75	4,000
839	Cortland	.....do	Thomas E. Sanders	Dept.	1	0	21	27	0	0	6	6	2	0	2	1	2	789	9,000
840	Corydon	.....do	Jesse W. Riddle	Ind	2	1	21	27	0	0	0	0	0	0	2	11	2	367	30,000
841	Covington	.....do	Baba Hays	Dept.	1	3	22	47	0	0	0	0	0	0	4	18	4	643	8,000
842	Crawfordsville	.....do	Miss Anna Willson	Dept.	2	5	47	116	0	0	0	0	0	0	0	1	0	300	8,000
843	Crothersville	.....do	J. E. Payne	Dept.	2	0	12	14	0	0	3	2	1	0	1	0	3	600	30,000
844	Crown Point	.....do	Lizzie L. Horney	Dept.	1	2	31	43	0	0	2	3	3	1	1	8	0	115	100
845	Culver	.....do	Miss Harrie Miller	Dept.	0	1	7	8	0	0	0	0	0	0	0	0	0	200	20,000
846	Dana	.....do	Isaac C. Reubelt	Dept.	1	3	25	50	0	0	1	0	2	0	0	0	0	250	11,000
847	Danville	.....do	P. V. Voris	Dept.	2	0	25	30	0	0	0	0	0	0	0	0	0	800	50,000
848	Darlington	.....do*	O. H. Groist	Dept.	1	0	10	16	0	0	0	0	0	0	0	0	0	750	10,000
849	Decatur	.....do	Miss Nell M. Segur	Dept.	1	3	51	54	0	0	0	4	6	1	0	5	7	6,000	25,000
850	Delphi	.....do	F. C. Whitcomb	Dept.	2	3	34	40	0	0	0	0	0	0	0	0	1	325	2,000
851	Dillsboro	.....do	Ira A. Scripture	Dept.	2	2	10	7	55	73	0	0	0	0	0	0	0	300	25,000
852	Dublin	.....do	H. D. Niewanger	Dept.	2	0	19	21	0	0	0	0	0	0	0	0	0	340	600
853	Dunkirk	.....do	Amy L. Schoff	Dept.	2	1	25	30	0	65	80	0	0	0	0	0	0	300	25,000
854	Earl Park	.....do	W. J. Whinery	Dept.	1	0	5	6	0	0	0	0	0	0	0	0	0	100	2,200
855	East Chicago	.....do	J. M. Wood	Ind	1	2	18	24	0	0	0	0	0	0	0	0	0	3,000	40,000
856	Edinburg	.....do	J. H. Hayworth	Dept.	1	4	20	28	0	0	0	0	0	0	0	0	0	500	15,000
857	Edwardsport	.....do	Frank Carroon	Dept.	1	0	17	20	0	0	0	0	0	0	0	0	0	200	7,000
858	Elizabethtown	.....do*	H. C. Dixon	Dept.	0	2	7	10	0	0	0	0	0	0	0	0	0	3,000	40,000
859	Elkhart	.....do	S. B. McCracken	Dept.	3	3	113	151	0	0	0	0	0	0	9	16	4	500	15,000
860	Elwood	.....do	L. D. Owens	Dept.	2	1	22	47	0	0	0	0	0	0	3	3	3	200	7,000
861	English	.....do*	C. A. Robertson	Dept.	2	1	75	80	0	0	0	0	0	0	4	5	0	3,000	5,000
862	Evansville	.....do	John K. Blackburn, sr.	Dept.	2	2	25	38	0	0	0	0	0	0	0	5	6	400	3,500
863	Fairmount	.....do	M. E. Monahan	Dept.	2	0	7	14	0	0	0	0	0	0	0	0	0	500	6,000
864	Falmouth	.....do	James Sheedy	Ind	0	3	17	16	55	47	0	0	0	0	9	10	0	112	10,000
865	Farmland	.....do	G. C. Powers	Dept.	1	0	3	10	0	0	0	0	0	0	0	0	0	445	5,000
866	Farmers Switchdo	Clarence Randall	Ind	2	0	18	21	47	44	0	0	18	21	4	3	4	0	250	6,000
867	Flora	.....do	Elmer J. Todd	Dept.	2	0	20	15	0	0	0	0	0	0	0	1	0	500	7,000
868	Fort Branch	.....do	William Smith	Dept.	2	0	16	22	0	0	0	0	0	0	2	1	0	3,000	5,000
869	Fortvilledo	J. W. Jay	Dept.	2	0	42	38	0	0	0	0	0	4	4	6	3	0	500	7,000
870	Fort Wayne	.....do	Chester T. Lane	Dept.	4	8	133	231	0	0	0	0	0	0	13	11	5	3,000	5,000
871	Fountain Citydo*	Alf L. Elsharger	Ind	1	0	10	18	50	62	0	0	0	0	0	0	0	0	500	5,000

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.										Value of grounds, buildings, furniture, and scientific apparatus.							
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.				Gradu-ates in 1897.			College prepar-atory stu-dents in the class that gradu-ated in 1897.		Length of course in years.	Number of students in military drill.	Number of volumes in the library.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
INDIANA—cont'd.																					
941	Leesburg.....	Clyde Wagner.	Dept..	1	0	10	12	50	70					1	2	0	0	2		100	\$5,000
942	Lewisville.....	Chas. Julian.	Ind.	2	0	6	9	24	26					0	0			3		150	6,000
943	Lexington.....	W. N. Parks.	Ind.	0	2	45	30	30	25					0	1			3		100	
944	Liberty.....	P. B. Nye.	Dept.	3	0	30	46	0	0					5	9			2		400	15,400
945	Ligonier.....	H. S. Gilhams.	Dept.	2	1	32	34	0	0					6	8	2		4		525	15,000
946	Lima.....	J. C. Reynolds.	Dept.	2	1	30	29	0	0					6	8	4		4		300	20,000
947	Lincolnville.....	A. S. Fracy.	Dept.	1	0	9	7	31	38					1	1	1		1		200	7,000
948	Linton.....	F. B. Williams.	Dept.	2	0	15	20	0	0					5	6			4		300	
949	Livonia.....	B. M. Holaday.	Dept.	1	0	4	7	27	29					0	0	0		4		29	800
950	Logansport.....	D. C. Arthur.	Dept.	5	3	123	174	0	0					7	32			4		2	50,000
951	London.....	C. A. Hack.	Dept.	1	0	5	2	21	15												
952	Lowell.....	Walter L. Sanger.	Ind.	2	1	37	31	109	115												
953	Lynn.....	F. E. Adleman.	Dept.	1	0	27	20	0	0					2	10			4		200	18,000
954	McCordsville.....	Peter Hinds.	Ind.	2	0	17	20	0	0					1	4	1		4		175	5,300
955	Madison.....	M. Jesse Bowman.	Ind.	2	0	27	20	0	0					2	14	4		4		250	9,000
956	Manhattan.....	P. B. Hutcheson.	Dept.	2	2	67	95	0	0					9	16	4		3		29	
957	Manhattan.....	P. B. Hutcheson.	Ind.	1	0	3	7	19	16					2	3	3		3		3	1,500
958	Marion.....	Virgil McKnight.	Dept.	3	4	135	165	0	0					16	7	12		0			
959	Markie.....	P. H. Beck.	Dept.	1	0	6	2	136	115					0	0	0		0		250	6,500
960	Martinsville.....	W. F. Clarke.	Dept.	2	1	45	50	0	0					3	5	0		4		800	
961	Mentone.....	Orange H. Bowman.	Dept.	1	0	13	18	0	0					2	4	1		3		60	
962	Mishawaka.....	A. E. Bond.	Ind.	1	0	24	12	40	65					0	0	0		0			
963	Middlebury.....	L. H. Kreke.	Dept.	1	1	0	6	4	0					4	4	0		0		275	3,000
964	Middletown.....	Mrs. Mary E. Stewart.	Dept.	1	1	0	24	12	0					4	2	0		4		383	4,000
965	Milford.....	Richard Vanderveer.	Dept.	2	1	19	33	0	0					0	0	4		4		75	10,000

963	Milroy.....	do	J. L. Shauck	Ind	0	4	39	44	0	0	7	3	3	0	9	1	3	100	10,000	
967	Milton.....	do.*	J. H. Scholl	Dept.	1	1	15	25	0	0	2	4	1	0	1	5	4	175	5,000	
968	Mishawaka.....	do	Mary D. Welch	Dept.	0	1	28	30	0	0	0	0	0	0	9	7	8	1,475	30,000	
969	Mitchell.....	do.*	F. E. Callahan	Dept.	1	2	23	36	0	0	0	0	0	0	3	12	3	200	8,500	
970	Monroe City.....	do.*	Anna Prather	Ind	0	1	10	8	100	128	1	1	0	0	0	0	0	80	2,000	
971	Monroeville.....	do	R. M. Vanatto	Dept.	1	2	7	7	13	10	0	0	0	0	0	0	3	300	5,000	
972	Monteirey.....	do	J. C. Root	Dept.	1	1	0	9	35	13	0	0	6	0	0	0	0	70	900	
973	Monticello.....	do	Lewis E. Wheeler	Dept.	2	2	45	55	25	25	0	0	0	0	2	8	4	500	25,000	
974	Montpelier.....	do	N. S. Bull	Dept.	1	0	14	18	0	0	0	0	0	0	0	0	4	150	23,000	
975	Monument City.....	Polk Township High School.*	E. B. Reiney	Ind	1	0	5	5	0	0	0	0	0	0	0	0	4	75	2,000	
976	Moorefield.....	do	M. E. Smith	Dept.	1	0	4	2	44	43	0	0	0	0	0	0	3	125	4,000	
977	Mooreland.....	do	Elmer J. Davis	Dept.	1	0	10	3	41	50	3	1	1	2	1	1	1	80	4,000	
978	Moorestown.....	do	G. B. Coffman	Dept.	2	0	19	23	0	0	0	0	0	0	1	3	1	689	12,000	
979	Morristown.....	do	Hiram B. Patten	Dept.	1	0	5	4	91	80	0	0	0	0	1	2	4	125	6,000	
980	Mount Sterling.....	do	William E. Curry	Ind	1	0	5	1	27	29	0	0	0	0	5	1	5	15	3,000	
981	Mount Vernon.....	do	Edward G. Bauman	Dept.	3	1	39	64	0	0	2	0	2	0	9	10	4	0	100	25,000
982	Mulberry.....	do	J. R. Morisoff	Dept.	1	0	19	17	0	0	0	0	0	0	5	4	0	300	5,000	
983	Muncie.....	do	W. H. Masters, A. M.	Dept.	3	4	97	163	0	0	0	0	0	0	12	22	0	500	3,000	
984	Nappanee.....	do	S. W. Baer	Dept.	2	0	32	37	0	0	0	0	0	0	0	0	0	200	5,000	
985	New Albany.....	do	Joseph P. Funk	Dept.	2	4	95	174	0	0	0	0	0	0	5	34	0	12,000		
986	Newburg.....	Scribner High School.	W. O. Vance	Dept.	3	1	10	12	24	26	0	0	0	0	1	4	0	212	2,500	
987	Newburg.....	do	S. D. Purdue	Dept.	1	3	4	13	16	0	0	0	0	0	0	3	5	230	6,000	
988	New Carlisle.....	do	D. A. Sharp	Ind	1	1	22	23	84	71	0	0	0	0	8	1	1	150	10,000	
989	Newcastle.....	do	Rosa R. Mikels	Dept.	3	2	45	67	0	0	0	2	0	4	6	1	2	300	85,000	
990	New Harmony.....	do	William Golden	Dept.	3	0	30	28	0	0	0	0	0	0	1	3	4	250	5,000	
991	New Haven.....	do	Prof. D. K. Hayes	Dept.	1	0	2	3	65	76	0	0	0	0	1	3	4	600	5,000	
992	New London.....	do	William E. Howard	Dept.	2	1	26	27	0	0	0	0	0	0	7	1	1	000	5,000	
993	New Palestine.....	do.*	Frank Larrabee	Ind	1	0	6	14	65	70	0	0	0	0	0	0	2	100	1,000	
994	Newpoint.....	do	Ed. M. Moulton	Dept.	1	0	6	10	71	77	0	0	0	0	0	0	3	20	7,500	
995	Newport.....	do	G. E. Willoughby	Dept.	2	3	18	15	0	0	0	0	0	0	2	3	3	300	3,000	
996	Ninevah.....	do	M. J. Searle, A. M.	Ind	1	1	7	11	58	49	0	0	0	0	1	0	0	2,200	2,200	
997	Noah.....	do	C. W. Clendenning	Dept.	1	0	5	4	31	20	0	1	3	1	0	0	0	400	30,000	
998	Noblesville.....	do	E. A. Schultze	Dept.	3	3	77	95	0	0	0	0	0	0	4	16	2	350	1,300	
999	North Judson.....	do	C. E. Smith	Dept.	1	2	33	40	0	0	0	0	1	1	0	0	0	400	1,300	
1000	North Manchester.....	do.*	Miss Jennie E. Thomas	Dept.	1	0	33	40	0	0	0	0	4	5	0	1	4	450	6,300	
1001	North Vernon.....	do	Leva M. Foster	Dept.	0	3	23	30	0	0	0	0	0	0	3	5	0	100	20,000	
1002	Oakland City.....	do	J. A. Divine	Dept.	1	3	17	23	0	0	0	0	0	0	1	3	0	200	10,000	
1003	Oaktown.....	do	Wm. Caroon	Dept.	2	0	20	30	0	0	0	3	2	0	4	8	0	200	10,000	
1004	Odon.....	do	S. W. Satterfield	Dept.	2	0	7	19	0	0	0	0	0	0	0	0	3	300	5,000	
1005	Orange.....	Township Graded Sch. 1.*	W. J. Paxton	Ind	1	0	8	10	26	45	0	0	0	0	3	9	0	275	22,000	
1006	Orleans.....	do	C. T. Rankin	Dept.	2	1	21	24	0	0	0	0	1	3	0	0	4	0	200	8,000
1007	Ossian.....	Graded School.	J. C. Hamilton	Dept.	3	1	26	27	0	0	0	0	0	0	2	3	1	0	280	20,000
1008	Owensville.....	do	K. W. Harris	Dept.	2	0	28	30	0	0	0	0	0	0	0	6	4	0	160	7,000
1009	Oxford.....	do	M. F. Ocar	Dept.	1	1	27	25	0	0	0	0	0	0	6	5	4	300	1,800	
1010	Paoli.....	do.*	Edith Tumass	Dept.	1	0	17	25	84	93	4	0	2	0	3	5	2	0	87	3,000
1011	Packer City.....	do	Benj. F. Timberlake	Dept.	1	1	8	10	0	0	0	0	0	0	0	0	0	3	100	5,000
1012	Patoka.....	do	R. N. Chappelle	Dept.	1	0	15	7	0	0	0	3	3	0	2	2	2	3	150	3,000
1013	Patriot.....	do	Oliver M. Given	Dept.	1	1	18	13	51	50	0	0	0	0	3	7	0	0	200	15,000
1014	Pendleton.....	do	H. F. Hunt	Dept.	2	1	33	33	0	0	0	0	0	0	3	7	4	0	200	15,000

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97.—Continued.

	State and post-office.	Name.	Principal.	Depart-ment or in-depend-ent.	Students.										Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
					Second-ary in-struct-ors.		Second-ary stu-dents.		Elementary students.		Clas-sical course.		Prepar-ing for college.						Gradu-ates in 1897.			
																			Male.		Female.	
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
INDIANA—cont'd.																						
1015	Pennville.....	High School.....	C. E. Shimp.....	Dept..	2	0	25	20	0	0	4	4	3	5	2	6	2	1	3	125	\$25,000	
1016	Petersburg.....	do.....	J. H. Risley.....	Dept..	2	1	28	32	0	0	0	0	0	0	3	4	0	0	4	50	15,500	
1017	Pierceton.....	do.....	Wm. Eisenman.....	Dept..	1	0	10	18	0	0	0	0	0	0	3	6	2	3	528	8,000		
1018	Pine Village.....	do.....	C. B. Kesiter.....	Dept..	1	2	20	14	0	0	0	0	0	0	4	1	0	0	3	50	.....
1019	Pittsboro.....	Middle Township High School.....	A. L. H. Miller.....	Dept..	1	0	20	12	0	0	0	0	0	0	4	1	0	0	3	.....	.....
1020	Pleasant Lake.....	High School.....	H. G. Brown.....	Ind..	1	2	15	30	0	0	1	4	2	3	1	7	1	7	3	20	5,000	
1021	Plymouth.....	do.....	N. A. Chase.....	Dept..	2	1	24	30	0	0	0	0	0	0	6	6	0	0	3	5,346	.....
1022	Portland.....	do.....	Isaac E. Neff.....	Dept..	2	1	46	72	0	0	0	0	0	0	7	9	0	0	4	32	375
1023	Poseyville.....	do.....	M. S. Woods.....	Dept..	1	0	13	11	0	0	0	0	0	0	1	3	0	0	3	200	7,000	
1024	Princeton.....	do.....	H. H. Ruston.....	Dept..	2	3	35	59	0	0	5	3	1	0	5	8	3	2	3	100	200	
1025	Princeton.....	do.....	John George.....	Dept..	1	0	12	19	22	19	4	1	1	0	2	2	2	2	4	85	3,500	
1026	Prudence.....	do.....	E. P. Hufford.....	Ind..	1	0	12	16	42	36	0	1	0	0	0	0	0	0	3	380	3,000	
1027	Raleigh.....	do.....	George E. Dee.....	Dept..	2	1	25	46	0	0	0	1	2	0	1	2	1	1	4	0	500	
1028	Remington.....	do.....	John H. Johnston.....	Dept..	2	1	25	46	0	0	0	0	0	0	2	4	0	0	4	500	16,000	
1029	Rensselaer.....	do.....	E. O. Holland.....	Dept..	4	0	37	63	0	0	0	0	0	0	3	4	0	0	1	200	35,000	
1030	Richland.....	do.*.....	W. C. Burr.....	Ind..	1	0	3	9	30	39	0	0	0	0	0	0	0	0	2	0	40,000	
1031	Richmond.....	do.....	D. R. Ellsberger.....	Dept..	7	4	132	189	0	0	0	0	0	0	10	34	1	4	0	600	40,000	
1032	Ridgeville.....	do.....	James B. Humphreys.....	Dept..	2	0	9	10	0	0	0	0	0	0	0	0	0	0	3	40	12,000	
1033	Ripple.....	Broad Ripple High School.....	K. E. Harris.....	Dept..	2	0	12	20	0	0	2	1	3	2	0	0	0	0	4	362	8,000	
1034	Rising Sun.....	High School.....	R. L. Thiebaud.....	Dept..	3	0	19	25	0	0	0	0	0	0	3	7	1	0	3	471	20,000	
1035	Roachdale.....	do.....	Samuel A. Harris.....	Dept..	1	0	5	12	0	0	4	6	0	0	0	2	0	0	3	125	4,000	
1036	Rosam.....	do.....	T. F. Berry.....	Dept..	1	3	13	25	0	0	0	2	3	1	2	5	2	1	4	400	3,350	

1037	Roanoke.	Jackson Township High School.*	C. D. Brock	Ind.	1	0	14	9	6	9					0	0		4	200	
1038	Rochester	High School *	Brainard Hooker	Dept.	2	2	52	51	0	0	3	0	1	0	6	2	4	0	500	
1039	Rockport.	do	O. P. Foreman	Dept.	4	0	24	40	0	0	12	20	5	6	3	7	2	4	500	
1040	Rockville.	do	Miss Georgetta Bowman.	Dept.	1	2	30	31	0	0	0	1			2	9	1	4	600	
1041	Rolling Prairie	do	H. A. Salisbury	Ind.	1	0	13	8	36	34					5	7	0	0	465	
1042	Rome City	do	John Broughton	Dept.	1	1	0	6	7	54					0	4		3	200	
1043	Rossville	do	Joseph Clauser	Ind.	1	0	18	12	78	52	2	3	1	1	1	0	0	0	2	250
1044	Royal Center	do	E. E. Rogers	Dept.	1	0	3	5	0	0					0	0	0	0	750	
1045	Rushville	do	W. C. Barnhart	Dept.	2	1	39	44	0	0					4	9		0	1,000	
1046	Russellville	do *	Romulus Boyd.	Ind.	1	0	16	18	42	40	1	0	1	0	1	2		3	1,000	
1047	Russville	do	G. G. Bruer, A. M.	Dept.	1	0	9	10	91	65					2	1	0	0	70	
1048	St. Joe Station	Graded School *	J. P. Bonnell	Ind.	1	0	12	8	0	0					0	0	0	4	4,000	
1049	Salem	do	H. B. Wilson	Dept.	3	0	18	42	0	0					0	6	0	2	150	
1050	Scottsburg	do	Lydia L. Kirk	Dept.	1	1	12	11	0	0					5	3	2	1	264	
1051	Sellersburg	do	E. E. Andrews	Dept.	3	1	8	3	0	0					0	0	0	0	130	
1052	Servia	do	Charles Otis Segus	Ind.	1	0	10	4	38	32					0	0	0	0	182	
1053	Seymour	do	Frances Braunman.	Dept.	1	4	41	68	0	0					4	14		4	750	
1054	Sharpsville	do	O. W. Debuay	Ind.	3	2	33	20	0	0	0	0	0	0	0	0	0	0	0	12,000
1055	Sheridan	do	M. H. Stuart	Dept.	2	1	60	40	0	0					4	2		3	15	18,208
1056	Shipshewana	do	J. M. Geiser	Dept.	1	0	13	14	0	0					1	3		3	150	
1057	Shoals	do	E. F. Sutherland	Dept.	2	0	15	14	0	0	2	3	2	3	2	3		2	100	
1058	Silver Lake	do	W. H. Davis	Dept.	0	2	9	6	11	19					0	2		2	160	
1059	Simpson	Union Township High School *	John Reber	Dept.	1	0	6	6	14	5					0	0		4	4,000	
1060	Somerville	High School	Will M. Strickland	Dept.	1	0	4	2	56	53								3	200	
1061	South Bend	do	Mary L. Hinsdale	Dept.	2	7	17	152	0	0	4	0			9	13	3	3	1,622	
1062	South Milford	do	A. H. Barber	Dept.	1	0	0	16	48	67					2	3		3	320	
1063	South Whitley	do	L. T. Meiz	Dept.	1	2	25	35	0	0	6	10			2	11	1	8	420	
1064	Spencer	do	Milton Ganiz	Dept.	2	0	23	32	0	0	2	0	0	0	3	4	2	0	400	
1065	Springport	do	Laura Benedict	Ind.	1	0	9	3	0	0	0	0	0	0	0	1	0	0	75	
1066	State Line	do	Geo. S. Porter	Dept.	1	1	20	10	0	0					0			3	50	
1067	Staunton	do	R. H. Knox	Dept.	1	0	4	5	0	0					0				3,000	
1068	Stillwell	do	W. Bert Siders	Dept.	1															

* Statistics of 1895-96.

STATISTICS OF SECONDARY SCHOOLS.

1963

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* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	F	2	3	Students.												Number of volumes in the library.	Value of grounds, buildings, apparatus, etc., and scientific apparatus.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
						Second-ary in-struct-ors.		Elementary students.		Preparing for college.		College prepar-atory.		Length of course in years.		Number of students in military drill.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
						Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.			Female.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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Value of grounds, buildings, furniture, and scientific apparatus.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal	Department or independent.	Students.																Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Elementary students.		Preparing for college.				Gradu-ates in 1897.		College prepar-atory.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
IOWA—continued.																							
1224	Fort Dodge.....	High School *																4	....	300	.....	
		Miss Mary O. Buchanan.	Dept..	2	3	60	87	0	0	2	3	7	10	9	10	8	10	4	....	300	\$35,000	
1225	Fort Madison....	C. W. Cruikshank	Dept..	2	2	18	49	9	10					0	0	0	0	4	0	75	6,000		
1226	Fredericksburg..	G. E. Wright	Dept..	1	0	10	12	31	33					5	0	0	0	2	0	300	3,000		
1227	Freemont.....	G. W. Hesser	Dept..	0	3	7	10	18	16					2	3	0	0	3	0	100	6,050		
1228	Galva.....	B. T. Mitchell	Dept..	1	0	4	3	76	75	0	0	0	0	0	1	0	0	2	0	100	4,000		
1229	Gardnegrrove...	J. Ethus Vertz	Dept..	2	0	23	52	0	0	3	7	1	4	0	9	2	7	4	0	100	8,000		
1230	Garnaville.....	C. F. Langlas	Dept..	1	0	11	15	39	32	0	0	0	0	0	0	0	0	3	0	154	3,000		
1231	Garnett.....	J. F. Dodger	Dept..	1	1	13	27	0	0			2	1	3	3			4	0	304	16,000		
1232	Gilman.....	Herbert Peas	Ind..	2	2	11	18	56	51					3	9	2	3	0	1,200	15,500			
1233	Glenwood.....	J. L. Laird	Dept..	2	2	27	45	0	0					3	9	2	3	4	0	60	1,000		
1234	Glidden.....	W. E. Atkinson	Dept..	1	0	18	25	0	0			3	2	0	0	0	0	3	0	100	2,500		
1235	Goldfield.....	J. T. Bradshaw	Dept..	1	0	6	16	0	0			3	6	1	1	1	1	3	0	90	4,000		
1236	Gowrie.....	Alfred L. Brown	Dept..	1	0	17	28	0	0			0	0	2	7	6	2	4	0				
1237	Grand Junction..	C. N. Brookes	Dept..	1	1	0	17	28	0	8	10	2	8	7	6	2	4	3					
1238	Greene.....	J. Perotval Huggett	Dept..	1	2	35	53	0	0	6	10	2	8	5	9	2	3	4	0	100	10,000		
1239	Greenfield.....	F. E. Palmer	Dept..	3	2	35	45	0	0	0	3	4	5	20	17	4	4	4	1,500	10,000			
1240	Grinnell.....	Mrs. L. E. Wilson	Dept..	1	0	12	15	0	0	0	3	3	5	6	16	3	3	3	75	6,000			
1241	Griswold.....	L. B. Stewart	Ind..	1	0	37	49	0	0	0	0	0	0	6	16	0	2	4	724	16,000			
1242	Grundy Center..	W. D. Wells	Dept..	2	0	9	15	82	101	0	0	0	0	4	6	0	2	4	200	18,000			
1243	Guthrie Center..	Adam Pickett	Ind..	1	1	20	28	0	0	0	7	0	0	0	3	4	0	3	186	25,000			
1244	Gutenberg.....	James Lawrey	Ind..	1	2	36	52	0	0	0	0	0	0	4	7	0	4	4	800	36,000			
1245	Hamburg.....	J. C. King	Dept..	1	1	4	9	15	0	0	0	0	0	3	4	7	0	4	578	22,000			
1246	Hampton.....	Lenna Prater	Dept..	2	2	47	69	0	0	2	1	6	7	9	8	4	10	4	150	36,000			
1247	Harlan.....		Dept..	2	3	58	81	0	0	0	0	0	0	9	8	2	1	4	150	22,000			

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* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name	Principal.	Department or independent.	Students.												Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Second-ary students.		Preparing for college.				Gradu-ates in 1897.		College prepar-atory stu-dents in the class that gradu-ated in 1897.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
IOWA—continued.																					
1294	Manning	High School	Ind	0	9	27	23	0	0	0	0	0	0	0	0	6	6	4	324	\$25,000	
1295	Manson	do	Dept.	2	1	55	44	0	0	0	0	0	0	0	5	2	0	4	200	15,000	
1296	Mapleton	do	Dept.	1	3	39	72	0	0	0	0	0	0	0	5	2	4	75	34,000		
1297	Maquoketa	do	Ind	1	1	0	21	63	67	5	2	1	2	7	1	0	2	200	7,700		
1298	Marble Rock	do	Dept.	1	0	15	15	7	5	2	4	2	1	5	5	2	2	525	40,000		
1299	Mareus	do	Dept.	2	3	48	45	0	0	0	0	23	46	13	23	1	6	4	390	1,750	
1300	Marengo	do	Dept.	1	4	89	105	0	0	0	0	23	46	13	31	6	21	4	300	30,000	
1301	Marion	do	Dept.	4	5	92	108	0	0	0	0	23	46	13	31	6	21	4	300	30,000	
1302	Marshalltown	do	Dept.	2	7	99	113	0	0	0	0	25	20	5	3	4	2	0	200	4,250	
1303	Mason City	do	Ind	2	0	25	20	0	0	0	0	0	0	0	3	0	0	3	250	4,250	
1304	Maxwell	do	Ind	1	1	20	32	0	0	0	0	0	0	0	3	0	0	3	298	10,000	
1305	Maynard	do	Ind	1	0	11	14	50	59	0	0	3	5	5	1	2	3	0	500	10,000	
1306	Mechanicsville	do	Ind	1	1	16	17	0	0	0	0	0	0	0	9	0	7	0	400	43,075	
1307	Menlo	do	Ind	1	0	18	9	40	46	0	0	6	3	8	5	6	2	4	138	10,000	
1308	Miles	do	Ind	1	3	45	53	0	0	0	0	1	0	0	0	0	0	3	50	2,500	
1309	Milton	do	Dept.	1	3	40	69	0	0	0	0	0	0	0	0	0	0	4	115	18,000	
1310	Missouri Valley	do	Dept.	1	3	40	69	0	0	0	0	0	0	0	0	0	0	4	570	25,000	
1311	Mitchell	do	Dept.	1	0	2	9	14	6	0	0	0	0	0	0	7	0	4	125	3,000	
1312	Mitchellville	do	Ind	1	1	16	17	0	0	0	0	0	0	0	0	0	0	4	302	5,000	
1313	Modale	do	Dept.	1	0	6	9	69	41	0	0	0	0	0	0	0	0	0			
1314	Monroe	do	Ind	1	1	25	29	0	0	5	10	8	14	5	9	1	2	4	115	18,000	
1315	Montezuma	do	Ind	1	2	40	54	0	0	8	13	7	3	6	13	4	5	3	370	25,000	
1316	Monticello	do	Ind	1	1	37	57	0	0	0	8	13	7	3	6	13	4	5	370	25,000	
1317	Montour	do	Ind	0	2	12	20	28	80	4	12	3	5	0	3	0	3	4	125	3,000	
1318	Montrose	do	Dept.	2	0	16	23	0	0	0	0	0	0	0	1	4	0	4	302	5,000	

STATISTICS OF SECONDARY SCHOOLS.

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1319	Morning Sun	do.	A. M. M. Dornon.	Dept.	1	2	38	48	0	0					8	9		4	300
1320	Montion	do.	F. E. King	Dept.	2	1	41	49	0	0					2	4		4	15,000
1321	Mount Ayr	do.	C. O. Carter	Dept.	2	1	44	53	0	0	2	1			2	4		4	682
1322	Mount Pleasant	do.	Lida A. Pitman.	Dept.	1	2	40	47	0	0					7	9		3	600
1323	Mount Vernon	do.	W. H. Bowser	Dept.	1	2	40	43	0	0					6	10		3	200
1324	Murray	do.	H. L. Sams.	Dept.	1	1	10	25	0	0					11	20		3	15,000
1325	Murcatine	do.	E. F. Schall	Dept.	2	1	4	89	111	0	0				0	0		4	32
1326	Nashua...	do.	C. J. Trumbauer	Ind.	2	1	32	46	0	0					62	10		2	200
1327	Neola...	do.	O. J. McManus	Ind.	0	4	20	30	52	0	4	3	2	0	5	5	1	0	8,000
1328	New Hampshire	do.	L. T. Weld	Dept.	0	4	30	37	0	0	0	2	3	5	9	0	0	3	25
1329	New London	do.	D. A. Thornburg	Dept.	1	3	48	80	0	0	0	3	3	4	6	4	6	4	500
1330	New Sharon	do.	S. B. Stonerock, Jr.	Ind.	1	3	10	21	0	0	1	1	4		2	3	1	1	8,000
1331	New Sharon	do.	Charles W. Hackler	Dept.	2	0	10	20	0	0	2	4	0	0	2	5	1	4	15,000
1332	Newton	do.	E. J. H. Beard	Dept.	1	2	39	60	0	0	0	0	0	0	5	13	5	13	50,000
1333	Nora Springs	do.	Gordon Rendlett	Dept.	1	0	11	14	0	0	0	0	0	0	2	3	0	0	1,500
1334	North English	do.	C. E. Fleming	Dept.	1	2	23	33	0	0	1	2			0	2	3	4	405
1335	Northwood	do.	E. W. G. Vogenitz	Dept.	1	1	26	37	0	0	0	0	10	10	7	11	5	11	160
1336	Norway	do.	J. E. Johnson	Ind.	1	1	16	24	43	0	0	0			3	0	2	3	150
1337	Oakland	do.	W. B. Buckley	Ind.	1	1	47	35	0	0					5	6		3	10,000
1338	Ocheyedan	do.	R. H. Dawson	Ind.	1	1	0	11	64	0	0				3	0	2	0	2,000
1339	Odeboelt	do.	Charles Henry	Dept.	1	1	37	44	0	0					6	10		4	180
1340	Oelwein	do.	Charles E. Smith	Dept.	1	1	29	48	0	0	6	3	12	16	3	10		4	70
1341	Ogden	do.	Clara E. Thompson	Dept.	0	1	21	29	0	0	0				3	7		3	12,000
1342	Orange City	do.	O. W. Herr	Dept.	2	1	20	18	0	0	0	2			2	5	1	2	150
1343	Osage	do.	George Chandler	Dept.	2	1	70	61	0	0					8	17		4	450
1344	Oseola	do.*	L. N. Beard	Dept.	2	3	49	81	0	0	0				13	21		4	150
1345	Oskaloesa	do.	Oliver E. Dixon	Dept.	3	0	58	154	0	0					6	11		3	1,738
1346	Ottumwa	do.	Miss Effie Fraser	Dept.	0	7	53	128	0	0					0	0		0	45,000
1347	Oxford	do.	Eugene Henely	Dept.	1	1	22	19	0	0	0	0	5	2	0	0		3	263
1348	Oxford Junction	do.	Daniel R. Perkins	Ind.	1	1	12	16	0	0					2	0		0	1,200
1349	Pacific Junction	do.	E. A. Day	Dept.	1	0	6	13	0	0					0	2		3	100
1350	Panora																		

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Second-ary in-struct-ors.				Second-ary students.				Students.								Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.																	
				Male.		Female.		Male.		Female.		Elementary students.		Preparing for college.		Gradu-ates in 1897.		College prepar-atory stu-dents in the class gradu-ated in 1897.																						
				5	6	7	8	9	10	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.																					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22																			
KANSAS.																																								
1441	Abilene.....	W. H. Wagner.....	Dept..	3	1	43	85	0	0	5	8	20	51	4	18	4	12	4	.....	1,200	.....	\$200																
1442	Alma.....	H. W. Jones.....	Dept..	1	0	10	11	10	16	2	3	1	0	0	1	0	0	3	.....	139	.....	8,000																
1443	Almena.....	C. B. Walker.....	Dept..	1	1	5	15	0	0	.....	.....	.....	.....	0	0	0	0	3	.....	356	.....	8,000												
1444	Altamont.....	T. E. Hanna.....	Ind. .	3	1	35	50	26	40	4	6	.....	.....	7	13	1	1	3	.....	300	.....	22,000														
1445	Amerigus.....	C. A. Kent.....	Dept..	1	1	24	35	0	0	.....	.....	.....	.....	3	4	0	0	3	.....	0	.....	11,000												
1446	Anthony.....	M. S. Blair.....	Dept..	2	0	23	35	0	0	.....	.....	.....	.....	0	4	0	0	3	.....	1,000	.....	65,000												
1447	Argentine.....	Margaret Rush.....	Dept..	1	1	22	28	0	0	.....	.....	.....	.....	0	7	0	0	4	.....	50	.....	42,000												
1448	Arkansas City.....	T. W. Conway.....	Dept..	0	2	36	51	0	0	.....	.....	.....	.....	5	7	5	7	4	.....	500	.....	30,000												
1449	Atchison.....	C. A. Shively.....	Dept..	1	2	88	42	0	0	20	30	.....	.....	5	8	5	8	4	.....	300	.....	15,000														
1450	Atwood.....	Emmie J. Norris.....	Dept..	0	1	13	4	0	0	.....	.....	.....	.....	0	0	0	0	3	.....	120	.....	5,000												
1451	Augusta.....	W. J. Speer.....	Dept..	1	5	28	22	0	0	0	0	.....	.....	0	8	4	8	3	.....	200	.....	10,000														
1452	Baldwin.....	E. W. Myler.....	Dept..	0	4	25	30	0	0	.....	.....	.....	.....	4	8	4	8	3	.....	250	.....	6,000												
1453	Beatrice.....	George K. Thompson.....	Dept..	0	4	20	0	0	0	0	0	0	0	0	0	0	0	2	.....	200	.....	3,000																
1454	Belleville.....	James Z. Gilbert.....	Dept..	0	0	22	35	0	0	5	10	.....	.....	7	1	2	1	3	.....	500	.....	10,000														
1455	Beloit.....	Lucy A. Arthur.....	Dept..	2	13	50	101	0	0	.....	.....	.....	.....	4	12	4	12	4	.....	2,500	.....	35,000												
1456	Blue Rapids.....	G. B. Buikstro.....	Dept..	1	2	16	14	0	0	.....	.....	.....	.....	5	2	4	1	4	.....	100	.....	7,000												
1457	Brookville.....	T. J. Rollman.....	Dept..	1	0	5	2	14	11	.....	.....	.....	.....	0	1	0	1	3	.....	450	.....	1,162												
1458	Bunker Hill.....	J. R. Bickertlyke.....	Dept..	1	1	20	27	0	0	10	16	.....	.....	0	0	0	0	2	.....	1,162	.....	6,000														
1459	Burden.....	S. S. Coulson.....	Dept..	2	0	29	27	0	0	.....	.....	.....	.....	2	6	2	6	4	.....	300	.....	30,000												
1460	Burlingame.....	C. S. Fowler.....	Dept..	2	0	21	45	0	0	.....	.....	.....	.....	1	10	1	5	3	.....	2,400	.....	10,000												
1461	Burrton.....	H. C. Campbell.....	Dept..	2	0	17	15	0	0	.....	.....	.....	.....	5	10	3	0	3	.....	700	.....	25,000												
1462	Caldwell.....	Ira E. Swain, supt.....	Dept..	1	1	12	56	0	0	.....	.....	.....	.....	2	4	2	4	4	.....	400	.....	8,000												
1463	Carbondale.....	J. T. Albin.....	Dept..	0	0	12	26	0	0	.....	.....	.....	.....	3	4	3	2	3	.....	160	.....	8,000												
1464	Cawker City.....	L. J. Hall.....	Dept..	1	1	35	30	0	0	.....	.....	.....	.....	3	6	2	4	3	.....	0	.....	.....																

1465	Centralia.....	do	George C. Baker.....	Dept..	2	1	19	30	0	0	0	17	25	0	0	3	7	1	5	4	....	200	10,000
1466	Chaunte.....	do	H. C. Ford.....	Dept..	1	3	30	40	0	0	0	...	...	...	...	5	5	4	0	3	....	1,150	23,500
1467	Chapman.....	Dickinson County High School.*	S. M. Cook.....	Dept..	3	1	30	115	0	0	0	2	0	6	8	7	16	...	...	4	....	1,500	28,000
1468	Cherokee.....	do	W. B. Hall.....	Dept..	2	0	17	18	0	0	0	...	...	...	...	0	5	0	5	3	....	60	12,000
1469	Cherryvale.....	do	Ormsby M. Frazier.....	Dept..	2	0	25	50	0	0	0	10	10	...	...	6	7	3	4	3	....	200	15,000
1470	Chetopa.....	do	A. J. Lovett.....	Dept..	1	1	8	34	0	0	0	1	10	...	...	1	8	0	3	3	....	100	20,000
1471	Circleville.....	do	George Allen, Jr.....	Dept..	1	0	7	13	0	0	0	0	0	0	0	0	0	0	0	2	....	0	2,000
1472	Clay Center.....	do	William S. Housner.....	Dept..	2	2	48	74	0	0	0	...	...	...	...	6	8	5	6	4	....	0	1,200
1473	Clifton.....	do	Hattie E. Rossett.....	Ind.	0	3	25	33	0	0	0	...	...	...	...	3	0	...	...	3	....	350	58,000
1474	Clide.....	do	Bertha Colburn.....	Dept..	0	3	25	33	0	0	0	...	...	...	...	3	0	...	...	3	....	350	4,000
1475	Coffeyville.....	do	S. A. Harbourn.....	Dept..	2	1	2	30	40	0	0	...	...	...	...	4	2	4	2	1	....	0	300
1476	Colby.....	Thomas County High School.	W. G. Riste.....	Dept..	1	1	38	44	0	0	0	5	4	...	...	3	8	2	5	3	....	300	18,000
1477	Coldwater.....	do	Jay T. Bortis.....	Dept..	0	1	20	18	0	0	0	2	2	...	...	1	1	1	1	3	....	175	...
1478	Columbus.....	do	O. C. Ecke.....	Dept..	0	0	40	60	0	0	0	...	...	...	...	6	10	6	10	3	....	1,408	25,000
1479	Concordia.....	do	Ida R. Wilcox.....	Dept..	1	2	42	42	0	0	0	...	...	...	...	5	4	5	4	3	....	1,200	...
1480	Cottonwood Falls.....	do	Wm. L. Kreisinger.....	Dept..	1	2	10	30	0	0	0	1	0	...	...	1	2	1	0	4	....	...	...
1481	Council Grove.....	do	B. F. Nihart.....	Dept..	2	4	50	40	0	0	0	3	6	7	1	5	1	5	3	...	500	15,000	
1482	Delphos.....	do	Theo. H. Scheffer.....	Dept..	1	1	22	31	0	0	0	0	0	0	0	0	0	0	0	4	....	60	13,524
1483	Dodge City.....	do	H. A. Cord.....	Dept..	2	0	24	32	0	0	0	...	...	...	...	2	3	...	...	4	....	400	30,000
1484	Douglas.....	do	C. W. Thomas.....	Dept..	1	1	5	10	13	16	0	...	...	...	...	0	4	...	...	3	....	150	15,000
1485	Downs.....	do	W. B. Flanders.....	Dept..	1	1	17	16	0	0	0	...	...	...	...	7	8	0	3	...	400	7,000	
1486	Efingham.....	Atchison County High School.	J. W. Wilson.....	Ind.	2	3	97	103	0	0	0	7	8	...	...	7	7	1	2	4	26	500	3,000
1487	El Dorado.....	do	W. M. Fisher.....	Dept..	2	1	32	66	0	0	0	...	...	...	...	5	12	0	0	3	...	200	25,000
1488	Elk City.....	High School *	Alexander Nash.....	Dept..	1	0	23	30	0	0	0	...	...	...	...	1	2	...	...	3	...	250	3,000
1489	Ellis.....	do	J. W. Thompson.....	Dept..	1	4	31	41	0	0	0	12	8	9	5	...	...	...	...	3	...	346	14,000
1490	Elsworth.....	do	W. W. Harvey.....	Dept..	2	1	12	24	0	0	0	3	6	...	...	4	8	1	1	3	...	800	50,000
1491	Emporia.....	do	James D. Barnett.....	Dept..	4	2	101	102	0	0	0	...	...	...	...	9	9	9	9	4	...	625	...
1492	Erie.....	do	E. L. Rosebush.....	Dept..	0	5	30	33	0	0	0	1	2	...	...	1	7	0	1	3	...	160	12,000
1493	Eureka.....	do	Jessie Brookover.....	Dept..	1	2	24	52	0	0	0	...	...	...	...	4	0	0	0	3	...	150	4,000
1494	Everest.....	do	H. M. Means.....	Dept..	1	0	13	17	0	0	0	...	...	...	...	1	3	1	1	3	...	225	20,000
1495	Florence.....	do	E. C. Hickey.....	Dept..	2	0	12	21	0	0	0	...	...	...	...	6	3	6	3	4	...	225	450
1496	Fort Scott.....	do	Laura M. Moore.....	Dept..	1	3	54	99	0	0	0	...	...	...	...	3	10	0	7	4	...	500	10,000
1497	Frederonia.....	do	J. R. Campbell.....	Dept..	3	0	40	55	0	0	0	...	...	...	...	3	14	3	14	3	...	275	18,000
1498	Galva.....	do	L. W. Mayberry.....	Dept..	1	0	8	10	52	0	0	0	2	...	...	0	2	0	2	1	...	66	3,000
1499	Garden City.....	do	Chas. E. Johnson, A. B.	Dept..	2	1	12	28	0	0	0	5	10	3	5	1	4	1	4	5	...	225	25,000
1500	Garnett.....	do	F. McClellan.....	Dept..	2	9	29	58	0	0	0	...	...	...	...	5	8	4	4	3	...	275	18,000
1501	Geneva.....	do	Jno. B. White.....	Dept..	1	1	30	40	15	9	0	...	...	...	...	7	11	7	11	2	...	100	1,200
1502	Girard.....	do	J. W. Weltner.....	Dept..	1	0	12	13	0	0	0	...	...	...	...	5	4	...	...	2	...	200	10,000
1503	Glenelder.....	do	Geo. D. Carney.....	Dept..	1	0	11	9	0	0	0	0	0	0	0	3	0	0	0	3	...	200	11,000
1504	Goodland.....	do	W. S. Coleman.....	Dept..	2	3	53	92	0	0	0	30	35	...	...	10	10	5	5	4	...	500	45,000
1505	Grathend.....	do	Ed. T. Barber.....	Dept..	1	3	22	18	0	0	0	...	...	...	...	7	1	1	0	3	...	11	5,000
1506	Greeley.....	do	J. A. Mahurin.....	Dept..	1	0	27	23	0	0	0	0	0	0	0	0	0	0	0	3	...	300	3,000
1507	Greenleaf.....	do	E. H. Jackson.....	Dept..	1	0	3	19	0	0	0	...	...	...	...	4	0	0	0	3	...	100	20
1508	Greensburg.....	do	John Kane.....	Dept..	1	1	11	17	0	0	0	...	...	...	...	4	0	0	0	3	...	8,000	8,000
1509	Gypsum.....	do	S. M. Simmons, A. B.	Dept..	1	1	11	17	0	0	0	...	...	...	...	4	4	0	0	3	...	104	9,450
1510	Haddam.....	do	W. V. Wymer.....	Dept..	1	1	14	20	0	0	0	4	3	4	5	1	0	1	0	4	0	104	9,450
1511	Halstead.....	do	H. O. Kruse.....	Dept..	2	0	23	26	0	0	0	...	...	...	...	2	1	2	1	4	...	400	9,500

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Elementary students.		Preparing for college.				Gradu-ates in the class that gradu-ated in 1897.		College prepar-atory stu-dents in the class that gradu-ated in 1897.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
KANSAS—cont'd.																							
1512	Hartford.....	High School.....	Dept.	1	0	11	20	0	0					1	6			3		75	\$2,500		
1513	Hays City.....	do.....	Dept.	1	2	22	20	0	0	3	6	4	3	4	7	0	4	3		350	12,500		
1514	Herington.....	do.....	Dept.	1	1	25	28	0	0					2	7	1	5	3		420	2,400		
1515	Hiawatha.....	do.....	Dept.	2	2	42	48	0	0	5	7	10	6	2	6	1	3	4			50,000		
1516	Hill City.....	do.*.....	Dept.	1	0	5	13	0	0			2	3	0	0	4		3		40	3,500		
1517	Holington.....	do.*.....	Ind.	1	1	0	5	85	88					0	0			3		3,149	40,000		
1518	Holton.....	do.....	Dept.	2	1	39	55	0	0	5	8	4	0					3		7	40,000		
1519	Horton.....	do.....	Dept.	3	0	32	55	0	0					2	4			4		400	25,000		
1520	Howard.....	do.....	Dept.	2	0	20	45	0	0	0	7	1	0	3	12	1	5	3		700	25,000		
1521	Humboldt.....	do.....	Dept.	2	0	20	30	0	0	15	20			2	7	2	9	4		732	25,000		
1522	Hutchinson.....	do.....	Dept.	2	3	62	150	0	0			0	0	12	12	6	7	4		500	25,000		
1523	Independence.....	do.....	Dept.	2	1	61	89	0	0					8	10			3		200	10,000		
1524	Iola.....	do.....	Dept.	2	1	27	69	0	0	27	48			2	5			4		95	24,000		
1525	Jewell City.....	do.....	Dept.	2	1	30	41	0	0					5	5			4		331	5,000		
1526	Junction City.....	do.....	Dept.	2	4	70	120	0	0	1	1	0	1	1	1	0	0	3		70,000	10,000		
1527	Kanopolis.....	do.*.....	Dept.	1	1	4	20	28	57	5	11	60	130	6	24	5	15	4		0	15,000		
1528	Kansas City.....	do.....	Dept.	6	4	162	365	0	0	5	11	60	130	6	24	5	15	4		500	34,000		
1529	Kinsley.....	do.*.....	Dept.	2	1	27	29	0	0					0	0	0	0	3		77	30,000		
1530	Kinsley.....	do.....	Dept.	2	0	2	7	2	2	1	0	1	3	0	0	0	0	3		678	6,000		
1531	Kiowa.....	Franklin High School*.....	Dept.	1	0	13	18	0	0	13	18	0	0	1	1	1	1	3		22	6,000		
1532	Lacrosse.....	do.....	Dept.	1	1	13	15	77	55	4	12	1	0	1	2	1	0	3		0	200	15,000	
1533	Lacygne.....	do.....	Dept.	1	1	20	30	0	0	4	6	2	2	2	6	2	6	4		100	15,000		
1534	Lakin.....	do.....	Ind.	2	2	10	30	30	50					1	10	1	4	3		200	25,000		
1535	Larned.....	City High School.....	Dept.	1	1	24	33	0	0					3	4			4		400	40,000		
1536	Lawrence.....	High School.....	Dept.	3	7	206	246	0	0					30	42			3					
		Frank H. Olney.....	Dept.	1	1	24	33	0	0					3	4			4					

1537	Leavenworth	do	W. A. Evans	Dept.	1	6	87	127	0	0	2	2	3	4	7	29	7	29	4	1,155	3,000
1538	Lenora	do	H. R. Tillotson	Dept.	1	0	14	19	28	16	0	0	0	0	1	1	1	1	3	155	8,500
1539	Leoti	Public High School*	H. B. Herod	Ind.	1	0	6	5	46	41	0	0	0	0	2	0	0	0	3	250	2,500
1540	Leroy	High School	Prof. J. M. Pioratt	Dept.	1	0	10	15	0	0	0	0	0	0	2	0	0	0	3	20	5,000
1541	Liberal	do	A. L. Stokell	Dept.	1	0	6	7	79	59	2	3	1	1	0	0	0	0	2	60	25,000
1542	Lincoln	do	W. L. Helton, M. S.	Dept.	1	0	10	20	0	0	0	0	0	0	0	0	0	0	2	200	5,000
1543	Lindsborg	do	J. M. Archer	Dept.	1	0	4	14	0	0	0	0	0	0	0	0	0	0	3	60	3,000
1544	Lindsborg	do	Isaac C. Meyer	Dept.	1	0	10	15	50	80	0	0	0	0	2	2	1	1	3	500	6,000
1545	Litttle River	do	L. A. Parke	Dept.	1	0	12	22	0	0	0	0	0	0	3	25	0	0	2	190	8,000
1546	Lyons	do	Mary Schmalzried	Dept.	2	1	7	40	0	85	0	0	0	0	15	20	7	7	4	700	18,000
1547	Madison	do	J. S. O'Connor	Ind.	1	3	10	15	80	0	0	0	0	0	0	0	0	0	0	300	25,000
1548	Mankato	do	C. C. Towner	Dept.	2	0	30	40	0	0	0	0	0	0	0	0	0	0	0	275	20,000
1549	Marion	do	J. M. Winslow	Dept.	2	0	32	27	0	0	0	0	0	0	0	0	0	0	0	200	15,000
1550	Marquette	do	H. E. Bruce	Dept.	1	0	10	16	7	6	0	0	0	0	3	4	3	0	4	0	1,000
1551	Marysville	do	C. C. Starr	Dept.	2	0	18	24	0	0	0	0	0	0	0	0	0	0	0	275	20,000
1552	Medicine Lodge	do	C. G. Messerley	Dept.	2	0	8	27	0	0	0	0	0	0	6	4	10	6	4	1,000	
1553	Minneapolis	do	Geo. W. Smith	Dept.	2	1	40	35	0	0	0	0	0	0	0	0	0	0	0	200	15,000
1554	Moline	do	Richard Allen	Dept.	1	1	11	6	0	0	0	0	0	0	0	0	0	0	0	200	1,500
1555	Morantown	Public School	E. W. Myler	Dept.	1	1	15	14	0	0	0	0	0	0	0	0	0	0	0	30	1,000
1556	Mound City	do	B. F. Ader	Dept.	2	0	25	35	0	0	0	0	0	0	0	0	0	0	0	150	10,000
1557	Mound Valley	do	S. L. Fogleman	Dept.	1	0	13	18	0	0	0	0	0	0	1	4	1	4	3	500	40,000
1558	Mulvane	do	T. C. Conklin	Dept.	1	1	10	20	0	0	0	0	0	0	0	0	0	0	0	300	600
1559	Neodesha	do	E. C. Parker	Dept.	3	0	40	50	0	0	0	0	0	0	0	0	0	0	0	0	0
1560	Neosho Falls	do	C. W. Smith	Dept.	1	0	13	18	0	0	0	0	0	0	0	0	0	0	0	0	0
1561	Neosho Rapids	do	E. C. Parker	Dept.	3	0	40	50	0	0	0	0	0	0	0	0	0	0	0	0	0
1562	Ness City	do	Porter Young	Dept.	1	2	1	4	12	9	1	4	1	2	4	9	0	0	2	150	10,000
1563	Newton	do	D. R. Krebbiel	Dept.	1	2	29	63	0	0	0	0	0	0	6	8	1	7	3	300	92,700
1564	Nickerson	do	J. H. Jackson	Dept.	2	0	20	34	0	0	0	0	0	0	0	0	0	0	0	200	25,000
1565	Norton	do	H. M. Culter	Dept.	1	1	18	11	26	35	0	0	0	0	0	0	0	0	0	639	7,000
1566	Nortonville	do	Geo. N. Witt	Dept.	1	0	19	16	0	0	0	0	0	0	4	1	4	1	4	0	120
1567	Oakley	do	G. M. Brown	Dept.	1	0	16	20	21	36	2	1	1	1	11	3	0	0	2	350	7,500
1568	Olathe	do	H. P. Butcher	Dept.	3	0	47	55	0	0	0	0	0	0	47	55	11	3	0	262	7,000
1569	Osage City	do	S. McDonald	Dept.	2	0	26	42	0	0	0	0	0	0	0	0	0	0	0	1,200	22,500
1570	Osawatimile	do	Sadie B. Mann	Dept.	1	2	30	50	0	0	0	0	0	0	0	0	0	0	0	1,500	1,500
1571	Osborne	do	W. H. Olm	Dept.	1	1	18	52	0	0	0	0	0	0	4	8	0	0	0	350	6,000
1572	Oskaloosa	do	D. L. Stomley	Dept.	1	1	15	33	0	0	0	0	0	0	2	0	3	2	4	375	6,000
1573	Oswego	do	Cora B. Hazlett	Dept.	1	1	15	20	0	0	0	0	0	0	3	6	3	6	3	300	25,000
1574	Osxford	do	I. A. Sobin	Dept.	1	2	20	30	0	0	0	0	0	0	1	0	0	0	0	200	4,000
1575	Paola	do	Frank W. Allen	Dept.	3	2	50	90	0	0	0	0	0	0	2	1	20	30	1	30	125,000
1576	Peabody	do	A. H. Brasley	Dept.	1	2	47	44	0	0	0	0	0	0	7	8	7	8	4	30	30,000
1577	Phillipsburg	do	Treadwell C. Coffman	Dept.	1	1	20	23	0	0	0	0	0	0	1	1	1	1	3	200	6,000
1578	Pittsburg	do	Hugh H. Ewing	Dept.	2	3	50	98	0	0	0	0	0	0	12	5	1	1	0	200	73,000
1579	Plainville	do	C. L. Hagdon	Dept.	1	0	15	18	45	62	0	0	0	0	0	0	0	0	0	50	10,000
1580	Pleasanton	do	S. C. Bloss	Dept.	0	6	20	30	0	0	0	0	0	0	0	0	0	0	0	30	30,000
1581	Pratt	do	Grant Van Hoose	Ind.	1	2	17	21	42	35	0	0	0	0	12	15	1	5	0	300	30,000
1582	Prescott	do	W. Darling	Dept.	2	0	15	30	0	0	0	0	0	0	0	0	0	0	0	50	5,000
1583	Reading	do	C. R. Alexander	Dept.	1	0	13	16	0	0	0	0	0	0	0	0	0	0	0	150	5,500
1584	Reserve	do	T. P. Ditamore	Dept.	1	1	0	15	2	30	2	0	0	0	0	0	0	0	0	425	3,000
1585	Russell	do	R. F. Malaby	Dept.	1	0	1	5	30	0	0	0	0	0	2	3	1	2	3	4	0
1586	Sabethia	do	Isaac B. Morgan	Dept.	1	1	2	10	32	0	0	0	0	0	0	0	0	0	0	0	0

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Elementary students.		Preparing for college.		Gradu-ates in the class of 1897.		College prepar-atory.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
																11	12	13	14				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
KANSAS—cont'd.																							
1587	St. John	.....	Dept..	1	0	6	14	0	0	.....	.....	.....	.....	0	5	0	3	2	400	\$27,000
1588	Salina	.....	Dept..	1	1	29	61	0	0	.....	.....	.....	.....	1	9	6	9	4	.....	75,000
1589	Scandia	.....	Dept..	1	0	10	20	0	0	.....	.....	.....	.....	0	3	0	0	2	.....	2,500
1590	Scranton	.....	Dept..	1	1	12	28	0	0	.....	.....	.....	.....	0	7	0	7	3	0	200
1591	Sedan	.....	Dept..	2	0	18	30	0	0	1	1	.....	.....	2	1	1	1	4	.....	200
1592	Sedgewick	.....	Dept..	1	0	10	12	0	0	.....	.....	.....	.....	2	1	2	2	4	.....	200
1593	City School (dist. 10)	.....	Dept..	1	1	20	39	0	0	.....	.....	.....	.....	2	2	2	2	4	.....	10,000
1594	Severance	.....	Dept..	1	1	24	24	52	48	.....	.....	.....	.....	2	2	2	2	4	.....	3,500
1595	Smith Center	.....	Dept..	1	1	20	35	0	0	.....	.....	.....	.....	2	4	0	0	2	.....	73
1596	Solomon	.....	Dept..	1	1	20	26	0	0	.....	.....	.....	.....	4	6	2	4	3	0	95
1597	Sterling	.....	Dept..	2	0	60	70	0	0	0	0	8	10	9	6	2	2	4	0	650		
1598	Stockton	.....	Dept..	1	0	16	15	0	0	0	0	6	6	3	6	1	2	4	0	1,000		
1599	Syracuse	.....	Dept..	1	0	3	12	0	0	0	0	0	0	0	0	0	0	4	0	3,000		
1600	Thayer	.....	Dept..	1	0	12	21	0	0	0	0	2	0	0	0	0	0	3	0	65		
1601	Valley Falls	.....	Dept..	2	0	30	24	0	0	20	23	1	2	0	5	3	3	4	.....	720	
1602	Wakeeney	.....	Dept..	0	1	3	7	12	15	.....	.....	.....	.....	5	3	5	3	4	.....	15,000
1603	Wabun	.....	Dept..	1	0	10	22	0	0	.....	.....	.....	.....	0	4	0	4	4	.....	700
1604	Wamego	.....	Dept..	2	1	40	54	0	0	.....	.....	.....	.....	0	4	1	2	4	.....	3,000
1605	Washington	.....	Dept..	2	0	26	19	0	0	12	10	10	2	2	4	0	2	4	0	400		
1606	Wathena	.....	Dept..	1	1	29	18	0	0	29	18	.....	.....	0	0	0	0	4	.....	250
1607	Wier	.....	Dept..	2	0	16	38	0	0	.....	.....	.....	.....	0	0	0	0	4	.....	28
1608	Wellington	.....	Dept..	3	1	65	105	0	0	.....	.....	.....	.....	0	0	0	0	3	0	150
1609	Wellsville	.....	Dept..	1	0	10	28	0	0	.....	.....	.....	.....	7	7	5	5	4	.....	500
1610	Wichita	Dept..	4	153	201	0	0	0	20	25	20	0	15	11	5	7	4	100			
																				1,500			
																				388			
																				15,000			

STATISTICS OF SECONDARY SCHOOLS.

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* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.			
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.				Gradu-ates in 1897.		College prepar-atory stu-dents in the class that gradu-ated in 1897.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
KENTUCKY—cont'd.																						
Minerva.....	Male and Female Acad-emy.	W. E. Fife	Ind...	0	1	10	17	23	77						0	1	0	0	4	0	93	\$500
Mt. Sterling	High School*	Mrs. N. K. Hibler	Ind...	0	3	25	56	190	163						3	7			3		76	20,000
Newport.....	Bellevue High School...	J. M. N. Downes, su-perintendent.	Dept..	0	2	14	29	0	0						3	6			3		1,200	
do	Highland High School*	C. J. Hall	Ind...	1	0	20	12	0	0						1	3			4		200	10,000
Nicholasville	High School	R. G. Lowrey	Dept..	0	1	20	13	0	0						5	0		2	1		0	10,000
Owensboro	do	Prof. W. H. Stuart	Dept..	2	4	60	94	0	0						9	2		0	2		0	20,000
Owingsville	Bath Seminary	Mr. Porter	Dept..	1	1	20	15	0	0						3	0			4			
Paducah	High School	C. A. Norvell	Dept..	2	1	28	87	0	0						0							4,000
Paris.....	do	E. W. Weaver	Dept..	2	0	23	31	0	0						2	17		2	3		500	
do	High School (colored).	J. C. Graves	Dept..	1	1	10	14	0	0						2	6		1	6		400	
Rochester	High School	Nathan T. Groves	Dept..	1	1	45	35	0	0						20	18		0	4		700	3,000
Scottsville	Seminary	J. V. Chapman	Dept..	2	1	12	15	0	0						4	3			4		400	4,000
Somerset	High School	A. Livingston	Dept..	1	1	28	15	0	0						0	0		0	3		300	2,500
Vine Grove	Academy *	J. C. Cartwell	Dept..	1	1	12	15	0	0						1	1		0	3		0	35,000
Williamstown	Graded School*	J. H. Dickey	Dept..	0	3	23	14	0	0						0	2		0	4		200	5,000
Winchester	High School *	A. C. Fleshman	Dept..	1	1	15	25	0	0						3	9		2	5		250	15,000
LOUISIANA.																						
Bastrop	Morehouse High School.	D. B. Showalter	Ind...	2	2	8	24	84	50						1	3		1	0	4	133	
Baton Rouge	High School	W. W. Eynum	Dept..	1	1	8	14	0	0						2	3		0	0	2	50	
Centerville	do.*	L. J. Alteman	Ind...	1	1	0	0	7	38						0	0		0	0	0	0	4,000
Donaldsonville	Ascension Academy...	R. N. Sims, jr	Dept..	1	2	6	30	0	0						0	7		0	3		679	12,000

1672	Grandcaene	High School	George Williamson	Ind...	2	1	13	22	59	50	1	1	3	3	2	300	3,000			
1673	Jena.	Seminary	R. N. Gardner.	Ind.	2	3	40	75	33	33	0	0	5	4	4	700	1,500			
1674	Lake Charles	High School	J. E. Keeney.	Dept.	2	3	40	12	0	0	0	0	1	8	4	700	2,500			
1675	Monroe	do	William C. Garnett	Dept.	2	3	15	25	0	0	0	0	1	3	4	100	7,000			
1676	New Iberia.	do	Geo. W. McMurren	Dept.	1	1	12	20	0	0	12	20	1	4	4	600	25,000			
1677	New Orleans	McDonough High School No. 1, Boys.	Frank W. Gregory.	Dept.	11	1	245	0	40	0	0	0	48	0	3	2,000	40,000			
1678	do	McDonough High and Normal School No. 2, Girls.*	Mrs. Mary Stamps.	Dept.	0	16	0	378	0	0	0	0	0	64	3	850	---			
1679	do	McDonough High School No. 3, Girls.	Mrs. Alice L. Lusher.	Dept.	0	12	0	244	0	0	0	0	0	50	3	850	---			
1680	do	Southern University and Agricultural and Mechanical College.	H. A. Hill.	Ind...	3	2	20	35	0	0	20	35	0	5	3	0	1,208	75,155		
1681	Opelousas	High School (St. Landry)	T. H. Harris	Dept.	2	2	4	43	0	0	0	0	1	9	3	500	15,000			
1682	Plaquemine	High School	A. G. Singletary	Dept.	1	1	12	19	0	0	0	0	2	4	4	12	---			
1683	Shreveport	do	C. E. Byrd	Dept.	1	1	15	38	0	0	2	6	0	8	3	0	500			
1684	Vidalia	do	Inez Montgomery	Dept.	0	2	10	13	8	20	4	6	5	0	0	0	1,000			
1685	Weston.	do.*	Miss Frankie Wales.	Ind...	0	1	3	3	13	23	0	0	0	0	5	52	---			
MAINE.																				
1686	Addison Point.	Addison High School	F. G. Marshall	Dept.	1	2	17	24	12	15	0	0	1	2	3	---	1,000			
1687	Ashland.	High School	Everett E. Libbey	Dept.	1	2	4	15	41	41	0	0	1	0	4	3	4,000			
1688	Augusta.	Cony High School	C. F. Cook	Dept.	2	4	60	75	0	0	16	10	8	14	2	4	25,000			
1689	Bangor	High School	Henry K. White.	Dept.	4	9	152	175	0	0	20	40	15	31	11	70	500			
1690	Bath.	do	H. E. Cole.	Dept.	2	3	82	94	0	0	23	7	12	8	5	4	900			
1691	Belfast	do	Reuben L. Isley, A. M.	Dept.	1	2	46	76	0	0	4	11	2	6	13	2	100			
1692	Berwick.	Sullivan High School*	Geo. W. Snow, A. M.	Dept.	1	1	16	27	0	0	7	5	2	0	0	0	10,000			
1693	Biddeford	High School	J. H. Blanchard.	Dept.	2	2	49	86	0	0	2	10	15	15	1	3	500			
1694	Bluchill	Academy and Free High School.	Frank E. Briggs, A. B.	Dept.	1	1	41	26	37	52	6	3	6	6	4	---	3,000			
1695	Boothbay Harbor.	High School	Frank W. Blair	Dept.	1	1	18	36	0	0	15	25	0	2	7	0	300			
1696	Bowdoinham	do	R. F. Springer	Dept.	1	1	50	32	0	0	12	16	0	6	5	2	4	3,000		
1697	Bradley	do	P. L. Pease.	Ind.	1	0	4	4	0	0	3	3	2	0	0	0	4,000			
1698	Brewer	do.*	Reginald R. Goodell.	Dept.	1	1	23	31	0	0	7	4	3	0	4	0	85	7,000		
1699	Bridgton	do	Walter L. Gray	Dept.	1	1	34	38	0	0	10	1	2	0	2	6	1	448	8,000	
1700	Bristol.	do	Albert M. Rollins.	Dept.	1	0	20	23	0	0	0	0	0	0	0	---	---			
1701	Brooklin.	do.	Owen L. Flye, supt.	Dept.	2	1	19	13	0	0	0	0	0	0	0	13	0	2,500		
1702	Brownville	do.*	E. D. Pratt.	Dept.	1	3	43	52	0	0	25	3	6	6	13	3	1	4	250	40,000
1703	Brunswick	do	Charles Fish.	Dept.	1	3	43	52	0	0	25	3	6	6	13	3	1	4	250	40,000
1704	Bryants Pond	Woodstock Free High School.	Ada M. Briggs	Dept.	0	1	3	4	19	15	0	0	0	0	0	0	950	---		
1705	Buxton Center.	High School	V. C. Torman.	Dept.	1	1	22	23	0	0	1	0	0	5	4	0	100	1,500		
1706	Calais	do	Vernon M. Whiman.	Dept.	1	2	39	66	0	0	13	19	2	12	7	11	6	3	4	6,000
1707	Camden	Megunticook High School.	Chester B. Allen.	Dept.	1	1	18	23	0	0	2	2	3	3	1	0	1	0	4	175
1708	Canton.	High School	Payson Smith	Dept.	1	0	8	10	11	13	2	3	2	0	0	4	---	---		

* Statistics of 1895-96.

1730	Freeport	do	Will O. Hershey, A. B.	Dept.	1	2	34	42	0	5	0	8	9	5	0	6	12	3	4	4	520
1731	Friendship	do	Grace E. Libbey, L. A.	Ind.	0	1	2	10	10	0	15	18	10	2	5	12	1	1	1	4	86
1732	Garner	do	Wm. L. Powers	Dept.	2	2	60	67	0	33	0	0	0	0	0	0	0	0	4	175	
1733	Garland	do	Gifford B. Butler	Ind.	1	0	7	12	34	0	0	0	0	0	0	0	0	0	4	9	
1734	Georgetown	do	O. E. Hanscom, A. B.	Dept.	1	1	0	18	12	0	0	0	0	0	0	0	0	0	0	150	
1735	Gorham	do	Willard W. Woodman	Dept.	2	1	41	40	0	0	16	8	11	2	4	4	2	0	4	4	
1736	Greenville	do	George H. Gould	Dept.	1	0	12	16	4	5	0	0	0	0	1	4	0	0	4	2,000	
1737	Guilford	do	Leland A. Ross	Dept.	1	1	24	23	0	0	2	3	11	5	4	3	3	0	4	14,000	
1738	Haltale	do	Hiram F. Erskine	Ind.	2	0	11	6	11	17	0	0	0	0	0	0	0	0	4	10	
1739	Hallowell	do	G. W. Singer	Dept.	1	2	40	60	0	0	6	10	0	0	4	4	0	1	4	200	
1740	Harmony	do	Elmer E. Hall	Dept.	1	0	2	3	18	19	2	0	0	0	0	0	0	2	4	5,000	
1741	Harrington	do	E. L. Palmer	Dept.	1	0	30	15	10	5	0	0	0	0	0	0	0	2	4	2,500	
1742	Hartland	do	E. P. Dyer	Dept.	1	0	20	14	10	14	0	0	0	0	0	0	1	0	4	8,000	
1743	Hemond	do	W. P. Page	Dept.	1	0	16	12	19	28	0	0	0	0	0	0	0	0	4	750	
1744	Hollis	do	W. H. Tibbottis	Ind.	1	0	9	11	16	26	0	0	0	0	0	0	0	0	4	1,500	
1745	Island Falls	do	Edgar W. Bailey	Dept.	1	0	5	12	24	28	0	0	0	0	0	0	0	0	4	53	
1746	Jay	do	H. E. Alexander	Dept.	1	0	5	8	11	12	0	0	0	0	0	0	0	0	4	600	
1747	Jefferson	do	A. W. Vinal	Dept.	1	0	10	8	26	18	0	0	0	0	0	0	0	0	3	0	
1748	Jonesboro	do	B. N. Allen	Dept.	1	0	3	6	23	17	0	0	0	0	0	0	0	0	0	1,300	
1749	Jonestown	do	Harry C. Wilbur	Dept.	1	1	0	17	8	13	0	0	0	0	0	3	0	0	3	0	
1750	Kenduskeag	do	W. E. Craig	Dept.	1	0	12	8	28	20	0	0	0	0	0	4	0	0	6	2,500	
1751	Kennebunk	do	Edwin F. Peirce	Dept.	1	1	0	24	0	0	3	0	0	0	0	3	7	3	1	125	
1752	Kennebunkport	do	E. L. Haynes	Dept.	1	1	20	32	0	0	4	6	2	2	0	6	0	1	4	4,000	
1753	Kingfield	do	J. L. Hawkins	Ind.	1	0	7	4	50	55	3	3	5	0	3	5	0	4	4	0	
1754	Kittery	do	C. W. Pierce	Ind.	1	1	21	34	4	6	3	2	0	2	0	24	11	10	4	50	
1755	Lewiston	do	John R. Duntun	Dept.	2	4	93	123	0	0	52	42	3	0	22	2	11	0	4	407	
1756	Liberty	do	H. L. Springer	Dept.	1	0	4	3	11	57	0	0	0	0	0	0	0	0	0	0	
1757	Limerick	do	Willis B. Moore	Ind.	1	0	20	13	70	87	0	0	0	0	0	3	12	2	4	44	
1758	Limestone	do	Harry Lynne	Dept.	1	0	2														

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Second-ary in-struct-ors.				Elementary students.				Preparing for college.				Students.				Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.		Students.													
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
MAINE—continued.																							
1778	North Isleboro	Walter P. Clarke	Dept.	1	0	2	5	19	17	0	0	0	0	0	0	0	0	0	0	0	0	\$1,000	
1779	North Livermore	May E. Pollard	Dept.	0	1	32	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3,000	
1780	North New Portland	Chas. B. Kimball	Dept.	1	0	22	12	5	0	0	2	1	3	0	4	2	2	0	5	3	200	3,500	
1781	North Parsonsfield	Isaiah Trufant, A. M.	Ind.	1	2	35	32	0	0	0	7	10	2	0	5	12	0	3	4	125	3,000		
1782	Norway	A. G. Wiley, A. B.	Dept.	2	1	23	47	0	0	0	0	0	0	0	0	0	0	0	0	0	200	3,000	
1783	Oakland	Lyman K. Lee, A. B.	Dept.	1	1	16	21	0	0	0	2	0	8	7	7	1	4	4	4	0	60	8,000	
1784	Oldtown	H. B. Smith.	Dept.	1	2	28	44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3,000	
1785	Orono	S. H. Powell	Dept.	1	1	17	30	5	10	0	0	0	0	0	7	8	4	0	4	0	0	8,000	
1786	Orrington	Henry C. Wright	Ind.	1	0	6	14	6	9	0	0	0	0	0	0	0	0	0	0	0	0	3,000	
1787	Oxford	R. F. Hicks	Dept.	1	1	15	13	5	4	0	4	5	0	0	0	0	0	0	4	4	25	3,800	
1788	Patten	W. L. Bonney, A. B.	Dept.	1	1	19	13	0	0	0	0	0	0	0	0	0	0	0	4	4	150	10,000	
1789	Pembroke	Kate H. Pattangall	Dept.	0	2	6	20	18	33	1	0	2	0	2	7	0	0	0	4	4	130	10,000	
1790	Phillips	W. W. Austin	Dept.	2	1	25	20	6	6	8	10	2	0	4	6	0	0	0	4	4	50	21,000	
1791	Portland	Albro E. Chase	Dept.	6	12	260	337	0	0	111	87	8	0	27	62	14	14	0	4	4	1,100	100,000	
1792	Presque Isle	Chas. N. Perkins, A. M.	Dept.	1	2	42	65	0	0	0	2	7	2	0	0	0	0	0	4	4	200	0	
1793	Princeton	Mrs. Cora K. Clifford	Dept.	0	1	10	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1794	Richmond	Frederick J. Libby	Dept.	1	1	33	54	0	0	4	5	8	0	8	15	6	1	4	4	0	0	0	
1795	Ripley	E. P. Dyer	Dept.	1	0	6	6	14	9	9	0	0	0	0	0	0	0	0	0	0	0	0	
1796	Rockland	L. E. Moulton	Dept.	2	3	59	94	0	0	7	1	1	1	1	5	17	0	0	4	0	250	20,315	
1797	Rockport	G. L. Mudgett, A. B.	Dept.	1	1	7	13	0	0	0	0	0	0	0	0	0	0	0	3	4	12,000		
1798	Rumford Falls	Geo. W. Stearns	Dept.	1	1	23	24	0	0	2	0	0	7	0	6	0	0	0	4	4	375	15,000	
1799	Sabbatus	Fred. W. Hilton, A. B.	Dept.	1	0	12	10	14	11	3	0	0	0	0	0	0	0	0	4	4	35	2,500	
1800	St. Albans	B. A. Smith	Dept.	1	1	24	27	0	0	0	0	0	4	6	0	0	0	0	3	3	100	15,000	
1801	Sanford	Frank C. Thompson	Dept.	1	1	21	25	0	0	0	0	0	0	0	0	0	0	0	4	4	0	0	
1802	Scarboro	Frank L. Ames	Ind.	1	1	3	13	17	8	0	0	0	0	0	0	0	0	0	4	4	0	2,000	

1803	Searsport.....	Frank H. Mead.....	Dept..	0	1	15	26	6	11	0	3	1	0	0	0	6	0	2	3	10	2,500
1804	Shapleigh.....	H. L. Springer.....	Ind...	2	2	20	20	0	0	2	0	2	0	5	7	1	0	5	40	2,000	
1805	Sherman Mills.....	Ella B. Munro.....	Ind...	0	2	21	19	15	7	2	0	0	0	0	0	0	0	36	25	1,500	
1806	Skowhegan.....	F. G. Farrington.....	Dept..	2	2	62	68	0	0	7	18	25	20	5	6	1	3	4	400	14,000	
1807	South Norridge- wood.....	Clarence W. Pierce...	Ind...	1	1	34	43	18	25	3	7	0	0	5	10	0	0	4	92	3,500	
1808	South Paris.....	F. J. Wingate.....	Dept..	1	1	20	20	0	0	10	8	5	6	2	6	3	2	4	400	.....
1809	South Thomaston.....	Miss Isabel R. Lattie.....	Dept..	0	1	15	20	0	0	0	0	0	0	0	0	0	0	3	0	800	
1810	Southwest Harbor School.....	W. W. W. Heath.....	Dept..	1	0	10	13	12	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1811	South Windham.....	Fred Benson.....	Dept..	1	2	8	11	7	14	.....	.....	.....	.....	0	0	.....	.....	4	0	3,000
1812	Sprague Mill.....	C. J. Richards.....	Ind...	1	1	7	10	17	12	0	0	0	0	0	0	0	0	4	0	.....
1813	Steuben.....	L. P. Perryman.....	Dept..	1	0	6	5	15	14	.....	.....	.....	.....	.....	.....	.....	.....	300	600	.....
1814	Strong.....	F. E. Bradbury, A. B.....	Ind...	1	0	13	21	0	0	2	3	4	3	0	4	0	0	4	0	40
1815	Surry.....	Sherman S. Scammon.....	Dept..	1	0	6	9	12	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1816	Tenants Harbor.....	Walter H. Mathews.....	Dept..	1	1	23	27	17	53	.....	.....	.....	.....	2	4	0	0	4	.....	.....
1817	Thomaston.....	Percy Bartlette.....	Dept..	1	1	23	31	0	0	4	3	0	0	4	6	2	2	4	200	3,000	
1818	Topsnam.....	John A. Cone.....	Ind...	1	0	31	36	0	0	2	3	4	6	2	4	1	0	4	60	10,000	
1819	Tremont.....	Wm. W. A. Heath.....	Dept..	1	0	11	14	12	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1820	Turner Center.....	L. M. Sanborn.....	Ind...	1	2	15	23	20	15	5	4	0	0	0	0	0	4	0	25	14,600	
1821	Union.....	Maurice L. Gray.....	Ind...	1	0	21	19	0	0	0	0	0	0	0	6	.....	.....	3	0	2,500
1822	Vanceboro.....	A. C. Blake.....	Dept..	1	0	7	24	0	0	.....	.....	.....	.....	4	3	.....	.....	4	100	2,000
1823	Vinal Haven.....	Edward Turner Rid- lev, A. B.....	Dept..	0	2	40	48	0	0	3	2	2	1	1	7	0	0	4	.....	.....
1824	Waldoboro.....	A. T. Lane, C. W. Averell.....	Dept..	1	1	20	30	0	0	2	0	2	3	1	4	0	0	4	350	6,000	
1825	Warren.....	A. Anderson Bad- ger, A. B.....	Ind...	0	1	11	22	25	25	2	0	0	0	0	0	0	0	3	160	4,000	
1826	Waterville.....	L. G. Palmer.....	Dept..	1	0	9	8	11	10	0	0	0	0	0	0	0	0	3	0	.....
1827	Waterville.....	Dennis E. Bowman.....	Dept..	1	5	68	102	0	6	0	0	0	0	0	0	0	0	4	500	.....
1828	Weld.....	N. G. Foster.....	Dept..	1	1	39	21	6	6	0	0	0	0	4	0	0	5	0	300	100	
1829	Wells.....	John Rankin.....	Dept..	2	0	12	17	51	54	0	0	0	0	0	0	0	0	4	0	.....
1830	Westbrook.....	Fred. W. Freeman.....	Dept..	2	2	73	63	0	0	2	0	6	0	15	8	8	4	4	150	.....
1831	West Newfield.....	Fred. C. Mitchell.....	Ind...	1	0	8	4	8	14	.....	.....	.....	.....	7	0	.....	.....	.....	.....	.....
1832	West Trenton.....	Eben B. Hodgkins.....	Dept..	1	0	8	6	23	13	0	0	0	0	0	0	0	0	1	0	2,500	
1833	Windham Center.....	Harry M. Pratt.....	Dept..	1	1	20	20	9	13	.....	.....	.....	.....	5	10	.....	.....	3	.....	.....
1834	Winter Harbor.....	Fred. W. Burrill.....	Dept..	1	0	10	15	20	7	3	2	0	0	2	6	.....	.....	3	.....	2,000
1835	Winthrop.....	Loring Herrick.....	Dept..	1	1	15	21	0	0	0	0	0	0	1	3	0	0	4	81	12,000	
1836	Wiscasset.....	Elden P. Munsey.....	Dept..	1	1	23	45	0	0	0	0	0	0	4	16	1	3	4	16	1,000	
MARYLAND.																					
1837	Aberdeen.....	John S. Hill.....	Dept..	1	1	12	12	0	0	.....	.....	.....	.....	1	0	.....	.....	3	250	3,000
1838	Baltimore.....	Francis A. Soper.....	Dept..	16	0	1,032	0	0	0	.....	.....	.....	.....	27	0	15	0	5	.....	.....
1839	.....do.....	Wm. F. Wardenburg	Dept..	2	12	0	382	0	0	0	0	0	0	0	62	.....	.....	4	350	.....
1840	.....do.....	Dr. George L. Staley..	Dept..	1	5	30	107	0	0	.....	.....	.....	.....	3	11	.....	.....	4	200	100

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.										Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.					
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.		Grad-ates in 1897.		College prepar-atory stu-dents in the class that gradu-ated in 1897.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MARYLAND—cont'd.																					
1841	Baltimore	Western Female High School.	Dept.	2	15	0	567	0	0	0	0	0	0	0	74	0	0	0	4	350	
1842	Belair	Academy and Graded School.	Dept.	2	0	27	30	0	0	2	2	0	0	4	12	1	2	3	300	\$10,000	
1843	Berlin	Buckingham High School.	Dept.	1	2	10	20	0	0	2	4			0	4	0	0	2	0	200	7,000.
1844	Boonsboro	Public High School.	Dept.	2	2	21	19	0	0					0	4	0	1	3	75	5,000	
1845	Centerville	Academy	Ind.	1	0	40	0	90	0	4	0							4	150	5,000	
1846	Chesapeake City	M. S. Harper, M. A.	Ind.	0	2	10	5	20	9	4	2									6,000	
1847	Clear Spring	Tower Hill Academy *	Ind.	1	0	16	16	44	34												
1848	Cumberland	High School	Dept.	1	3	20	56	0	0					0	4			3	1,300		
1849	Darlington	Academy and High School.	Ind.	0	2	20	15	55	50	3	3							3	60	5,000	
1850	East New Market	Academy	Ind.	1	0	9	17	59	48					0	0			5		4,000	
1851	Easton	High School	Dept.	3	3	33	40	0	0	0	0			2	7			4			
1852	Ellicott City	do. E. M. Hardcastle, Jr.	Dept.	0	1	12	16	4	5					0							
1853	Forest Hill	do. Miss C. A. Turner	Ind.	0	1	6	12	53	41	0	2	0	0	2	0	1		0	141		
1854	Fredrick	High School (boys)	Dept.	1	2	25	0	0	0					7	0			3	300	15,000	
1855	do	High School (girls)	Dept.	0	3	0	42	0	0					0	8	0	0	3	275	11,000	
1856	Galena	Shrewsbury Academy.	Dept.	0	4	10	40	43	45	0	0	0	0	0	0	0	0	0	50	2,000	
1857	Hagerstown	High School (Washington County).	Dept.	2	0	56	0	0	0					11	0	3	0	3	160	20,000	
1858	Hancock	High School.	Dept.	1	0	12	12	0	0					3	1			3			
1859	Havre de Grace	do.	Dept.	2	20	30	0	0	0	0	0	0	0	1	4			3	105	25,000	
1860	Henderson	Academy	Dept.	1	1	9	35	76	0	0	0	0	0	0	3			100			

1861	Laurel.....	High School No. 3.....	Margaret Edmonston.....	0	1	17	16	0	0	1	2	1	0	2	1	3	2,000	
1862	Marion Station.....	Marion High School.....	Benjamin F. Haynes.....	1	0	10	14	39	38	3	2	0	0	2	0	5	2,000	
1863	Middletown.....	High School *.....	S. M. Wagoner.....	1	0	19	19	0	0	3	0	0	0	2	0	3	1,000	
1864	Oxford.....	do.....	N. Price Turner, A. M.....	1	2	30	31	21	39	0	0	0	0	1	0	4	4,000	
1865	Pocomoke City.....	do.....	H. J. Handy.....	2	0	12	37	0	0	1	1	0	0	1	0	4	600	
1866	Preston.....	Academy.....	R. W. Allen.....	0	2	12	13	58	32	0	0	0	0	1	2	0	205	
1867	Princess Anne.....	Washington High School.....	Earl B. Polk.....	1	0	17	25	0	0	0	0	0	2	2	0	3	148	
1868	St. Michaels.....	High School.....	Henry E. Adams.....	2	0	35	35	0	0	0	0	0	0	2	6	0	100	
1869	Salisbury.....	do.....	H. B. Freedy.....	1	0	16	31	0	0	0	0	0	0	1	9	2	325	
1870	Sharpsburg.....	do. *.....	John E. Wagoner.....	1	0	13	19	0	0	0	0	0	0	0	0	0	25,000	
1871	Stathsburg.....	Grammar School.....	Eugene A. Spessard.....	1	0	8	14	50	53	0	0	0	0	1	3	0	45	
1872	Thurmont.....	High School.....	H. D. Beachley, A. B.....	1	0	15	17	0	0	0	0	0	4	1	1	1	100	
1873	Towson.....	do.....	R. Brent Crane.....	0	3	30	37	0	0	0	0	0	0	4	5	0	20,000	
1874	Trappe.....	do.....	Daniel Melvin Long.....	1	1	6	9	20	30	0	0	0	0	0	0	0	25	
1875	Upper Fairmount.....	Fairmount High School *.....	Earle B. Polk.....	0	3	4	11	62	76	1	0	0	0	0	0	0	50	
1876	Upper Marlboro.....	Academy *.....	Thomas J. Grant, A. M.....	1	0	35	0	30	0	15	0	0	3	0	3	0	5,000	
1877	Vienna.....	Academy.....	N. B. Studebaker.....	1	0	13	13	0	0	5	0	5	0	0	3	0	1,000	
MASSACHUSETTS.																		
1878	Abington.....	High School.....	C. G. Campbell.....	1	3	43	46	0	0	1	4	3	0	5	4	0	260	
1879	Adams.....	do.....	John C. Hull.....	1	4	30	50	0	0	0	0	0	0	7	12	3	300	
1880	Amesbury.....	do.....	Forrest Brown.....	2	2	49	95	0	0	19	4	1	0	16	5	4	88	
1881	Amherst.....	do.....	Charles A. Williams.....	2	2	43	95	0	0	7	14	2	0	2	11	2	200	
1882	Arlington.....	do.....	Ira W. Holt.....	1	5	51	59	26	33	8	15	11	0	12	14	9	400	
1883	Ashby.....	do.....	Mary A. Dartt.....	0	1	6	19	0	0	0	0	0	0	0	0	0	12	
1884	Ashford.....	Sanderson Academy.....	Orren Henry Smith.....	1	1	18	19	0	0	1	3	1	0	2	4	1	13,000	
1885	Ashland.....	High School.....	J. Henry White.....	1	1	18	22	0	0	10	8	8	0	1	1	1	20	
1886	Assinippi.....	Nowell High School.....	Edward F. Blood.....	1	2	20	26	0	0	0	4	4	8	1	8	0	50	
1887	Attleboro.....	High School.....	C. P. Barnes.....	2	4	69	72	0	0	44	61	0	0	8	12	3	400	
1888	Ayer.....	do.....	A. C. Cummings.....	1	1	29	30	0	0	1	2	0	0	0	6	10	0	11,000
1889	Baldwinsville.....	do.....	Nathaniel A. Cutler.....	1	0	14	13	0	0	0	1	0	1	0	5	0	5,000	
1890	Barre.....	do.....	C. L. Randall.....	1	1	20	31	0	0	5	7	3	4	7	2	2	100	
1891	Bedford.....	do.....	Minnie C. Potter.....	0	1	8	13	0	0	0	0	0	0	0	0	0	3	
1892	Belchertown.....	do.....	Charles A. Guild.....	1	1	29	30	0	0	0	0	0	0	5	8	0	4	
1893	Bernardston.....	Powers Institute.....	J. H. Bixby, A. B.....	1	1	24	19	16	12	1	0	3	1	2	2	1	7,000	
1894	Beverly.....	High School.....	Benjamin S. Hurd.....	2	4	75	125	0	0	10	25	20	12	23	3	10	500	
1895	Blackstone.....	do.....	Edward W. Barrett.....	1	2	35	50	10	0	4	6	2	0	6	5	1	75	
1896	Bolton.....	Houghton High School.....	Adeline J. Webber.....	0	1	22	30	0	0	2	1	6	7	3	3	0	2,000	
1897	Boston (Back Bay).....	Bourne High School.....	M. E. Joiner.....	2	5	62	140	0	0	2	13	5	1	10	0	4	200,000	
1898	Boston.....	Brighton High School.....	John C. Ryder.....	6	11	151	153	0	0	56	23	38	0	92	20	15	1,000	
1899	do.....	Brookline High School.....	D. S. Sanford.....	4	17	325	388	0	0	0	51	5	35	56	19	2	3,100	
1900	do.....	Cambridge English High School.....	Kay Greene Huling.....	9	2	166	0	0	0	0	0	0	0	0	0	0	123,140	
1901	Boston (Cambridge).....	Manual Training School.....	Charles H. Morse, supt.....	4	11	200	193	0	0	0	0	0	0	22	14	5	1,000	
1902	Boston.....	Cambridgeport Latin High School.....	William F. Bradbury.....	2	8	90	190	0	0	0	5	8	3	0	13	55	75,000	
1903	do.....	Charlestown High School.....	John O. Norris.....	2	8	90	190	0	0	0	0	0	0	0	0	0	0	

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.				Elementary students.				Preparing for college.				Gradu-ates in the class of 1897.									
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.		Gradu-ates in the class of 1897.		College prepar-atory stu-dents in the class gradu-ated in 1897.		Male.		Female.		Male.						Female.	
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
MASSACHUSETTS—continued.																									
1904	Boston	Chelsea High School	Dept.	3	11	184	271	0	0	40	60	25	5	28	48	6	5	4	150	700	\$60,000				
1905	do	Dorchester High School	Dept.	2	9	103	185	0	0	10	15	3	0	23	40	2	2	4	100	2,000	50,000				
1906	do	East Boston High School	Dept.	2	6	85	131	0	0	2	5	11	0	13	20	2	2	4	81	500	40,000				
1907	do	English High School for Boys.	Dept.	27	0	893	0	0	0	5	0	16	0	165	0	5	0	3	670	1,500					
1908	do	Girls' High School	Dept.	2	25	0	795	0	0	0	8	0	2	0	218	0	10	4							
1909	do	Girls' Latin School	Dept.	3	11	0	343	0	0	0	343	0	0	0	0	0	0	4	0	1,000					
1910	do	Mechanic Arts High School.	Dept.	10	1	247	0	0	0	0	0	0		28	0	9	0		200	235,000					
1911	do	Public Latin School	Dept.	17	0	705	0	0	0	705	0			50	0	50	0	6	350	5,000					
1912	do	Roxbury High School	Dept.	5	15	155	423	0	0	8	11	12	3	43	111	8	6	3	120	3,000	400,000				
1913	Boston (Jamaica Plain).	West Roxbury High School.	Dept.	3	5	40	142	0	0	0	0	2	6	10	42	2	6	4	38	850					
1914	Bourne	High School.	Dept.	1	1	23	25	7	9	2	1			3	3			4		250	4,000				
1915	Bradford	do	Dept.	1	3	25	51	0	0	0	14	0	0	5	5	0	0	4		500	8,000				
1916	Braintree	do	Dept.	1	3	55	66	0	0	0	1	1	0	4	0	1				300	34,675				
1917	Bridgewater	do	Dept.	1	4	49	43	0	0	10	17	3	15	10	5	4	4	0	200						
1918	Brockton	do	Dept.	7	10	231	211	0	0	28	19	16	0	19	24	5	5	4	231	250					
1919	Brookfield	do	Dept.	1	1	22	35	0	0	3	4			3	11	1	1	4	32	150	11,000				
1920	Canton	do	Dept.	1	2	27	37	0	0	0	0	3	0	2	6	0	0	4		100	600				
1921	Chatham	do	Dept.	1	0	11	21	0	0	0	0	0	0	0	6	0	0	4		0	18,000				
1922	Chelmsford	Center High School.	Dept.	1	0	2	6	0	0	0	0	0	0	0	0	0	0	2		100	16,000				
1923	Cheshire	High School.	Dept.	0	1	9	19	0	0	0	0	0	0	0	1	1		4		300	60,000				
1924	Clinton	do	Dept.	3	4	72	88	0	0	12	5	10	0	9	9	1	1	4							

1925	Cohasset.....	Osgood High School.....	Dept.....	2	4	21	39	0	0	0	0	2	2	1	4	0	4	100	15,000
1926	Concord.....	High School.....	Dept.....	1	6	83	108	0	0	17	15	2	2	1	4	0	4	100	20,000
1927	Conway.....	do.....	Dept.....	1	1	18	24	0	0	3	4	.....	.....	1	9	0	1	100	2,000
1928	Dakota.....	do.....	Dept.....	1	2	31	38	0	0	3	5	.....	.....	3	3	0	4	0	50
1929	Danvers.....	Holten High School.....	Dept.....	1	6	82	108	0	0	20	10	8	0	10	18	3	3	275	25,000
1930	Dartmouth.....	Russell's Mills High School.....	Dept.....	1	0	8	8	10	11	0	0	0	0	.....	.....	.....	2	400	.....
1931	Dedham.....	High School.....	Dept.....	1	5	80	101	0	0	6	15	7	0	14	16	9	8	500	35,000
1932	Dennis.....	North High School.....	Dept.....	1	0	17	6	3	4	.....	.....	.....	.....	9	1	.....	4	15	2,200
1933	East Bridgewater.....	High School.....	Dept.....	1	1	20	20	0	0	.....	.....	.....	.....	3	5	.....	4	15	.....
1934	East Douglass.....	Douglass High School.....	Dept.....	1	0	18	14	0	0	1	0	1	0	1	2	1	0	25	1,500
1935	Easthampton.....	High School.....	Dept.....	2	3	28	50	0	0	0	8	2	8	3	10	0	3	200	.....
1936	Edgartown.....	do.....	Dept.....	0	1	7	17	0	0	.....	.....	.....	.....	2	7	.....	4	.....	.....
1937	Essex.....	do.....	Dept.....	1	1	25	20	0	0	6	5	5	5	2	4	0	4	53	15,000
1938	Everett.....	do.....	Dept.....	3	6	99	137	0	0	24	22	16	0	15	25	7	5	600	85,000
1939	Fairhaven.....	do.....	Dept.....	0	1	12	34	0	0	0	0	0	0	2	0	4	4	25	8,000
1940	Fall River.....	B. M. C. Duffee High School.....	Dept.....	11	10	258	338	0	0	49	7	17	0	32	46	11	5	338	1,000,000
1941	Falmouth.....	Lawrence High School.....	Dept.....	1	2	35	36	0	0	0	1	2	0	6	6	.....	4	0	40,000
1942	Fitchburg.....	High School.....	Dept.....	10	16	253	305	0	0	26	12	45	1	30	59	5	19	400	225,000
1943	Foxboro.....	do.....	Dept.....	1	1	26	25	0	0	0	1	2	0	4	2	0	4	50	7,125
1944	Framingham.....	Academy and High School.....	Dept.....	2	4	115	152	0	0	.....	.....	.....	.....	10	11	4	2	5	.....
1945	Franklin.....	Horace Mann High School.....	Dept.....	1	3	30	64	0	0	.....	.....	.....	.....	3	7	1	2	300	37,000
1946	Franklin.....	High School.....	Dept.....	1	5	83	103	0	0	16	11	17	6	15	13	4	6	0	250
1947	Georgetown.....	do.....	Dept.....	1	1	10	23	7	12	1	1	.....	.....	4	1	0	0	.....	.....
1948	Gloucester.....	do.....	Dept.....	3	10	143	241	0	0	28	24	19	0	23	47	9	3	131	2,700
1949	Grafton.....	do.....	Dept.....	1	2	43	50	0	0	7	6	4	0	5	7	3	4	0	200
1950	Granby.....	do.....	Dept.....	0	1	41	11	5	7	0	1	2	0	2	3	2	1	0	30
1951	Great Barrington.....	do.....	Dept.....	1	1	41	47	0	0	1	1	2	0	2	0	2	0	150	5,000
1952	Greenfield.....	do.....	Dept.....	2	7	52	107	0	0	12	14	3	5	4	15	3	3	40	40,000
1953	Groton.....	Butler High School.....	Dept.....	1	1	23	22	0	0	0	0	0	0	3	4	.....	4	.....	.....
1954	Hardwick.....	High School.....	Dept.....	1	1	10	15	2	2	1	1	0	0	3	2	0	0	.....	.....
1955	Harwich.....	do.....	Dept.....	1	0	7	15	0	0	.....	.....	.....	.....	0	3	0	3	150	.....
1956	Haverhill.....	do.....	Dept.....	3	9	171	195	0	0	39	21	10	0	27	27	10	4	.....	115,000
1957	Hingham Center.....	High School.....	Dept.....	1	3	56	61	0	0	8	9	2	0	9	17	3	3	100	20,000
1958	Hinsdale.....	High School.....	Dept.....	1	0	8	10	10	9	.....	.....	.....	.....	0	0	.....	0	.....	.....
1959	Holbrook.....	Summer High School.....	Dept.....	1	2	27	35	0	0	0	3	.....	.....	2	4	0	4	33	20,000
1960	Holliston.....	High School.....	Dept.....	1	1	20	22	0	0	0	0	1	0	3	2	1	3	4	180
1961	Holliston.....	do.....	Dept.....	1	1	23	37	0	0	0	3	1	1	0	2	5	2	0	450
1962	Holyoke.....	do.....	Dept.....	5	8	180	215	0	0	64	69	12	0	13	37	4	9	200	50,000
1963	Hopedale.....	do.....	Dept.....	1	1	15	24	0	0	0	0	3	4	2	3	4	2	1	500
1964	Hopkinton.....	do.....	Dept.....	1	2	38	40	0	0	8	13	2	0	2	7	0	7	45	25,000
1965	Housatonic.....	do.....	Dept.....	0	1	9	18	0	0	.....	.....	.....	.....	2	4	.....	3	12	.....
1966	Hubbardstown.....	do.....	Dept.....	0	1	2	5	3	5	0	0	0	0	0	0	0	0	30	14,000

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Second-ary stu-dents.		Elementary students.		Preparing for college.		Gradu-ates in 1897.									
										Classi-cal course.		Sci-entific course.		Gradu-ates in the class that graduated in 1897.						College prepar-atory students in 1897.	
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MASSACHUSETTS—continued.																					
1867	Hyndson.....	High School.....	Dept..	1	4	39	53	0	0	10	7	2	0	2	3	2	0	4		75	
1868	Hyannis.....	Barnstable High School.....	Dept..	1	2	29	40	0	0	1	0	1	0	4	8						
1869	Hyde Park.....	High School.....	Dept..	4	6	97	128	0	0	5	5	8	0	14	36	8	4	4	94	200	
1870	Ipswich.....	Manning High School.....	Ind.	1	2	23	34	0	0	3	2	0	3	2	1	0	4	4	0	400	
1871	Kingston.....	High School.....	Dept..	1	1	29	30	0	0	6	2	1	0	3	2	1	0	4	0	200	
1872	Lancaster.....	do.....	Dept..	1	2	40	36	0	0	6	2	1	0	3	2	1	1	4			\$3,500
1873	Lawrence.....	do.....	Dept..	6	11	137	243	0	0	24	10	30	17	13	38	6	9	4		74,500	
1874	Lee.....	do.....	Dept..	1	2	34	53	0	0	9	5	4	0	4	12	3	3	4		50	30,000
1875	Lenox.....	do.....	Dept..	1	2	26	45	0	0	1	6	1	0	4	8	1	0	4		150	
1876	Leominster.....	Field High School.....	Dept..	5	7	77	105	0	0	10	10	10	0	16	21	4	1	4		100	
1877	Lexington.....	High School.....	Dept..	1	2	14	26	0	0	1	1	1	0	4	5	2	5	4	12		
1878	Lincoln.....	do.....	Dept..	1	1	2	7	0	0	0	1	1	0	1	5	1	1	3			
1879	Littleton.....	do.....	Dept..	1	1	13	20	0	0	0	1	1	0	1	5	1	1	4			3,000
1880	Lowell.....	do.....	Dept..	5	16	300	363	0	0	56	34	26	6	62	101	12	11	4		800	225,000
1881	Lynn.....	Classical High School.....	Dept..	5	9	131	220	0	0	69	76	52	65	15	22	6	12	4	120	300	
1882	do.....	English High School.....	Dept..	7	9	185	240	0	0	0	3	0	33	34				4	181	325	
1883	Malden.....	High School.....	Dept..	4	11	162	230	0	0	40	52	35	0	27	28	2	6	4	0	1,650	200,000
1884	Manchester.....	Story High School.....	Dept..	1	2	20	25	0	0	4	12	4	0	1	4	1	4	4	0	500	20,000
1885	Mansfield.....	High School.....	Dept..	1	1	19	31	0	0	2	0	1	0	5	8	0	0	3			35,000
1886	Marblehead.....	do.....	Dept..	1	4	52	52	0	0	0	2	5	4	7	14	1	2	4		200	10,000
1887	Marlboro.....	do.....	Dept..	1	7	120	115	0	0	20	15	25	10	15	16	4	4	4		890	150,000
1888	Marshfield.....	do.....	Ind. ...	1	1	17	22	0	0	0	0	0	0	0	2	4	0	4			15,000

[illegible]

* Statistics of 1895-96.

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TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.			
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.				Gradu-ates in 1897.		College prepar-atory stu-dents in the class that grad-u-ated in 1897.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
MASSACHUSETTS—continued.																						
2034	Reading.....	High School.....	Dept..	2	5	60	84	0	0	4	12	3	0	5	13	0	7	4	.....	200	\$15,000
2035	Rockland.....	do.....	Dept..	2	4	50	67	0	0	11	1	1	0	2	5	2	4	4	0	50	18,000	
2036	Rockport.....	do.....	Dept..	1	1	30	35	0	0	0	1	1	0	4	7	0	1	4	.....	1,000	4,000
2037	Rutland.....	do.....	Dept..	2	0	4	5	12	26	0	0	0	0	4	3	1	0	4	0	.....	2,000
2038	Salem.....	Classical and High School.....	Dept..	5	10	199	202	0	0	40	35	12	0	27	36	9	10	4	0	1,800	26,000	
2039	Sandwich.....	High School *.....	Ind....	1	1	12	18	0	0	0	2	2	0	1	5	1	2	4	0	120	5,000	
2040	Saugus.....	do.....	Dept..	1	2	31	48	0	0	7	6	4	3	0	8	0	2	4	.....	150	30,000
2041	Scituate.....	do.....	Dept..	1	1	30	41	0	0	.....	2	2	3	6	.....	0	0	4	.....	200	6,000
2042	Sharon.....	do.....	Dept..	1	0	3	12	0	0	.....	1	0	0	0	.....	0	0	4	.....	50	3,000
2043	Sheffield.....	do.....	Dept..	0	1	15	12	0	0	.....	.....	.....	.....	0	0	0	0	3	0	50	2,000
2044	Shrewsbury.....	do.....	Dept..	1	1	12	20	0	0	0	2	5	0	4	8	1	2	3	.....	327	.....
2045	Somerville.....	English High School.....	Dept..	9	15	219	353	0	0	0	0	50	8	30	40	16	4	4	.....	.....	200,000
2046	do.....	Latin High School.....	Dept..	3	6	125	151	0	0	.....	.....	.....	.....	18	33	18	33	4	.....	.....	75,000
2047	Southboro.....	Peters High School.....	Dept..	2	0	10	20	0	0	0	0	2	1	1	6	1	1	4	0	150	.....
2048	Southbridge.....	High School.....	Dept..	2	1	42	60	0	0	0	3	4	.....	3	5	2	0	4	0	70	.....
2049	South Dartmouth.....	do.....	Dept..	1	1	1	3	11	11	8	0	0	0	1	1	6	0	2	0	200	.....
2050	South Hadley.....	do *.....	Dept..	1	1	1	9	13	11	8	0	1	0	1	2	5	0	2	4	.....	10,000
2051	South Hadley Falls.....	do.....	Dept..	2	0	18	20	0	0	0	3	1	0	1	4	5	1	0	4	206	22,500
2052	South Weymouth.....	South High School.....	Dept..	1	2	50	48	0	0	0	0	0	0	0	9	10	2	0	4	200	8,000
2053	Spencer.....	David Prouty High School.....	Ind....	2	2	43	53	0	0	4	13	2	0	9	10	2	0	4	.....	125	57,000
2054	Springfield.....	High School.....	Dept..	4	17	239	281	0	0	79	61	33	7	38	47	19	14	4	.....	2,000	127,433

2055	Starling	do	Ellis C. Albott	Dept.	0	2	7	14	11	18	0	0	0	0	0	0	0	4	75
2056	Stockbridge	do	Alfred W. Rogers, A. M	Dept.	1	25	31											0	387
2057	Stoneman	do	Charles J. Emerson	Dept.	1	3	48	62	0	0	13	6	6	0	13	12	6	5	44
2058	Stoughton	do	Arthur D. Arnold	Dept.	1	27	35	0	0	11	7	2	0	1	2	1	2	4	230
2059	Stow	do	George F. Marwood	Dept.	1	0	7	15	0	0	1	0	0	1	0	3	0	0	25
2060	Sutton	do	Sarah E. Wedge	Dept.	0	2	12	37	0	0								11	
2061	Swampscott	do	Gardner P. Balch	Dept.	1	2	23	0	0									700	
2062	Taunton	do	John P. Swinerton	Dept.	5	126	189	0	0	10	4	7	0	21	32	4	2	50	
2063	Templeton	do	Grace E. Blodgett	Dept.	0	2	13	21	0	0	0	6	0	4	2	0	0	4	0
2064	Tewksbury	do	Ida C. Gleason	Dept.	1	2	18	24	0	0	0	2	3	7	5	7	0	0	0
2065	Turners Falls	do	Lucas Lee Baker, A. B	Dept.	1	2	20	40	0	0	3	20						300	
2066	Tyngsboro	do	L. Miriam Beede	Dept.	0	1	7		5	5	1							56	
2067	Upton	do	Harry L. Pierce	Dept.	1	29	28		0	0	2	3	0					50	
2068	Uxbridge	do	Charles H. Bates	Dept.	1	1	34	93	0	0	13	2	5	8	0	0	4	400	
2069	Waketield	do	Charles H. Howe	Dept.	1	5	80	93	0	0	8	15	10	1	2	4	80	250	
2070	Walpole	do	Allen Latham	Dept.	1	2	21	43	0	0	2	3	1	0	1	2	4	100	
2071	Waltham	do	Wilson R. Butler	Dept.	3	8	143	126	0	0	27	36	37	0	13	13	7	800	
2072	Ware	do	W. S. Ross	Dept.	1	4	28	52	16	18	10	12					5	100	
2073	Warren	do	Mary C. Burbank	Dept.	0	3	25	38	0	0	2	3	2	0	8	4	4	200	
2074	Watertown	do	Frank H. Beede	Dept.	3	5	31	47	0	0	10	7	4	2	7	10	5	3	500
2075	Wayland	do	Leila S. Taylor	Dept.	2	6	1	5	7	2	6	1	3	1	0	1	3	4	100
2076	Webster	do	J. I. Buck	Dept.	2	2	32	40	0	0	2	4	5	0	0	8	0	3	50,000
2077	Wellesley Hills	do	Seldon L. Brown	Dept.	2	3	32	37	0	0	5	12	4	3	2	2	2	200	
2078	Wellesley	do	John Rankin	Dept.	1	0	10	15	0	0								35,000	
2079	Westboro	do	H. C. Waldron	Dept.	1	4	29	54	0	0	7	7			5	1	4	0	025
2080	West Boylston	do	W. D. Gilheirre, A. M	Dept.	1	2	23	37	0	0	1	5	3	0	3	9	2	3	20
2081	West Brookfield	do	Cora A. Durgin	Dept.	0	1	8	10	45	48					0	0	0	3	2,500
2082	West Dennis	do	Wellington Hodg- Kiss, A. M	Dept.	1	0	25	16	0	0					1	3		60	4,000
2083	Westfield	do	Herbert W. Kirtledge	Dept.	4	6	73	124	0	0	8	11	4	3	8	12	2	8	700
2084	West Hanover	do	Herman N. Knox	Dept.	1	2	16	32	0	0	0	3	0	0	2	15	0	3	50
2085	Westminster	do	Jessie L. Shepard	Dept.	0	1	16	19	8	7	0	0	0	0	4	6	0	3	10
2086	West Newbury	do	Fred W																

*Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.				Gradu-ates in 1897.		College prepar-atory stu-dents in the class that grad-uated in 1897.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
MICHIGAN.																							
2103	Addison	C. A. Jewell, jr.	Ind . . .	1	1	25	25	60	65					4	2	3	0	3	0	200	\$2,000		
2104	Adrian	Stratton D. Brooks	Dept.	2	5	81	112	0	0					15	24	8	8	4	13	849	55,000		
2105	Albion	Warren C. Hull, supt.	Dept.	1	5	71	99	0	0					23	14	23	14	4	0	2,000	5,000		
2106	Algonac	A. G. Gates	Dept.	1	2	20	15	0	0					3	8			4	4	275	50,000		
2107	Allegan	H. W. McIntosh	Dept.	1	2	45	70	0	0					4	0	4	2	4	4	680	8,000		
2108	Allen	D. L. Clark	Ind . . .	1	1	23	20	29	40					4	0	3	0	2	2	150	25,000		
2109	Alma	Ralph C. Ely	Dept.	3	2	35	39	0	0					6	7	3	1	4	28	1,437	14,000		
2110	Almont	Judd B. Nicholson	Dept.	1	1	30	36	0	0					1	2	1	5	4	0	280	14,000		
2111	Ann Arbor	Judson G. Pattengill	Dept.	9	11	344	395	0	0					26	43			4	0				
2112	Athens	J. C. Seemann	Dept.	1	0	18	17	0	0					1	4			3	3	150	4,000		
2113	Aurora	L. G. Avery	Dept.	1	1	13	20	67	50					0	2			3	0	100	5,000		
2114	Asable	Leah I. Fowler	Dept.	1	1	13	50	0	0					5	4	11		4	4	200	5,000		
2115	Badaxe	A. F. Doyle	Dept.	1	1	21	41	0	0					4	7	3	6	4	4	100	15,250		
2116	Bancroft	H. A. Haynes	Dept.	1	1	22	25	0	0					0	9	2	4	3	3	208	6,500		
2117	Baraga	F. C. Penoyer	Dept.	1	1	44	45	0	0					1	0	5	9	1	4	0	512	6,000	
2118	Baraga	M. J. McKenna	Dept.	1	0	4	4	13	14					0	0	2	3	1	0	209	7,000		
2119	Bath	G. H. Dunning	Ind . . .	1	0	7	10	38	37					0	0	0	0	0	2	0	61	4,000	
2120	Battlecreek	Wilfred H. Manvaren	Dept.	2	8	117	240	0	8					12	20	45	10	4	10,000	100,000	85,000		
2121	Bay City	Edward O. Marsh	Dept.	3	9	146	273	0	0					13	25	5	10	4	4	600	100,000		
2122	Beacon	Agnes F. Chalmers	Ind . . .	1	2	21	25	0	0					6	8	3	5	4	4	200	12,200		
2123	Beaumont	J. G. Van Winkle	Dept.	2	4	31	33	0	0					1	1	3	3	1	4	150	800		
2124	Belleville	W. L. McDermid	Ind . . .	0	2	29	20	50	60					2	3			4	4	340	4,000		
2125	Bellevue	C. G. Wade	Dept.	1	1	15	19	0	0					2	3			4	4	1	50,000		
2126	Benton Harbor	Delle Hanford	Dept.	2	4	49	98	0	0					8	7	9	18	4	4	500	50,000		
2127	Berrien Springs	J. D. Carmody	Ind . . .	1	1	16	26	64	56					8	6			4	4	280	10,000		

STATISTICS OF SECONDARY SCHOOLS.

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* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.	
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.				Gradu-ates in the class of 1897.		College prepar-atory stu-dents in the class that gradu-ated in 1897.										
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
MICHIGAN—cont'd.																								
2249 Leroy.....	High School	C. G. Stead	Dept.	1	2	11	13	47	65	0	0	0	0	0	3	1	0	0	4	46	\$10,000			
2250 Leslie.....	do.*	A. Knechtel	Dept.	1	1	33	38	0	0	0	0	0	0	0	1	4	0	0	4	250	12,000			
2251 Lexington.....	do.	C. H. Naylor	Dept.	1	1	29	27	0	0	0	0	0	0	0	6	8	0	0	4	297	10,000			
2252 Litchfield.....	do.	Chas. E. Smith	Dept.	2	2	28	42	52	43	0	0	0	0	0	8	9	0	0	4	300	4,000			
2253 Lowell.....	do.	W. A. Indrie	Dept.	1	2	32	62	0	0	0	0	0	0	0	7	0	2	3	4	200	30,000			
2254 Ludington.....	do.	Gerard T. Smith	Dept.	3	3	55	100	0	0	0	0	0	0	0	3	1	0	0	3	200	4,000			
2255 Luther.....	do.	Geo. F. Manning	Dept.	1	0	16	24	0	0	0	0	0	0	0	2	1	1	0	4	200	2,100			
2256 McBride.....	do.	J. E. Bradley	Dept.	1	2	25	25	0	0	0	0	0	0	0	2	2	1	0	4	43	10,000			
2257 Mancelona.....	do.	H. M. Colgren	Dept.	1	1	20	18	0	0	0	0	0	0	0	2	2	0	0	4	200	25,000			
2258 Manchester.....	do.	Evan Essery	Dept.	1	2	30	36	8	10	0	0	0	0	0	1	1	1	3	4	1,300	15,000			
2259 Manistique.....	do.	J. S. Groner	Dept.	2	1	17	30	0	0	0	0	0	0	0	0	4	0	0	4	200	10,000			
2260 Marion.....	do.	J. E. Kirtland	Dept.	0	1	20	25	0	0	0	0	0	0	0	3	4	0	0	4	256	2,000			
2261 Maple Rapids.....	do.	M. G. Skinner	Dept.	1	1	26	35	54	46	0	0	0	0	0	3	3	1	2	4	250	6,000			
2262 Marcellus.....	do.	Will L. Taylor	Dept.	2	2	10	35	13	15	0	0	0	0	0	0	3	4	0	4	650	53,000			
2263 Marine City.....	do.	Amanda J. Hamilton	Dept.	2	2	10	35	13	15	0	0	0	0	0	0	0	0	0	4	55	15,500			
2264 Marquette.....	do.	E. M. Hartman	Dept.	1	1	24	35	0	0	0	0	0	0	0	0	7	13	0	0	200	40			
2265 Marshall.....	do.	H. H. Frost	Dept.	2	5	62	98	0	0	0	0	0	0	0	0	17	6	10	4	1,706	5,000			
2266 Marshall.....	do.	Ralph S. Garwood	Dept.	3	2	36	67	0	0	0	0	0	0	0	3	12	2	6	4	0	40			
2267 Martin.....	do.	Verne C. Wolcott	Ind.	1	0	22	26	30	34	2	2	2	3	4	0	4	2	3	2	600	20,000			
2268 Mason.....	do.	Rose McGill Cranston	Dept.	2	3	46	106	0	0	0	0	0	0	0	0	3	17	0	0	200	2,000			
2269 Mayville.....	do.	P. G. Davis	Ind.	2	0	24	25	0	0	0	0	0	0	0	5	4	0	0	4	200	53,000			
2270 Mendon.....	do.	L. H. Merriman	Dept.	3	0	40	40	0	0	0	0	0	0	0	7	2	1	2	5	300	3,500			
2271 Menominee.....	do.	John H. Heil	Dept.	3	3	59	98	0	0	0	0	0	0	0	0	0	0	4	4	300	5,000			
2272 Metamora.....	do.	Byron Burnell	Ind.	1	2	17	14	57	40	0	0	0	0	0	0	5	7	0	1	100	3,000			
2273 Michigamme.....	do.	A. E. Sterne	Dept.	1	2	16	14	0	0	0	0	0	0	0	0	3	2	0	4	100	5,000			

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*Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.		Grad-ates in the class of 1897.		College prepar-atory students in the class that gradu-ated in 1897.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MICHIGAN—cont'd.																					
2223	Pontiac.....	James A. Le Roy.....	Dept..	2	4	83	164	0	0	10	12	13	11	6	14	6	5	4	0	2,000	\$50,000
2224	Port Austin.....	J. A. Morse.....	Dept..	2	0	8	13	79	75									2	252	5,000	
2225	Port Hope.....	Cora E. Bright.....	Ind.	0	1	11	17	35	33									4	0	50	4,000
2226	Port Huron.....	Frank B. Whipple.....	Dept..	2	8	125	177	0	0	2	2	3	3	12	18	3	3	4	0	5,500	20,000
2227	Portland.....	Annie M. Lane.....	Dept..	1	3	50	90	0	0	0	0	5	15	2	11	1	1	4	427	25,000	
2228	Quincy.....	F. J. S. Tuozee.....	Dept..	1	2	8	28	0	0	0	0	3	0	4	8	2	3	4	300	8,000	
2229	Reading.....	F. Darwin Gray.....	Dept..	1	1	35	35	0	0	0	0							4	165	7,000	
2230	Reed City.....	Miss Mamie Phillips.....	Dept..	1	2	33	49	0	0	0	0							4		25,000	
2231	Republic.....	John Northmore.....	Dept..	1	1	12	23	0	0									4	300	7,000	
2232	Richland.....	William McMillan.....	Dept..	1	0	19	10	0	0	2	0							4	114	3,000	
2233	Richmond.....	J. M. Giles.....	Dept..	1	0	22	38	0	0									4	560	8,000	
2234	Rochester.....	W. W. Gifford.....	Dept..	1	1	26	26	0	0									4	0	12,000	
2235	Rochester.....	A. C. Adair.....	Ind.	1	0	11	19	50	48									4	0	606	5,500
2236	Romeo.....	O. D. Thompson.....	Dept..	1	3	46	44	0	0	7	1	10	11	4	6	2	3	2	40	1,084	28,500
2237	Rosecommon.....	O. W. Hoffman.....	Dept..	1	0	10	20	40	70									4	0	40	4,000
2238	Saginaw.....	E. C. Warner.....	Dept..	5	11	241	292	0	0	0	0							4	5,000	35,000	
2239	St. Charles.....	F. L. Sage.....	Dept..	1	7	98	155	0	0									1	27	7,000	
2240	St. Clair.....	L. J. Tuttle.....	Dept..	1	1	18	38	0	0	0	0							4	300	35,000	
2241	St. Ignace.....	R. E. Richardson.....	Dept..	2	2	60	41	0	0	0	0	10	12	5	4	3	2	4	400	18,000	
2242	St. Johns.....	Mary Ulrich.....	Dept..	1	2	17	21	0	0									3	511	42,000	
2243	St. Joseph.....	L. M. Parrott.....	Dept..	2	2	66	72	0	0			25	10	10	9	10	9	4	2,632	50,000	
2244	St. Louis.....	Sadie M. Alley.....	Dept..	1	4	62	74	0	0	21	35	10	13	6	6	5	3	4	1,000	30,000	
2245	Saline.....	Alice I. Heron.....	Dept..	1	2	46	50	0	0									4	350	26,000	
2246	Sand beach.....	R. O. Austin.....	Dept..	1	1	26	39	0	0	4	6	6	2	3	7	1	4	4	250	5,000	
2247	Sand beach.....	E. C. Hambleton.....	Dept..	1	1	19	25	0	0									4			

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

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				Second-ary in-struct-ors.				Elementary students.				Preparing for college.				College prepar-atory stu-dents in the class that gradu-ated in 1897.								
				Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.						
				5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20				21	22
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
MINNESOTA.—cont'd.																								
Appleton.....	High School.....	R. R. MacLean.....	Dept..	1	2	8	13	14	15															
Austin.....	do.....	K. C. Davis.....	Dept..	2	3	58	101	0	0	0	0	0	0	0	2	12	3	2	4					
Benson.....	do.....	Andrew Nelson, M. A.	Dept..	1	1	24	28	0	0	0	0	4	0	4	4	1	3	0	4					
Blue Earth City.....	do.....	V. R. Wasson.....	Dept..	2	1	24	46	0	0	0	0	6	5	3	5	2	5	4						
Brainerd.....	do.....	Miss Leila P. Johnson.	Dept..	0	3	28	52	0	0	0	0	2	0	2	3	2	3	0	4					
Brown Valley.....	do.....	S. F. Beede.....	Ind..	2	0	3	11	93	81	0	1	0	0	0	0	0	0	4						
Caledonia.....	do.....	C. A. Patchin.....	Ind..	0	4	3	18	115	123															
Canby.....	do.....	J. C. Miller.....	Dept..	1	1	25	30	0	0	0	0	6	10	1	3	1	3	4						
Cannon Falls.....	do.....	A. M. Lockler.....	Dept..	1	1	20	40	0	0	0	0													
Chadfield.....	do.....	E. J. Donaldson.....	Dept..	1	2	27	31	0	0	0	0			0	3	0	3	4						
Cloquet.....	do.....	D. E. Oloyd.....	Ind..	2	1	6	25	19	5			0	2	0	0	2	0	4						
Crookston.....	do.....	Harry J. Dewarft.....	Dept..	2	2	32	57	0	0	3	4	10	7	2	7	2	7	4						
Dawson.....	do.....	Eugene M. Phillips.....	Dept..	2	2	25	20	0	0															
Delano.....	do.....	Charles S. Hawker.....	Ind..	1	1	14	16	94	95															
Detroit.....	do.....	S. A. Chalmers.....	Dept..	1	2	15	25	0	0	0	0													
Dodge Center.....	do.....	J. C. Marshall.....	Ind..	2	0	13	22	120	126															
Duluth.....	Central High School.....	John Loman.....	Dept..	11	9	239	347	0	0															
Dundas.....	High School.....	George W. Walker.....	Dept..	1	0	8	14	0	0															
Egan.....	do.....	F. J. Sperry.....	Ind..	1	1	8	18	0	0															
Elk River.....	do.....	F. A. Cranston.....	Ind..	1	1	21	33	79	121			2	7	2	2	2	0	4						
Excelsior.....	do.....	H. I. Harter.....	Dept..	1	1	14	23	7	7			6	14	0	4	0	4							
Farmount.....	do.....	P. P. Kennedy.....	Dept..	1	1	17	34	0	0															
Faribault.....	do.....	Delmer C. Brown.....	Dept..	4	5	50	83	0	0			2	1	25	0	4	18							
Farmington.....	State High School.....	Joel N. Childs.....	Dept..	1	1	21	19	0	0	2	1	25	0	0	0	1	0	4	50					
Fergus Falls.....	High School.....	Grace L. Terry.....	Dept..	2	4	45	95	0	0	4	18	8	2	7	23	4	5	4						

2417	Gaylord	do	F. A. Morrill	Dept.	1	0	5	7	0	0	0	0	4	4	0	1	0	1	4	0	250	8,000
2418	Glencoe	do	E. E. McIntire	Ind.	1	1	2	40	44	0	0	0	0	0	0	6	4	6	4	4,000	40,000	
2419	Glenwood	do	W. L. Munger	Ind.	1	1	1	10	200	0	0	0	3	4	2	0	1	0	1	4	7,000	
2420	Granite Falls	do	C. E. Adams	Dept.	1	1	20	30	0	0	0	0	0	0	0	1	6	0	2	600	10,000	
2421	Hastings	do	J. H. Lewis, supt.	Dept.	2	3	43	63	0	0	0	0	5	7	8	11	5	5	4	5,000	3,225	
2422	Henderson	do	Charles E. Young	Dept.	1	2	25	26	0	0	0	0	0	0	12	3	2	1	4	800	10,000	
2423	Herman	do	Charles H. Schellbach	Dept.	1	0	6	7	0	0	0	0	0	6	5	2	2	0	4	96	---	
2424	Howard Lake	do	E. L. Sampson	Dept.	1	1	8	15	0	26	0	0	0	0	0	0	0	0	4	200	4,500	
2425	Hutchinson	do	H. L. Merrill	Dept.	3	0	46	62	0	0	0	0	0	0	0	7	10	5	6	1,200	23,000	
2426	Jackson	do	Aaron F. Schmitt	Dept.	1	2	29	38	0	0	0	0	0	12	13	2	7	3	7	800	---	
2427	Janesville	do	William Kirtle	Dept.	1	1	10	37	5	9	0	0	0	0	6	18	3	8	4	0	376	20,000
2428	Kasson	do	Med. Williams	Ind.	1	3	10	25	169	157	0	0	0	0	3	4	2	1	2	0	1,071	33,550
2429	Kenyon	do	W. H. Hollands	Dept.	1	1	9	16	0	0	0	0	0	0	0	4	2	1	8	310	10,000	
2430	Lake City	do	L. P. Cravens	Dept.	2	2	41	35	0	0	0	0	0	0	3	4	6	4	2	800	12,000	
2431	Lanesboro	do	R. L. Wells	Dept.	1	1	30	35	0	0	0	0	0	0	0	1	2	1	2	---	---	
2432	Leroy	do	R. L. H. Lord	Ind.	1	1	4	14	86	101	0	0	0	0	0	0	0	0	4	---	---	
2433	Lesueur	Washington High School	W. A. McArthur	Dept.	2	2	21	30	7	5	4	7	2	0	2	0	0	0	4	347	5,500	
2434	Litchfield	do	E. N. W. Brokaw	Dept.	1	3	51	78	0	0	0	0	0	0	0	5	10	5	10	458	23,000	
2435	Little Falls	do	Rebecca Ashley	Dept.	1	3	21	34	13	30	0	0	0	0	0	5	7	4	4	600	30,000	
2436	Luverne	do	C. E. Guthrie	Dept.	1	3	40	46	0	0	0	0	0	20	16	6	6	6	4	690	45,000	
2437	Madison	do	P. C. Toming	Dept.	1	1	10	15	0	0	0	0	0	5	3	0	1	0	1	500	12,000	
2438	Mankato	do	O. M. Seales	Dept.	2	5	60	110	0	0	0	0	0	0	10	13	0	0	0	700	125,000	
2439	Mapleton	do	Clarence Ellithorpe	Dept.	1	1	15	18	0	0	0	0	0	8	4	2	2	0	4	500	3,000	
2440	Marshall	High School (dist. 109)	H. E. Bagley	Dept.	2	0	15	30	0	0	0	0	0	0	0	2	2	1	1	815	5,000	
2441	Marshall	do	Julia E. Booth	Dept.	2	2	33	34	0	0	0	0	0	0	0	5	4	0	4	650	32,000	
2442	Minneapolis	do	John N. Greer	Dept.	8	36	481	631	0	0	12	18	321	586	86	113	74	80	4	4,500	250,000	
2443	do	Holmes High School	W. F. Webster	Dept.	4	17	181	279	0	0	0	0	0	0	17	34	0	0	300	65,000		
2444	do	(East Side)	W. W. Hobbs	Dept.	2	17	204	291	0	0	1	3	75	5	20	38	20	38	4	---	80,000	
2445	do	North Side High School	C. L. Sawyer, A. M.	Dept.	3	18	275	300	0	0	8	15	75	100	30	40	20	30	4	200	90,000	
2446	Montevideo	do	Albert M. Webster	Dept.	1	2	22	36	0	0	0	0	0	0	0	2	1	2	0	320	22,500	
2447	Monticello	do	Freeman Ellsworth	Dept.	1	2	15	32	0	0	0	0	0	3	7	3	3	1	4	500	15,000	
2448	Moorhead	High School	Frances B. S.	Dept.	1	2	12	12	11	19	0	0	0	0	0	2	0	0	4	3,000	50,000	
2449	Morris	do	R. C. Devey	Dept.	1	1	22	29	0	0	0	0	0	5	7	3	5	3	5	402	30,000	
2450	New Paynesville	do	Pete W. Ross	Dept.	1	0	14	16	0	0	0	0	0	0	1	1	1	1	4	300	6,000	
2451	New Ulm	do	E. T. Critchett	Dept.	2	1	34	27	0	0	1	4	15	20	4	2	4	2	4	980	40,000	
2452	Northfield	do	Miss Alma B. Stanford	Dept.	2	3	50	81	0	0	4	8	14	40	3	12	2	10	4	1,576	55,000	
2453	Ortonville	do	A. W. Varney	Dept.	1	1	13	17	0	0	0	2	0	5	2	3	0	4	0	300	15,000	
2454	Owatonna	do	L. H. Ford	Dept.	1	4	48	50	0	0	0	0	0	3	7	4	7	0	4	1,500	40,000	
2455	Pine Island	do	W. A. Westerson	Dept.	1	1	20	16	26	16	0	0	0	0	9	7	0	6	4	500	10,000	
2456	Pipestone	do	G. W. Young	Ind.	1	2	48	52	0	0	0	0	0	0	20	16	8	5	8	400	45,000	
2457	Plainview	do	Charles D. Lewis	Dept.	1	1	9	27	0	0	0	0	0	0	0	0	3	0	3	520	16,000	
2458	Preston	do	E. E. Lockley	Dept.	2	2	28	22	0	0	0	0	0	10	12	5	5	5	4	400	20,000	
2459	Princeton	do	Arthur P. Thomas	Dept.	1	2	17	15	0	0	0	0	0	5	5	5	3	3	4	625	20,000	
2460	Redwood Falls	do	J. L. Torrens	Dept.	1	2	16	26	0	0	0	0	0	10	6	2	4	1	4	1,000	30,500	
2461	Rochester	do	L. S. Overholt	Dept.	2	2	50	70	0	0	0	0	0	0	6	2	4	3	4	1,500	10,000	
2462	Rushford	do	C. B. Miller	Dept.	2	2	34	36	0	0	0	0	0	0	0	2	4	3	4	1,578	17,000	
2463	St. Charles	do	A. C. Tibbetts	Dept.	1	1	23	40	0	0	0	0	10	9	4	5	2	1	4	650	35,000	

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.								Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, apparatus, furniture, and scientific apparatus.							
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.							Gradu-ates in 1897.						
						Elementary students.		Classi-cal course.		Sci-entific course.					Gradu-ates in 1897.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				Male.	Female.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MINNESOTA—cont'd.																					
2464	St. Cloud	High School	Dept.	1	3	69	36	0	0	0	0	14	12	3	2	0	0	4	0	800	\$1,000
2465	St. James	do	Dept.	2	1	16	14	0	0	0	0	6	11	3	0	3	0	4	0	2,200	20,000
2466	St. Louis Park	do	Dept.	1	1	16	20	0	0	0	0	3	4	0	0	0	0	4	0	675	20,000
2467	St. Paul	Central High School	Dept.	9	18	409	662	0	0	14	37	4	5	43	110	2	4	4	0	2,253	5,000
2468	do	Cleveland High and Manual Training School	Dept.	2	5	49	111	0	0	0	0	0	0	3	22	2	4	4	0	1,346	5,000
2469	do	Humboldt High School	Dept.	3	4	67	133	0	0	2	6	0	0	4	18	4	18	4	0	2,274	80,674
2470	do	Mechanics Arts High School	Dept.	6	7	250	87	0	0	0	0	0	0	17	3	5	2	4	0	571	110,000
2471	St. Peter	High School	Dept.	2	1	27	45	0	0	0	0	0	0	2	7	2	7	4	0	575	38,500
2472	Sauk Center	do	Dept.	1	3	35	54	0	0	0	0	15	20	6	7	4	5	4	0	650	28,000
2473	Skayton	do	Ind.	1	1	13	13	137	107	0	0	5	5	0	0	0	0	4	0	440	15,000
2474	Sleepyeye	do	Dept.	1	2	21	44	0	0	0	0	20	38	5	5	5	5	4	0	220	42,000
2475	Springfield	do	Dept.	1	1	5	5	0	0	0	0	1	0	0	0	0	0	4	0	600	18,000
2476	Tracy	do	Dept.	2	2	24	30	0	0	0	0	0	0	3	5	3	5	4	0	629	6,000
2477	Verndale	do	Dept.	1	0	11	12	0	0	0	0	0	0	5	0	2	0	3	0	400	54,000
2478	Wadena	do	Dept.	1	2	15	30	0	0	1	2	4	7	1	0	1	0	4	0	549	18,000
2479	Warten	do	Dept.	1	1	15	15	0	0	0	0	0	0	2	1	2	0	4	0	250	15,500
2480	Waseca	do	Dept.	1	4	100	100	0	0	8	5	20	10	4	6	3	1	4	0	600	35,000
2481	Waterville	do	Dept.	1	1	15	25	0	0	0	0	0	0	0	0	1	0	4	0	384	35,000
2482	Wells	do	Dept.	2	1	25	20	0	0	3	4	10	8	0	0	0	0	4	0	750	2,500
2483	White Bear Lake	do	Dept.	1	4	5	0	0	0	0	1	0	2	2	1	1	1	4	0	314	20,000
2484	Willmar	do	Ind.	1	2	18	32	0	0	0	0	0	0	2	7	2	7	4	0	1,200	23,500
2485	Windom	do	Ind.	2	1	30	30	0	0	0	0	0	0	0	0	0	0	4	0	460	25,000

	Winnebago City.		J. E. Gilman	2	0	30	35	0	0	0	17	30	2	4	2	4	4	400
2486	do	Dept.	William A. Bartlett	1	5	131	152	0	0	0	0	0	10	17	0	4	226	
2487	do	Dept.	M. Mand Case	1	3	31	50	0	0	0	0	5	3	5	2	4	1,080	
2488	do	Dept.	F. J. Bomberger	1	2	20	35	0	0	0	0	0	2	3	5	4	44,612	
2489	do	Dept.															5,000	
MISSISSIPPI.																		
2490	High School *	Dept.	M. Rose	1	4	11	36	0	0	1	1	1	2	7	1	1	3	500
2491	do	Ind.	Wm. A. Barrett	1	0	14	22	64	66	0	0	0	0	0	0	0	100	
2492	do	Dept.	E. E. Cowley	1	0	10	11	0	0	0	0	0	0	0	0	4	2,000	
2493	do	Ind.	Joe Cook	1	0	9	2	16	14	2	0	0	0	0	0	0	2,500	
2494	do	Dept.	P. L. Blackwell	1	1	14	10	16	40	0	0	0	0	0	0	4	700	
2495	do *	Ind.	E. W. Cochran	1	1	14	10	4	40	0	0	0	0	0	0	4	1,000	
2496	Toler High School	Ind.	Enoch M. Toler	1	1	5	4	52	41	22	0	0	0	0	0	4	575	
2497	High School	Ind.	M. Fox	1	0	4	12	31	33	0	0	0	0	0	0	0	500	
2498	Academy	Dept.	Prof. T. O. Sturdevant	1	0	24	21	57	36	36	6	9	0	0	0	3	1,000	
2499	High School	Ind.	J. S. Thornton	1	1	10	20	0	0	10	12	0	0	0	0	0	3,000	
2500	do	Dept.	J. F. Capps	1	1	11	14	34	36	6	9	0	0	0	0	3	3,500	
2501	do *	Dept.	J. E. Hopkins, A. M.	2	2	64	43	0	0	12	12	0	0	0	0	0	8,000	
2502	do	Dept.	Miss Maggie Howze	0	1	30	42	40	35	0	8	10	0	0	0	3	612	
2503	Franklin Academy	Ind.	G. W. Sisler	2	1	8	8	46	12	2	2	0	0	0	0	0	20,000	
2504	Conno Academy	Ind.	Miss Lee H. Smythe	0	1	10	10	24	18	2	1	1	0	0	0	0	2,000	
2505	Conchatria	Ind.	A. M. Whipple	1	0	10	11	24	18	2	1	1	0	0	0	0	300	
2506	Courtland	Ind.	Miss M. E. Morgan	0	1	10	10	11	6	0	0	0	0	0	0	0	1,000	
2507	Crawford	Ind.	T. L. Trawick	1	3	77	108	0	0	12	22	12	23	0	0	4	9,000	
2508	Crystal Springs	Dept.	W. R. Pope	1	1	10	17	30	23	0	10	10	0	0	0	3	1,238	
2509	Shady Grove School *	Ind.	J. S. W. Hodges	1	0	3	2	51	50	15	10	0	0	0	0	0	400	
2510	High School	Ind.	J. S. W. Hodges	1	0	3	2	51	50	15	10	0	0	0	0	0	800	
2511	Institute *	Ind.	Wm. J. Humphrey	1	1	25	20	10	20	0	5	13	0	0	0	4	400	
2512	High School *	Dept.	O. Hunt	1	1	20	27	0	0	5	13	0	0	0	0	0	2,000	
2513	do	Dept.	Sam. E. Jones, A. B.	1	1	9	10	61	68	0	3	2	3	1	2	1	300	
2514	Normal Institute	Ind.	G. W. Lighty	1	2	33	27	36	38	14	16	11	4	3	6	7	60	
2515	High School	Dept.	Claude Clayton, B. S.	2	2	30	22	25	22	6	4	3	2	0	0	0	1,400	
2516	Forest	Dept.	C. M. Shaw	1	1	15	20	22	32	0	0	8	10	0	0	0	1,200	
2517	do	Dept.	E. E. Bass	1	2	13	30	0	0	2	10	0	1	4	0	4	8,000	
2518	do	Dept.	A. S. Morrison	2	2	13	47	0	0	4	2	18	2	10	2	5	12,000	
2519	Graduated School (white) *	Dept.	H. H. Womble	1	2	21	25	0	0	4	2	18	23	0	0	3	1,000	
2520	Harrison Station	Dept.	B. F. Hughes	1	0	20	10	30	30	0	0	0	0	0	0	0	21,500	
2521	Institute	Dept.	L. R. Powell	1	0	22	23	0	0	0	0	0	0	0	0	3	100	
2522	Houka	Ind.	J. R. Reynolds	1	0	10	6	43	44	4	7	3	4	0	0	3	1,000	
2523	Jacinto	Ind.	J. W. Bell	1	1	32	85	0	54	0	0	0	0	0	0	0	1,000	
2524	High School (graded)	Dept.	J. W. Lucas	2	1	6	6	0	0	2	15	32	3	23	3	15	300	
2525	Kilnichael	Ind.	E. J. Gilmer	1	0	12	15	43	50	10	4	1	0	1	0	0	35,000	
2526	Lafayette Springs	Ind.	F. R. Shields	1	1	10	15	75	65	5	5	5	1	0	0	3	1,200	
2527	Laurel	Ind.	J. W. Corland	1	1	20	20	20	25	0	0	0	0	0	0	0	500	
2528	Laurel	Dept.	J. F. Cadenhead	3	1	10	25	90	70	0	0	0	0	0	0	0	1,500	
2529	Normal High School	Ind.	M. P. Hendrick	2	0	10	25	15	15	0	0	0	0	0	0	4	300	
2530	Harmony Baptist Institute	Ind.	P. Watt Lanier	1	0	25	10	35	40	0	0	0	0	0	0	0	2,000	
2531	High School	Dept.	W. N. Hardee	1	1	17	18	0	0	0	0	0	0	1	0	0	500	
2532	Graded High School	Dept.															250	
2533	Magolia	Dept.																

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.				Gradu-ates in 1897.				College prepa-ratory stu-dents in the class grad-uated in 1897.		Length of course in years.	Number of students in military drill.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MISSISSIPPI—cont'd.																					
2532	Marietta.....	High School *	Ind...	1	1	10	5	60	70	0	0	3	0	0	0	0	0	0	3	50	\$750
2533	Meridian.....	Central High School...	Dept...	1	3	20	79	0	0					4	13	3	5	3	1,000	32,000	
2534	Monticello.....	Academy.....	Dept...	1	2	5	6	34	40					4	5					2,000	
2535	Mount Pleasant.....	Mount Pleasant High School and Training Institute.....	Ind...	2	0	12	15	68	65	1	0	1	0	2	3	1	1	2		100	1,000
2536	Mudrook.....	Spring Hill High School.....	Ind...	1	2	8	4	50	60	0	0	0	0	0	0	0	0	3	26		
2537	New Albany.....	High School *	Dept...	2	0	20	26	0	0					0	0			3	60	1,000	
2538	Nolen.....	Sylvania High School.....	Dept...	1	0	6	8	34	7									1		8,000	
2539	Oakland.....	Graded School.....	Ind...	1	1	4	15	21	20											2,000	
2540	Oxford.....	do.....	Ind...	1	56	65	0	0	6	3	8	5	8	11	4	3	3	3	50	20,000	
2541	Phoenix.....	Graded High School *	Ind...	1	0	10	10	20	25	1	1	0	0	0	0	0	4	2	25	680	
2542	Pickens.....	do *	Ind...	1	0	10	11	49	44			5	5	0	4	0	0	2	100	2,000	
2543	Pleasant Hill.....	Masonic Male and Female Institute.....	Dept...	2	2	25	35	10	15	2	1	0	0	0	0	0	0		25	1,000	
2544	Poplarville.....	High School.....	Dept...	1	1	40	35	0	0					1	5			3	500	7,500	
2545	Port Gibson.....	do.....	Dept...	2	1	20	25	0	0					1	2			3	75	4	
2546	Potts Camp.....	Reid's Institute.....	Ind...	1	1	30	25	30	32									3	80	800	
2547	Pulaski.....	High School *	Ind...	1	1	10	12	50	43	5	10			0	0	0	0		0	500	
2548	Purvis.....	High School and Commercial College.....	Ind...	1	0	7	4	76	70	2	3	5	1	3	2	3	2	3	100	800	
2549	Raymond.....	High School.....	Dept...	1	1	6	10	40	40	3	4	0	0	0	0	0	0	4	0	500	1,200
2550	Rocky Springs.....	do *	Ind...	0	1	2	3	29	52	2	3									1,200	
2551	Senatobia.....	High School for Boys.....	Dept...	1	1	19	0	52	0	8	0	3	0	0	0	0	0	4	0	0	2,000
2552	Starkville.....	High School.....	Dept...	1	2	11	40	0	0										300	3,000	

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Second-ary in-struct-ors.				Second-ary stu-dents.				Students.								Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.										
				Male.	Female.	4	3	2	1	Male.	Female.	7	8	Male.	Female.	Preparing for college.							Length of course in years.	19	20	21	22					
																Elementary students.	Classi-cal course.		Sci-entific course.									Gradu-ates in 1897.		College prepar-atory stu-dents in the class that gradu-ated in 1897.		
																	Male.	Female.	Male.									Female.	Male.	Female.	Male.	Female.
MISSOURI—cont'd.	High School	A. O. Moore	Dept.	2	1	30	20	0	0	6	9	9	17	3	5	0	0	3	4	500	\$25,000											
2599	Canton	Mrs. A. R. Quisenberry	Dept.	2	18	60	111	0	0	6	9	17	3	5	1	1	3	4	1,400	60,000												
2600	Carrollton	A. A. Anties	Dept.	1	1	18	27	0	0	10	20	40	1	1	3	5	2	3	159	...												
2601	Carrollville	W. W. Walters	Dept.	3	4	102	200	0	0	8	2	4	0	2	2	1	0	4	4,100	20,000												
2602	Cartersville	N. L. Madden	Dept.	2	1	54	41	0	0	5	9	0	0	3	5	3	5	4	350	12,500												
2603	Cassville	John A. Jones	Dept.	1	4	45	60	0	0	5	9	0	0	6	5	6	4	2	200	5,000												
2604	Centraha	A. R. Boone	Dept.	1	1	0	15	0	0	3	4	2	1	2	7	0	4	4	7,000	40,000												
2605	Charleston	S. E. Stout	Dept.	1	4	95	92	0	0	20	30	10	12	0	11	7	3	4	1,200	...												
2606	Chillicothe	F. B. Owen	Dept.	3	1	60	110	0	0	15	9	33	13	7	3	7	3	4	400	40,000												
2607	Clinton	R. H. Emberson	Dept.	3	2	74	56	0	0	0	0	0	0	3	5	3	5	3	2,500	...												
2608	Columbia	C. H. Cassell	Dept.	1	1	0	18	0	0	0	0	0	0	4	1	4	3	3	200	11,000												
2609	Corder	F. L. Maxwell	Dept.	1	1	20	30	0	0	0	0	0	0	4	1	4	3	2	11	5,000												
2610	Craig	G. O. Nations	Dept.	1	1	0	11	9	0	0	0	1	0	1	4	1	0	3	172	6,000												
2611	Crystal City	W. E. McElree	Dept.	1	0	36	35	0	0	0	0	1	0	1	5	1	0	3	670	34,000												
2612	Deepwater	Daniel B. Vazev	Dept.	2	1	34	56	0	0	0	0	1	0	1	4	1	0	3	18	6,000												
2613	Desoto	J. R. Johnson	Dept.	1	1	16	18	0	0	0	0	10	12	2	0	5	1	5	120	12,000												
2614	Douglas	J. T. Magee	Dept.	1	1	1	25	0	0	0	0	0	0	3	6	0	0	300	10,000													
2615	Edina	J. A. Burke	Dept.	1	1	2	19	25	0	0	0	0	1	3	5	4	0	2	400	...												
2616	El Dorado Springs	Jas. W. Graves	Dept.	1	1	0	11	20	0	0	0	1	3	5	4	0	0	4	1,542	2,000												
2617	Elisberry	Jennie Green	Dept.	1	1	20	30	0	0	0	0	1	0	1	0	5	3	3	200	15,000												
2618	Excelsior Springs	J. F. Gadney	Dept.	1	1	16	15	0	0	0	0	1	0	1	0	1	0	3	600	9,000												
2619	Fairfax	A. H. Akers	Dept.	1	1	8	30	40	0	0	0	0	0	3	13	3	13	3	700	20,000												
2620	Farmington	N. F. Frazier	Dept.	2	1	0	7	10	0	0	0	7	10	0	0	0	0	2	265	...												
2621	Fayette	J. A. Miller	Dept.	1	0	13	20	0	0	0	0	0	0	2	3	1	1	2	300	5,000												
2622	Ferguson	Miss Minna E. Norris	Dept.	1	0	2	18	0	0	0	0	0	0	0	0	0	0	0	...	...										
2623	Forest City		Dept.	1	0	2	18	0	0	0	0	0	0	0	0	0	0	0	...	...										

2021	Fulton	do	Jas. C. Humphreys	Dept.	3	1	38	37	0	0	0	2	9	5	11	5	11	3	350	
2025	Glasgow	do	W. D. Settle	Dept.	1	0	6	18	0	0	0	0	0	2	9	2	9	3	120	
2026	Golden City	do	W. E. Condict	Dept.	2	0	9	24	0	0	0	0	0	0	10	0	0	3	284	
2027	Granby	do	S. L. Sane, P. B., E. S. D	Dept.	2	0	15	35	0	0	2	9	11	18	2	9	2	3	100	
2028	Grant City	do	J. W. S. Dillon	Dept.	1	1	15	17	20	18	0	0	0	15	0	5	2	500	10,000	
2029	Green City	do	August Harmon	Dept.	2	1	35	40	0	0	0	0	0	0	0	0	0	3	80	4,000
2030	Greenfield	do	L. N. Exvard	Dept.	2	0	35	55	0	0	0	0	0	5	10	1	4	1	400	12,000
2031	Hannibal	do	J. H. Pelham	Dept.	2	0	30	36	0	0	1	1	1	0	3	3	3	4	500	15,000
2032	do	do	Miss Gertrude Ashmore	Dept.	2	3	47	103	0	0	0	1	6	2	4	5	12	4	1,060
2033	Hardin	do	J. L. Coffman	Dept.	1	0	14	22	0	0	0	0	0	0	2	2	2	2	6,500
2034	Harris	do	Chas. S. Davis	Dept.	0	2	3	9	82	68	0	0	0	0	3	6	1	1	120	6,000
2035	Harrisonville	do	Amos Fisher	Dept.	2	1	31	67	0	0	0	0	0	0	3	9	4	1,600	35,000	
2036	Hartsville	do	C. H. Simmons	Dept.	1	0	18	22	0	0	0	0	0	0	5	4	5	1,000	4,000	
2037	Academy *	do	N. J. Craig	Ind.	1	0	22	20	33	28	0	0	0	0	2	1	3	225	2,000	
2038	Herrmann	do	C. C. Trindium	Dept.	2	0	18	38	0	0	0	0	5	7	5	4	2	1,300	10,000	
2039	Higbee	do	L. V. Adams	Dept.	0	1	17	13	25	20	0	0	0	0	4	6	0	300	2,300	
2040	Higginsville	do	L. W. Martin	Dept.	1	2	40	75	0	0	0	0	0	0	2	7	0	500	20,000	
2041	Holden	do	F. P. Sever	Dept.	1	1	3	30	125	110	0	0	0	0	2	6	3	800	20,000	
2042	Hopkins	do	Peniah Dinnitt	Ind.	2	0	20	25	0	0	0	0	0	0	3	3	2	400	12,000	
2043	Humansville	do	W. W. Chandler	Dept.	2	0	20	25	0	0	0	2	0	0	8	12	8	150	8,000	
2044	Hume	do	W. P. Noel	Dept.	2	0	15	25	0	0	0	0	0	0	2	0	3	129	4,900	
2045	Huntsville	do	G. W. Ratliff	Dept.	2	0	32	55	0	0	0	0	0	0	5	6	3	325	500	
2046	Independence	do	W. L. C. Palmer	Dept.	1	3	35	55	0	0	0	0	0	0	4	16	4	280	14,000	
2047	Jackson	do	B. F. Lusk	Dept.	0	2	17	20	0	63	0	0	0	0	1	3	3	200	.....
2048	Jamesport	do	Prof Hickman	Ind.	0	2	7	7	55	0	0	0	0	0	3	5	0	350	.....
2049	Jasper	do	A. P. Alexander	Dept.	2	0	9	19	0	0	0	0	0	0	3	0	0	300	4,000	
2050	Jasper	do	S. W. Brandon	Dept.	1	1	17	23	0	0	0	0	0	0	1	3	0	600	.....
2051	Jefferson City	do	J. U. White	Dept.	3	1	40	60	0	0	0	0	0	0	4	3	1	0	2,000
2052	Jerico	do	J. A. Love	Dept.	1	0	3	3	6	8	0	0	0	0	2	3	0	4	300	10

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.										Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Second-ary stu-dents.		Elementary students.		Preparing for college.		Gradu-ates in 1897.						College prepar-atory 1897.			
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MISSOURI—cont'd.																					
2673	Lincoln	H. P. Bruce	Ind.	1	1	22	22	85	83									3		175	\$5,000
2674	Louisiana	E. R. Rowley	Dept.	2	1	49	51	0	0	0	0	0	0	4	3	4	0	4		1,200	75
2675	.....do	Jacob M. Cockfield	Dept.	1	2	19	40	0	0	1	1	1	0	1	4	1	2	4		100	20
2676	Macon	A. L. McKenzie	Dept.	4	0	36	49	0	0	4	8	3	10	1	5	0	2	4		300	15,000
2677	Maitland	J. U. Crocen	Dept.	2	0	27	26	0	0	0	0	0	0	3	2	0	0	3		75	8,000
2678	Malden	R. S. Douglass	Dept.	1	1	15	17	0	0	0	0	0	0	2	0	0	0	3		95	7,000
2679	Mansfield	C. C. Bundy	Dept.	1	0	14	20	0	0	0	0	0	0	0	0	0	0	3		100	4,500
2680	Marionville	T. B. Ford	Dept.	2	0	10	30	5	15	0	0	0	0	3	3	0	0	4		250	8,000
2681	Marshfield	W. W. Thomas	Dept.	2	0	43	51	0	0	6	8	12	15	2	12	2	0	4		500	25,000
2682	Maryville	Charles A. Hawkins	Dept.	3	2	76	108	0	0	0	0	0	0	0	0	0	0	3		350	10,600
2683	Meadville	E. L. Joyce	Dept.	1	2	15	20	60	61									4			
2684	Memphis	Oliver Stigall	Dept.	2	0	47	40	0	0	0	0	7	5	0	5	2	6	4			
2685	Mexico	D. K. McMillan	Dept.	1	6	95	104	0	0					11	9	11	9	4		600	4,800
2686	Miami	E. E. Barnett	Dept.	3	0	25	35	0	0	1	1			8	10	1	4		400	10,000	
2687	Moberly	H. H. Holmes	Dept.	3	0	69	150	0	0	15	10	5	0	3	13	2	4	4		680	35,000
2688	Mount Vernon	W. L. Oliver	Dept.	3	0	25	40	0	0					4	7	0	3	3		200	7,500
2689	Mount Vernon	H. McGurdy	Dept.	1	0	14	18	0	0					1	3	1	2	3		100	2,100
2690	Nelson	L. M. Nelson	Dept.	1	0	8	15	0	0					1	7			2		135	5,000
2691	Neosho	J. M. Stevenson	Dept.	3	12	100	125	0	0	18	20	12	10	14	10	5	7	4		1,200	40,000
2692	Nevada	J. C. Givins	Dept.	3	2	103	97	0	0	4	2	0	0	10	14	2	1	4		3,250	50,000
2693	New London	George M. Laughlin	Dept.	2	0	24	26	0	0					3	0	0	0	4		250	8,000
2694	Norborne	Clarence A. Blocher	Dept.	2	0	20	30	0	0	1	3	2	1	4	6	4	3	3		296	1,000
2695	Oakridge	P. R. Graham	Dept.	1	1	13	17	30	40					0	0	0	0	2		350	10,000
2696	Odessa	W. E. Morrow	Dept.	1	1	15	30	0	0					0	6	0	6	3		250	10,000
2697	Oregon	D. L. Roberts	Dept.	1	3	47	40	0	0					4	2			4		400	20,000

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, apparatus, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.				Gradu-ates in 1897.		College prepar-atory students in the class graduated in 1897.									
				Male.	Female.	Male.	Female.	Classi-cal course.		Sci-entific course.		Male.	Female.	Male.	Female.	Male.	Female.						
								Male.	Female.	Male.	Female.							Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
MISSOURI—cont'd.																							
2747	Warrensburg.....	F. E. Holiday.....	Dept..	1	4	57	125	0	0	0	0	0	0	0	1	5	0	0	4	800	\$10,000		
2748	Warsaw.....	H. M. Dungan.....	Dept..	1	0	5	11	0	0	0	0	0	0	0	0	0	0	0	2	180	7,500		
2749	Washington.....	A. C. Farley.....	Ind..	2	0	31	13	110	113	2	0	10	3	0	6	0	0	3	20	4,500			
2750	Washington.....	Charles A. Cole.....	Dept..	2	2	15	20	0	0	0	0	0	0	0	0	0	0	2	200	20,000			
2751	Waverly.....	W. C. Chapman, A. B.	Dept..	1	0	11	1	64	80	0	1	3	0	0	0	0	0	3	50	3,500			
2752	Webb City.....	J. A. Higdon.....	Dept..	1	3	39	89	0	0	0	0	0	0	0	0	0	0	4	75	30,000			
2753	Webster Groves.....	Sarah J. Milligan.....	Dept..	0	3	7	15	0	0	2	2	10	2	2	4	2	4	4	500	13,000			
2754	Weston.....	C. W. Bowen.....	Dept..	1	3	16	26	0	0	0	0	0	0	0	0	0	0	4	200	1,200			
2755	West Plains.....	G. W. Garrison.....	Dept..	0	2	27	39	0	0	2	4	5	4	2	6	2	2	4	500	15,000			
2756	Westport.....	S. A. Underwood.....	Dept..	1	0	18	19	0	0	0	0	0	0	0	0	0	0	3	1,081	23,000			
2757	Willow Springs.....	A. V. Hamilton.....	Dept..	1	1	10	11	0	0	0	5	6	3	2	0	0	0	3	200	12,000			
2758	Winfield.....	Albert L. Ives.....	Dept..	1	1	10	11	0	0	0	5	6	3	2	0	0	0	3	200	1,500			
2759	Winston.....	F. W. Williams.....	Dept..	1	3	21	24	61	62	0	0	0	0	0	5	5	0	4	366	10,000			
MONTANA.																							
2760	Anaconda.....	Miss M. E. Livingstone	Dept..	0	3	25	46	0	0	0	0	0	0	0	1	6	0	3	4	300	6,500		
2761	Big Timber.....	John E. Rees.....	Dept..	1	1	0	15	0	0	2	3	1	2	0	0	0	0	3	125	15,000			
2762	Billings.....	J. W. Johnston.....	Dept..	1	1	1	2	0	0	0	5	0	0	0	0	0	0	3	200	70,000			
2763	Bozeman.....	Helen F. Cate.....	Dept..	1	1	1	20	0	0	0	0	0	0	0	3	7	0	0	150	30,000			
2764	Butte.....	James G. McKay.....	Dept..	1	1	1	29	0	0	0	0	0	0	0	18	13	14	12	4	274	65,000		
2765	Deer Lodge.....	H. E. Wolfe.....	Dept..	1	1	1	17	0	0	0	0	0	0	0	6	6	0	0	3	500	35,000		
2766	Dillon.....	H. A. Hill.....	Dept..	1	0	6	35	0	0	16	24	15	10	1	6	1	6	4	400	25,000			
2767	Great Falls.....	Miss Helen Edgerton.	Dept..	1	2	26	40	0	0	10	5	1	5	1	7	0	4	4	200	.....		

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Elementary students.		Preparing for college.				Gradu-ates in 1897.		College prepar-atory stu-dents in the class that gradu-ated in 1897.							
										Classi-cal course.		Sci-entific course.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
NEBRASKA—cont'd.																							
2814	Chadron	High School	Dept.	1	1	27	27	0	0					3	2			3		200	\$40,000		
2815	Chester	do	Dept.	0	4	15	40	68	61											80	2,800		
2816	Clarks	T. W. Kelley	Dept.	1	1	13	30	1	1	5	1	4	0	2	5	1	2	3		426	10,425		
2817	Clay Center	D. W. Curtis	Ind.	1	1	3	17	73	75						1	0				200	1,800		
2818	Columbus	Mrs. A. C. Ballou	Dept.	2	1	48	50	0	0	10	15	5	0	5	7	3	0	4			50	15,000	
2819	Columbia	M. E. Kerr	Ind.	1	1	0	16	70	69					4	9	4	9	3			5,000		
2820	Cortland	H. O. Chapman, B. D.	Dept.	1	1	18	24	0	0					0	0	0	0	2		35	20,000		
2821	Cosad	J. J. Loux	Dept.	1	1	15	25	0	0					0	8			3		300	25,000		
2822	Crawford	C. F. Leetham	Dept.	2	0	9	30	0	0					2	6	2	6	3		87	6,000		
2823	Creighton	Charles T. Lang	Dept.	1	1	24	40	0	0					1	2	1	2	4		400	6,000		
2824	Crete	Emily K. Manville	Dept.	2	2	59	78	0	0					1	3	8	4	4		500	30,000		
2825	Culbertson	A. R. Daugherty	Dept.	0	4	14	10	0	0	0	0	0	0	6	6	0	0	2		100	15,000		
2826	Curtis	Thomas Scott	Dept.	1	1	27	29	0	0	14	18	13	11					3		250	5,000		
2827	Dakota	S. L. Anderson	Dept.	1	1	0	11	12	0	1	0	2	1	3	1	0	0	2		140	4,850		
2828	David City	W. M. Kern	Dept.	1	1	30	60	0	0					4	5	0	5	2		150	15,000		
2829	Dawson	George Crocker	Dept.	2	0	13	10	0	0	2	0	2	0	0	5	0				148	6,000		
2830	Decatur	C. G. Quinn	Dept.	1	1	0	13	13	114					0	0	0		3		200	10,000		
2831	Dewitt	J. A. Marlin	Ind.	1	1	0	13	0	0	0	5	5	3	3	5	4	1	2	3		200	10,000	
2832	Dodge	J. A. Dowden	Dept.	1	1	23	17	0	0					0	0	0		3		0	15,000		
2833	Doniphan	D. H. Vantine	Dept.	1	1	8	12	0	0					0	0	0		3		150	15,000		
2834	Dorchester	Miss M. E. Russell	Dept.	1	1	1	9	23	0	0				1	11			2		47	2,700		
2835	Dubois	John R. Gray	Dept.	1	1	0	14	12	7	48	0	0	0	0	2	4	0	1	1	33	4,150		
2836	Dunbar	W. N. Delzell	Dept.	1	1	0	2	8	49	0	1	2	6	1	3	1	3	3		300	1,223		
2837	Edgar	C. A. Fulmer	Dept.	1	2	50	45	0	0	0	0	0	0	9	7	0	0	3		106	4,200		
2838	Elgin	P. M. Whithead	Dept.	1	0	6	20	0	0					0	0	0	0	3					

2839	Elmoreck	do	C. M. Cunningham...	Dept.	1	1	1	10	32	50	33	4	4	2	4	200
2840	Elwood	do	F. W. Montgomery	Dept.	1	0	2	6	66	56	84	0	2	0	1	3,435
2841	Emerson	do	F. D. Fales	Dept.	0	2	15	17	0	0	0	3	1	7	1	5,360
2842	Exeter	do	Louis W. Worel	Dept.	1	0	23	22	0	0	0	6	7	1	3	50
2843	Exeter	do	J. T. McKinnon	Dept.	1	1	9	13	0	0	0	1	3	1	1	560
2844	Fairbury	do	W. L. Stephens	Dept.	3	1	50	110	0	0	0	20	40	7	21	300
2845	Fairfield	do	E. L. Sherman	Dept.	1	1	27	37	0	0	0	2	4	2	9	4
2846	Falls City	do	Anson H. Bigelow	Dept.	2	0	37	93	0	0	0	25	61	3	12	100
2847	Fallley	do	C. H. Knidig	Ind.	1	2	5	10	63	45	5	10	5	14	1	3,000
2848	Florence	do	W. B. Backus	Dept.	1	1	5	15	0	0	0	5	6	4	14	400
2849	Franklin	do	Ed. M. Hussong	Dept.	1	2	18	24	0	0	0	2	7	3	9	3,500
2850	Freumont	do	Eoline Clark	Dept.	1	4	85	100	0	0	0	0	0	10	17	100
2851	Friend	do	D. G. Hopkins	Dept.	1	3	33	44	0	0	0	0	0	8	0	300
2852	Fullerton	do	Robert H. Lord	Dept.	3	5	38	48	0	0	0	4	11	3	5	7,000
2853	Geneva	do	Robert J. Boyd	Dept.	0	2	17	32	0	0	0	0	0	0	4	12,500
2854	Genoa	do	M. Parsons	Dept.	1	0	28	29	0	0	0	0	0	0	0	300
2855	Gibson	do	John F. Curran	Dept.	1	1	22	40	0	0	0	8	4	5	3	10,000
2856	Gordon	do	James E. Delzell	Dept.	1	1	15	18	0	0	0	5	10	0	0	10,000
2857	Gothenburg	do	W. H. Sheppard	Dept.	2	3	65	115	0	0	0	0	0	0	1	25
2858	Grafton	do	A. H. Waterhouse	Dept.	2	0	12	30	0	0	0	5	4	6	13	360
2859	Grand Island	do	E. Lance Jones	Dept.	2	0	20	29	0	0	0	8	10	10	1	830
2860	Grant	do	W. P. Killen	Dept.	2	0	7	9	58	61	77	1	0	1	1	3,000
2861	Greely	do	R. V. Whitnah	Dept.	1	0	4	13	45	45	50	0	0	3	1	2,500
2862	Greenwood	do	E. S. Nickerson	Dept.	1	0	9	15	57	50	0	0	0	3	1	1,500
2863	Gresham	do	G. R. McGarry	Dept.	1	0	10	18	40	40	40	6	4	0	3	5,300
2864	Gretna	do	W. B. Wilson	Dept.	1	0	22	15	38	45	6	4	0	0	3	50
2865	Guiderock	do	H. L. Hussong	Ind.	2	0	6	8	0	0	0	3	3	3	3	157
2866	Hampton	do	F. W. Burton	Dept.	2	1	27	22	0	0	0	5	6	2	1	4,000
2867	Hardy	do	S. P. Arnot	Dept.	2	0	8	14	78	83	0	0	0	0	0	25,000
2868	Hartington	do	J. D. French	Dept.	2	1	20	85	0	0	0	15	18	7	15	20,000
2869	Harvard	do	Charles W. Corey	Ind.	2	0	29	36	0	0	0	5	3	5	3	120
2870	Hastings	do	W. H. Wagner, supt	Dept.	2	0	8	14	78	83	0	0	0	0	0	10,000
2871	Havelock	do	J. W. Jones	Dept.	2	1	0	10	12	58	60	0	0	0	0	30,000
2872	Hebron	do	T. S. Magorian	Dept.	2	0	7	10	33	51	51	0	0	0	0	1,680
2873	Hickman	do	Joseph R. Fuhr	Dept.	2	1	43	69	0	0	0	0	0	0	0	2,200
2874	Hildreth	do	Arthur McMurray	Dept.	3	0	43	61	0	0	0	2	5	1	3	50
2875	Holdrege	do	J. E. Paul	Dept.	2	1	0	12	71	58	2	5	0	0	0	300
2876	Humboldt	do	W. J. Johnson	Dept.	3	0	4	12	0	0	0	0	0	0	0	800
2877	Humphrey	do	W. A. Julian	Dept.	1	1	22	40	0	0	0	2	4	0	0	100
2878	Indianola	do	Jesse T. Morey	Dept.	1	0	18	22	0	0	0	0	0	0	0	6,500
2879	Juniaia	do	A. E. Wagner	Dept.	2	4	47	104	0	0	0	1	0	0	7	400
2880	Kearney	do	H. L. Wells	Dept.	2	0	6	11	0	0	0	8	12	3	4	1,500
2881	Kenesaw	do	D. H. Fair	Dept.	0	2	8	12	0	0	0	1	2	5	1	4,000
2882	Kennard	do	H. L. Wells	Ind.	0	2	8	15	47	54	54	1	2	2	2	150
2883	Leigh	do	J. K. Campbell	Dept.	2	1	0	14	0	0	0	6	7	4	10	30,000
2884	Lexington	do	L. K. Moyer	Dept.	2	1	0	38	24	0	0	4	4	4	3	441
2885	Liberty	do	A. H. Staley	Dept.	1	0	15	23	49	48	48	2	5	3	1	6,000
2886	Lindsay	do		Ind.	0	4	20	10	50	55	55	2	3	1	50	5,000
2887	Long Pine	do		Dept.	0	4	20	10	50	55	55	2	3	1	1,050	

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.				Second-ary stu-dents.				Preparing for college.				Gradu-ates in 1897.									
				Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.				Male.		Female.	
				5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			21	22		
NEBRASKA—cont'd.																									
29888	Louisville	High School	Dept.	1	0	8	14	0	0	0	0	0	0	0	0	0	0	0	0	2	80	\$5,000			
29889	Loup City	do	Dept.	1	0	7	13	0	0	0	0	0	0	0	0	0	0	0	0	2	100	1,000			
29890	Lyons	do	Dept.	0	3	31	41	0	0	0	0	0	0	0	0	0	0	0	0	2	40	7,100			
29891	McCook	do*	Dept.	2	1	47	59	0	0	0	0	4	5	6	4	6	7	11	0	0	4	475	12,000		
29892	Madison	do	Dept.	1	1	21	26	0	0	0	0	0	0	0	0	0	0	0	0	3	506	25,000			
29893	Merna	do	Dept.	0	2	12	17	28	43	0	0	0	0	0	0	2	1	4	4	3	100	6,000			
29894	Millard	do	Dept.	1	0	23	18	0	62	60	0	0	0	0	0	0	0	0	0	2	250	4,250			
29895	Milligan	do*	Ind.	1	0	10	5	0	0	0	0	1	0	1	2	0	0	0	0	3	3,972	40,000			
29896	Minden	do	Dept.	1	2	35	53	0	0	0	0	0	0	0	0	0	0	0	0	4	170	1			
29897	Nebraska City	do	Dept.	3	4	75	123	0	0	0	0	13	24	0	0	7	11	0	5	4	350	1			
29898	Neligh	do	Dept.	1	1	25	38	0	0	0	0	0	0	0	0	0	0	0	0	4	170	1			
29899	Nelson	do	Dept.	2	0	5	32	25	7	0	0	0	0	0	0	2	9	3	1	0	200	1			
29900	Nemaha	do	Dept.	1	1	3	4	58	69	0	0	0	0	0	0	2	3	1	0	0	40	3,000			
29901	Newman Grove	do	Dept.	1	0	6	24	0	0	0	0	0	0	0	0	2	6	1	0	2	120	3,500			
29902	Niobrara	do	Dept.	1	0	16	25	0	0	0	0	0	0	0	0	4	3	3	3	3	67	1			
29903	North	do	Dept.	1	3	35	67	0	0	0	0	0	0	0	0	5	3	5	3	4	150	8,000			
29904	North Bend	do*	Dept.	1	1	32	28	0	0	0	0	0	0	0	0	6	10	5	10	4	200	6,000			
29905	North Loup	do	Dept.	2	0	18	25	0	0	0	0	0	4	3	0	3	5	5	10	4	500	40,000			
29906	North Platte	do	Dept.	3	1	16	66	0	0	0	0	2	3	5	5	1	4	4	4	4	100	10,000			
29907	Oakdale	do	Dept.	1	1	12	24	0	0	0	0	0	0	0	0	9	10	9	10	2	250	3,000			
29908	Ogallala	do	Dept.	1	0	6	14	89	61	79	1	3	0	0	0	2	4	2	2	0	675	8,000			
29909	Ogallala	do	Ind.	0	1	9	8	65	61	65	0	0	0	0	0	0	0	0	0	3	900	3,000			
29910	Omaha	do	Ind.	0	3	13	20	47	0	0	0	0	0	0	0	0	0	0	0	4	256	4,000			
29911	Omaha	do	Dept.	8	0	23	546	687	0	0	0	0	0	0	0	28	56	0	0	4	256	4,000			

O'Neill	do	C. L. Anderson	Dept.	1	1	13	27	0	0</
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* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Second-ary in-struct-ors.				Elementary students.				Preparing for college.				Gradu-ates in 1897.				Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.		Gradu-ates in 1897.		College prepar-atory students in the class that gradu-ated in 1897.											
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
NEBRASKA—cont'd.																							
2963	Tahmaseh	High School	N. Sinclair	Dept.	1	0	8	20	0	0	0	0	0	0	3	4	0	0	0	0	\$8,000		
2964	Tecumseh	do	Edmund Thorp	Dept.	0	9	27	60	0	0	0	0	0	0	1	4	1	1	4	525	12,000		
2965	Tekamah	do	A. V. Sunderlin	Dept.	1	2	49	61	0	0	0	0	0	0	9	12	3	3	4	300	10,000		
2966	Tilden	do	L. M. Troupe	Dept.	1	0	17	24	0	0	0	0	0	0	2	3	2	0	3	80	5,000		
2967	Tollas	do	S. W. Wiman	Dept.	1	1	18	29	0	0	3	5	2	0	1	3	1	1	3	50	5,000		
2968	Trenton	do	C. S. Strickler	Dept.	1	0	20	20	40	60	0	0	0	0	1	4	4	0	4	300	10,000		
2969	Ulysses	do	J. E. Hendricks	Dept.	1	1	27	37	0	0	0	0	0	0	1	7	4	0	4	60	10,000		
2970	Unadilla	do	J. B. Stanton	Dept.	1	0	8	9	45	53	0	0	0	0	0	4	0	0	1	40	2,853		
2971	University Place	do	W. G. Fowler	Dept.	1	0	12	27	0	0	0	0	0	0	1	5	0	0	1	40	4,000		
2972	Utica	do	R. J. Williams	Dept.	1	0	14	16	0	0	0	0	0	0	1	9	0	0	1	150	500		
2973	Valentine	do	R. H. Watson	Dept.	1	0	7	16	0	0	0	0	0	0	2	3	2	0	3	75	3,000		
2974	Valparaiso	do	W. D. Guttry	Dept.	1	0	14	26	0	0	0	0	0	0	0	8	0	0	3	40	3,500		
2975	Verdon	do	S. A. Childes	Ind.	1	2	23	32	79	80	0	0	0	0	8	6	0	0	3	10	3,000		
2976	Waco	do	J. A. Bellows	Dept.	1	0	4	4	0	0	0	0	0	0	0	0	0	0	2	1	30,000		
2977	Wahoo	do	George W. Haan	Dept.	1	2	44	83	0	0	0	0	0	0	0	2	7	4	1,214	20,000			
2978	Wakefield	do	W. H. Myers	Dept.	1	0	14	14	0	0	0	0	0	0	0	2	7	4	100	3,000			
2979	Waterloo	do	J. Arthur Cummings	Ind.	1	0	9	8	57	46	1	0	1	0	1	3	4	6	125	8,500			
2980	Wausa	do	Orman A. Preston	Ind.	1	0	10	28	33	20	0	0	0	0	0	0	0	0	150	20,000			
2981	Wayne	do	W. W. Boner	Dept.	3	0	15	23	0	0	0	0	0	0	4	4	4	2	150	15,000			
2982	Weeping Water	do	A. V. Londerback	Dept.	2	1	28	49	0	0	0	0	0	0	2	7	0	3	175	4,000			
2983	Western	do	J. F. Ord	Ind.	1	1	27	21	50	55	0	0	0	0	0	5	0	5	200	5,000			
2984	Weston	do	W. T. Mauck	Dept.	1	0	5	5	0	0	0	0	0	0	3	9	3	2	400	15,000			
2985	West Point	do	D. C. O'Connor	Dept.	3	0	23	46	0	0	2	2	1	0	3	5	8	3	870	12,000			
2986	Wilber	do	W. C. Farrand	Dept.	1	1	14	19	0	0	8	6	1	0	2	3	5	1	75	3,000			
2987	Wilcox	do	Seth T. Parson	Ind.	1	1	13	13	43	55	8	6	1	0	3	3	2	3	0	0			

2988	Wilsonville.....	do	J. D. Phillips	Dept..	1	0	28	29	39	36	3	2	.....	5	5	3	1	3	.....	0	3,000
2989	Winside.....	do	Miss Charlotte M. White.	Dept..	0	3	10	11	46	54	.....	1	0	.....	2	.....	.....	70	.....	5,000	
2990	Wood River.....	do	J. H. Ellison	Dept..	1	0	8	13	0	0	.....	.....	.....	2	6	.....	3	.....	91	.....
2991	Wymore.....	do	F. D. Joslyn	Dept..	2	2	48	50	0	0	1	3	1	3	2	6	2	6	4	600	29,000
2992	York.....	do	W. W. Stoner	Dept..	2	3	60	80	0	0	25	30	15	10	17	4	6	4	40	200	25,000
NEVADA.																					
2993	Carson City.....	High School.	H. H. Howe	Dept..	1	2	52	71	0	0	0	0	19	25	7	14	3	0	3	100	20,685
2994	Elko.....	do	E. C. Snyder	Ind..	1	1	13	37	0	0	.....	.....	.....	.....	2	10	1	2	3	120	15,000
2995	Eureka.....	do	A. L. Dornberger	Dept..	0	4	20	30	0	0	.....	.....	.....	.....	2	7	.....	3	.....	90	10,000
2996	Galeana.....	do	Miss Mand Rutherford	Dept..	0	1	5	3	3	2	.....	.....	.....	.....	0	0	.....	.....	.....	.....	500
2997	Gold Hill.....	do	A. E. Baugh	Dept..	1	1	21	20	0	0	.....	.....	.....	.....	0	2	0	1	3	200	.....
2998	Virginia City.....	do	Mark R. Averill	Dept..	1	3	36	67	0	0	1	1	.....	.....	4	15	1	1	3	1,303	.....
NEW HAMPSHIRE.																					
2999	Amherst.....	High School.	Miss Mary E. Fulton	Ind..	0	1	3	8	7	2	0	1	.....	.....	0	0	0	0	4	50	.....
3000	Antrim.....	do	Alberto W. Small	Ind..	1	0	9	16	1	0	15	18	4	2	7	0	6	4	100	200	.....
3001	Berlin.....	do	C. F. Leadbetter	Dept..	1	1	21	28	0	4	0	1	2	1	0	0	0	4	4	25	12,000
3002	Bothlehem.....	do	Norman J. Page	Dept..	1	1	4	15	21	40	0	0	1	4	0	0	0	4	100	2,500	
3003	Bristol.....	do	J. Mae Swain	Dept..	0	1	4	8	11	6	.....	.....	.....	.....	0	0	.....	1	400	3,000	
3004	Claremont.....	Stevens High School.	Melville C. Smart	Dept..	1	6	54	65	0	0	8	9	.....	.....	5	15	0	4	400	25,000	
3005	Concord.....	High School.	John P. Kent	Dept..	1	6	121	158	0	0	12	18	9	0	15	20	5	4	89	400	100,000
3006	Dover.....	do	Frank W. Whitney	Dept..	2	4	78	101	0	0	20	10	5	0	3	25	1	6	4	500	24,000
3007	East Jaffrey.....	Conant High School.	Mr. Locke	Ind..	1	0	3	8	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....
3008	Epping.....	High School.	Wm. S. Mason	Dept..	1	0	5	16	12	4	.....	.....	.....	.....	1	3	.....	3	175	5,000	
3009	Exeter.....	do	Albion Burbank	Dept..	1	1	46	0	0	0	.....	.....	.....	.....	10	0	.....	3	75	10,000	
3010	Farmington.....	do	Albert B. Allen	Dept..	2	1	19	30	0	0	12	14	.....	.....	3	7	1	2	4	200	15,000
3011	Franklin Falls.....	Franklin High School *	Ernest G. Ham, B. A.	Dept..	1	3	36	50	0	0	4	3	.....	.....	3	10	0	4	100	.....
3012	Goffstown.....	High School.	H. H. Stark	Ind..	1	1	9	22	74	64	0	0	0	0	1	4	0	0	4	200	12,000
3013	Gorham.....	do	George Warner Stone	Dept..	1	1	31	32	0	0	4	6	8	3	5	8	1	2	4	40	14,175
3014	Groeland.....	do	Mary A. Lyon	Dept..	0	1	3	15	0	0	.....	.....	.....	.....	0	0	.....	4	112	2,500	
3015	Groveton.....	do	F. B. Sanders	Dept..	1	0	13	22	0	0	.....	.....	.....	.....	0	0	0	0	35	0	1,000
3016	Hampton.....	Academy and High School.	Jack Sanborn	Ind..	1	2	29	31	0	0	0	4	5	3	0	3	4	.....	.....	.....	.....
3017	Hanover.....	High School.	Roland E. Stevens	Dept..	2	0	30	34	0	0	5	5	6	3	4	5	3	1	4	300	22,000
3018	Henniker.....	do	O. C. Evans	Dept..	1	2	31	29	0	0	4	1	.....	.....	2	5	0	1	4	.....	10,000
3019	Hillsboro Bridge.....	do	Isaac Copp	Dept..	1	1	13	15	5	12	0	0	0	0	3	0	0	3	.....	21,000	
3020	Hinsdale.....	do	C. H. Patterson	Dept..	2	1	25	28	0	0	4	9	14	14	4	4	1	4	4	.....	8,500
3021	Hollis.....	do	F. W. Durdley and S. J. Nowell	Ind..	0	1	4	16	10	20	0	4	1	1	0	2	0	0	200	10,000	
3022	Jefferson.....	do	Flora J. Wheeler	Dept..	0	1	8	9	11	1	2	4	.....	.....	.....	.....	.....	4	.....	.....	.....
3023	Keene.....	do	Robert A. Ray	Dept..	3	3	81	101	0	0	8	11	20	10	6	14	5	6	4	600	.....
3024	Laconia.....	do	H. H. Tucker	Dept..	2	3	67	85	0	0	5	1	2	0	7	10	0	4	4	130	30,000
3025	Lancaster.....	do	E. S. Miller	Dept..	1	1	20	35	0	0	3	2	.....	.....	4	5	2	0	4	0	6,000
3026	Lisbon.....	do	Chas. L. Wallace	Dept..	1	3	29	25	0	0	6	7	.....	.....	2	2	0	0	4	200	30,000
3027	Littleton.....	do	F. B. Pelton	Dept..	1	3	27	47	0	0	5	2	10	7	5	6	2	2	4	200	.....
3028	Manchester.....	do	Albert Somes	Dept..	5	6	139	187	0	0	18	17	15	12	24	28	10	2	4	350	117,820

* Statistics of 1895-96.

NEW JERSEY.	School	Teacher	Dept.	0	4	91	0	0	3	0	2	0	4	15	3	0	3	0	400	-----	
3051	Baroness	M. J. B. Thomas	Dept.	0	4	24	0	0	0	3	0	0	4	15	3	0	4	-----	400	-----	
3052	Belleville	Thos. J. Bissell	Dept.	1	2	50	28	0	0	4	7	12	10	0	3	0	4	-----	400	-----	
3053	Belvidere	R. M. Van Horn	Dept.	1	1	25	26	0	0	3	1	-----	0	2	1	1	4	-----	250	15,500	
3054	Bloomfield	John E. Dunbar	Dept.	1	4	42	71	0	0	11	9	8	5	5	8	2	4	-----	1,023	108,000	
3055	Bloomfield	S. O. Myers	Dept.	1	1	18	15	56	52	-----	-----	-----	-----	-----	-----	-----	-----	-----	700	30,000	
3056	Bloomington	J. J. Savitz, A. M.	Dept.	1	2	15	37	0	0	0	0	4	4	7	2	1	4	-----	326	40,000	
3057	Bridgeton	Chas. H. Platts	Dept.	1	2	42	58	32	48	0	0	0	0	8	12	0	3	-----	700	40,000	
3058	Caldwell	Clarence E. Heddin, A. B.	Dept.	1	2	20	24	0	0	2	0	4	9	3	5	3	3	-----	500	20,000	
3059	Camden	Horatio Draper	Dept.	2	6	59	98	0	0	0	0	0	0	19	48	0	4	-----	-----	-----	
3060	Clayton	Walter T. Fox	Dept.	1	1	16	9	0	0	0	0	0	0	0	0	0	4	-----	286	8,000	
3061	Clinton	E. J. Frey	Dept.	1	0	14	21	0	0	0	0	0	0	0	2	0	3	-----	150	5,000	
3062	Cranford	Richard E. Clement	Dept.	1	1	18	21	0	0	0	0	3	0	4	5	1	0	3	-----	200	15,000
3063	Dover	A. J. Hulsart	Dept.	2	4	26	33	0	0	2	0	0	3	8	2	0	3	-----	590	-----	
3064	Dunellen	J. H. Whitney	Dept.	1	2	28	35	0	0	4	1	-----	-----	6	5	4	2	-----	160	6,000	
3065	East Orange	Vernon L. Davey, A. B.	Dept.	7	144	187	36	74	34	12	7	5	16	37	14	9	4	-----	1,563	125,000	
3066	Egg Harbor City	Henry M. Cressman, B. A.	Dept.	1	0	4	2	183	146	-----	-----	-----	-----	4	2	1	0	-----	500	10,000	
3067	Elizabeth	W. J. Shearer	Dept.	4	6	80	150	0	0	18	36	-----	-----	15	52	6	18	-----	500	60,000	
3068	Englewood	E. S. Richards	Dept.	1	2	27	35	0	0	0	0	-----	-----	2	7	-----	2	-----	316	20,000	
3069	Flemington	Stephen B. Gihuly	Dept.	1	1	20	23	0	0	1	0	4	4	4	3	1	4	-----	300	20,000	
3070	Freehold	John Enright	Dept.	2	4	54	72	0	0	2	5	-----	-----	8	9	1	0	4	-----	1,000	40,000
3071	Hackensack	Nelson Haas, Ph. D.	Dept.	1	3	54	63	0	0	0	0	8	3	12	8	0	2	4	-----	0	40,000
3072	Hackettstown	A. H. Skinner	Dept.	0	9	31	36	0	0	0	0	0	0	6	1	0	0	4	-----	25	30,000
3073	Hamorton	Henry C. Krebs	Dept.	1	3	23	25	0	0	1	1	-----	-----	2	7	1	1	-----	300	15,000	
3074	Hightstown	Theodore Green	Dept.	1	0	5	9	0	0	0	0	-----	-----	2	5	-----	3	-----	300	40,000	
3075	Hoboken	Cornelius J. Brower	Dept.	3	6	52	123	0	0	2	0	1	0	14	23	3	0	3	-----	90	40,000
3076	Hoboken	F. H. Morrell	Dept.	1	1	12	13	0	0	0	0	-----	-----	9	13	-----	1	-----	260	-----	
3077	Irvington	Charles S. Haskell	Dept.	4	15	257	579	0	0	19	10	62	20	26	68	5	1	3	-----	907	59,575
3078	Jersey City	S. V. Arrowsmith	Dept.	1	2	35	40	0	0	0	0	0	0	6	18	0	0	3	-----	1,246	40,000
3079	Keyport	Alexander P. Kerr	Dept.	1	2	33	67	0	0	0	0	1	0	2	9	0	0	3	-----	524	-----
3080	Lambertville	Edwin S. Lundy	Dept.	1	0	4	6	70	50	0	0	1	0	0	0	0	0	3	-----	372	11,500
3081	Long Branch	C. Gregory	Dept.	2	7	68	112	0	0	9	2	-----	-----	10	17	2	1	4	-----	2,500	200,000
3082	Madison	W. B. Matthews	Dept.	1	2	24	45	0	0	0	0	12	33	2	7	-----	3	-----	800	35,000	
3083	Manasquan	S. B. Van Stone	Ind.	1	3	44	48	181	159	0	0	6	0	1	6	1	4	-----	165	23,000	
3084	Millville	A. Duncan Yeocum	Ind.	1	4	100	0	0	0	1	0	-----	-----	0	1	-----	4	-----	600	30,000	
3085	Montclair	Randall Spaulding	Ind.	4	11	169	166	0	0	24	13	60	20	25	17	8	13	4	-----	1,300	13,000
3086	Moorestown	George E. Megawee	Dept.	1	2	13	32	0	0	0	0	4	4	4	-----	-----	3	-----	544	16,000	
3087	Morristown	W. L. R. Haven	Dept.	0	3	33	62	0	0	5	2	3	0	3	11	-----	4	-----	35	40,000	
3088	Mount Holly	W. Colton Cook	Dept.	2	2	26	48	0	0	0	0	0	0	1	5	0	0	3	-----	2,550	-----
3089	Newark	E. O. Hovey	Dept.	13	20	524	690	0	0	42	16	20	0	79	59	14	7	4	-----	-----	-----
3090	New Brunswick	Wm. C. Armstrong, A. M.	Dept.	2	2	100	100	0	0	0	0	-----	-----	5	23	3	4	-----	-----	-----	
3091	New Providence	A. B. Hunt	Ind.	1	1	4	10	26	30	0	1	1	2	1	3	1	4	-----	700	7,800	
3092	Newton	Chas. J. Majory, Ph. D.	Dept.	0	2	25	41	0	0	5	8	4	0	5	9	2	1	3	-----	850	-----
3093	Nutley	William R. Wright	Dept.	1	1	13	14	0	0	2	0	1	0	2	4	0	0	3	-----	-----	-----
3094	Orange	Usher W. Curtis	Dept.	1	3	34	59	0	0	9	7	2	0	5	8	3	1	4	-----	653	-----
3095	Passaic	Sedgewick Mather	Dept.	2	3	62	130	0	0	8	6	12	20	1	2	1	1	4	-----	40,000	-----

* Statistics of 1895-96.

Union	Connecticut Farms	Ambrose B. Kline	Dept.	1	0	4	5	30	45	1	1	3	270	3,500
3118	High School	Dilworth G. Eschbach	Dept.	1	5	71	92	0	0	14	11	4	1,600	35,000
3119	High School	Jas. H. Griffith	Dept.	4	0	37	42	0	0	2	7	3	252	30,000
3120	do	Wm. A. Edwards, A. M.	Dept.	0	4	57	58	0	14	12	9	2	1,337	30,000
3121	do	Robert Waters	Dept.	2	1	10	33	0	0	0	5	0	1,000	45,000
3122	do	Edward D. McCollom	Dept.	1	4	38	42	0	3	0	2	0	300	35,000
3123	do	John H. Love	Dept.	1	2	7	12	0	0	1	0	4	765	10,000
3124	do	William Milligan	Dept.	1	2	9	39	0	0	3	7	3	238	10,000
3125	do	Emily S. Sayre	Dept.	0	1	16	40	0	0	0	0	3	60	15,000
3126	do	Martha M. Winslow	Dept.	1	1	7	31	21	17	0	0	4	25	14,000
3127	High School	Miss Mary E. Henry	Dept.	1	1	19	20	0	0	0	0	0	240	14,000
3128	do	Flora Clark	Dept.	0	1	12	12	0	0	0	0	0	100	2,500
3129	do	D. M. Richards	Dept.	0	1	3	5	0	0	2	0	0	30	25
3130	do	P. H. Kirsch	Dept.	2	0	12	33	0	0	1	2	0	0	0
3131	do	H. H. Brodie	Dept.	1	0	12	17	0	0	0	0	0	0	0
3132	do	U. Francis Duff	Dept.	1	0	10	13	0	0	0	0	0	0	0
3133	do	C. B. Miller, A. M.	Dept.	1	4	51	51	0	0	3	8	10	8	1
3134	High School	Chas. S. Gibson	Ind.	1	1	30	26	65	64	1	0	0	1	3
3135	Union School	Orson W. Green	Ind.	1	2	23	30	117	122	1	0	3	0	4
3136	High School	Oscar D. Robinson, A. M.	Dept.	11	15	339	489	0	0	38	15	39	61	39
3137	do	Chas. A. Hamilton, A. M.	Dept.	1	5	60	73	0	0	10	7	16	10	6
3138	do	E. A. Ladd	Ind.	1	22	20	20	47	31	1	0	0	1	2
3139	do	Edgar W. Curtis	Ind.	1	0	10	20	0	0	0	0	0	0	0
3140	Union School *	H. T. Skerritt	Ind.	1	0	6	7	54	63	0	0	0	0	0
3141	do	W. W. Grant	Dept.	2	2	55	54	0	20	10	30	0	0	0
3142	High School *	Wm. A. Wheatley	Ind.	1	1	15	15	40	40	3	2	0	0	6
3143	do	Benj. G. Estes	Dept.	1	2	15	20	19	12	1	0	0	2	0
3144	Academy	C. S. Palmer	Dept.	1	3	13	32	0	0	0	0	2	2	5
3145	Union School	Edwin C. Hogmire	Ind.	0	1	15	20	27	16	0	0	0	0	0
3146	do	Arthur M. Preston	Dept.	1	3	62	79	0	0	16	3	23	15	5
3147	High School	F. J. Bartlett	Dept.	6	6	168	229	0	0	60	25	15	17	38
3148	do	Herbert S. McCasland	Dept.	1	0	5	5	0	0	0	0	0	0	0
3149	Union School	Henry S. Armstrong	Ind.	1	1	10	20	97	102	0	0	0	0	0
3150	do	R. J. Wallace	Ind.	1	2	38	42	0	0	3	1	2	3	5
3151	High School	William H. Lisk	Dept.	1	2	10	25	0	0	2	5	3	2	1
3152	Union School	F. W. Crumb, A. M.	Dept.	1	5	47	57	0	0	8	7	6	5	1
3153	Bainbridge	H. H. Southwick	Dept.	1	2	23	45	0	0	0	0	0	2	3
3154	Union School *	John Kennedy	Dept.	0	5	100	150	0	0	0	0	0	0	0
3155	Batavia	Wm. H. Good, LL. B., Pd. B.	Dept.	1	3	33	67	0	0	4	11	9	15	7
3156	Bath on Hudson	Claude A. Duvall	Dept.	1	6	16	33	0	0	0	1	4	0	1
3157	Bayshore		Dept.	1	1	1	1	0	0	0	0	0	0	0

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	1	Name.	Principal.	Department or independent.	Students.								Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.						
					Second-ary in-struct-ors.		Second-ary stu-dents.		Elementary students.		Preparing for college.						Gradu-ates in 1897.		College prepar-atory stu-dents in the class that gradu-ated in 1897.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.		
NEW YORK—cont'd.	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Belfast		Fred. W. Gray	Ind. ...	2	1	35	45	66	87	0	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	.....
Bergen	3158	Seminary and High School.	H. D. Bartlett	Dept.	0	3	27	28	0	0	11	15	0	0	1	5	1	0	4	.....	675	\$3,887
Binghamton	3159	Central High School	Albert Leonard	Dept.	4	13	269	370	0	0	15	11	29	9	25	34	13	6	4	.....	700	78,000
Bolivar	3160	Union School	A. J. Glennie	Dept.	1	1	24	38	0	0	0	2	0	0	0	8	0	2	4	.....	700	5,500
Bonville	3161	High School	C. H. Warfield, A. M. ...	Dept.	2	3	46	58	0	0	4	0	3	2	5	4	4	1	4	.....	635	11,725
Brewster	3162	Union School	Henry S. Purdy	Dept.	1	2	24	16	0	0	0	0	0	0	2	1	0	0	4	.....	336	9,096
Bridgewater	3163	do	William D. Morrow	Ind.	1	1	28	25	32	65	0	0	0	0	3	2	0	0	4	.....	300	4,000
Brockton	3164	do	P. E. Marshall	Dept.	1	2	41	54	0	0	0	0	4	3	2	2	0	0	4	.....	500	7,000
Brookfield	3165	do	Frank Stanbro	Ind.	1	2	39	28	57	41	4	2	9	8	3	1	2	0	4	.....	700	4,585
Brooklyn	3166	Boys' High School	John Mickleborough	Dept.	39	0	1270	0	0	0	257	0	256	0	168	0	33	0	4	.....	3,739	350,000
Buffalo	3167	Girls' High School	Calvin Patterson	Dept.	4	72	0	2130	0	0	48	0	36	0	129	0	22	4	.....	3,000	500,000	
Cambridge	3168	Central High School	Frederick A. Vogt	Dept.	11	50	884	1305	0	0	47	15	10	3	1	1	1	0	4	.....	217,762	24,800
Camden	3169	Union School	E. E. Smith	Dept.	1	2	28	33	0	0	0	0	12	6	2	9	2	9	4	.....	600	12,000
Canajoharie	3170	High School	D. D. Van Allen, M. A. ...	Dept.	2	1	2	50	60	0	0	0	8	7	3	4	2	2	4	.....	1,470	81,560
Canandaigua	3171	do	C. M. Bean	Dept.	3	7	123	152	0	0	20	10	40	30	2	10	2	3	4	.....	3,300	.....
Canaseraga	3172	do	J. Carlton Norris	Ind.	0	2	8	14	50	35	1	0	0	1	1	1	1	1	0	.....	640	9,380
Canastota	3173	Union School	N. A. Darling	Dept.	1	3	30	39	0	0	1	0	0	0	0	2	0	0	4	.....	758	30,995
Canter	3174	Academy	George H. Ottaway	Dept.	1	2	30	27	0	0	0	0	0	0	0	1	0	0	4	.....	609	9,575
Canistota	3175	do	James W. Alexander	Dept.	1	3	40	70	0	0	5	5	0	0	0	0	0	0	4	.....	1,431	3,000
Canistota	3176	Academy and Union School.	W. D. Hood and H. B. O'Neil	Ind.	1	3	40	70	0	0	5	5	0	0	0	0	0	0	4	.....	.....	.....
Canistota	3177	do	Arthur E. Chase	Dept.	1	4	69	58	0	0	9	7	.....	.....	.....	.....	.....	.....	.....	.....	300	40,000
Carthage	3178	do	M. F. Perry	Dept.	1	3	45	55	0	0	2	1	5	3	3	4	2	0	4	.....	1,200	30,000
Castile	3179	Union School	George H. Stratton	Dept.	1	1	19	21	8	17	0	0	0	0	0	0	0	0	4	.....	560	6,850
Castile	3180	do	do	Dept.	1	1	19	21	8	17	0	0	0	0	0	0	0	0	4	.....	560	6,850

Catskill.....	Academy.....	N. Julia Bates.....	Dept.....	2	5	68	58	0	0	10	12	6	3	4	3	3	4	1,000
3181	Cataraugus.....	J. L. Walworth.....	Ind.....	1	3	47	34	140	160	4	6	2,143	23,087
3182	Central Square.....	Orrin Du Bois.....	Ind.....	1	3	57	25	30	52	0	0	2	2	2	2	0	4	515
3183	Chenango.....	Mylo E. Ryan.....	Ind.....	1	1	13	10	67	90	3	3	0	0	0	0	0	4	700
3184	Chenango.....	Edward J. Manly.....	Dept.....	1	1	14	32	0	0	0	0	0	0	0	0	0	4	500
3185	Chenango.....	W. J. Deans.....	Dept.....	1	2	23	33	0	0	0	0	3	4	0	0	0	4	12,000
3186	Chenango.....	S. McKee Smith, Ph. B.	Dept.....	1	4	46	72	0	0	2	3	13	19	1	7	1	4	3,054
3187	Chenango.....	B.	Dept.....	1	4	46	72	0	0	2	3	13	19	1	7	1	4	15,600
3188	Chester.....	John F. Barringer.....	Dept.....	1	3	22	29	0	0	0	0	0	2	7	2	7	4	6,000
3189	Chittenango.....	William M. Fort.....	Ind.....	0	5	26	54	105	87	6	1	4	0	4	5	.....	15,000
3190	Churchville.....	N. Leo.....	Dept.....	1	1	10	20	0	0	0	0	0	1	2	1	2	600	
3191	Cinquebatus.....	W. E. Gushue.....	Dept.....	0	10	10	10	40	44	.....	.....	.....	0	0	0	0	1,500
3192	Clarence.....	George A. Bolles, A. M.	Ind.....	0	8	35	45	109	155	3	5	7	2	2	6	1	4,395	
3193	Clayton.....	Hiram D. Hall.....	Dept.....	1	2	38	40	15	20	3	5	2	1	1	1	1	3,300	
3194	Clayville.....	E. E. Edgerton and S. D. Butler.....	Ind.....	0	3	34	33	64	63	1	0	1	0	1	0	0	430	
3195	Clyde.....	Percy L. Wright.....	Dept.....	1	4	26	32	0	0	10	2	3	0	2	2	0	1,698	
3196	Clyde.....	Charles E. Allen.....	Dept.....	1	4	41	44	30	30	4	2	6	3	4	1	1	1,800	
3197	Cobleskill.....	W. H. Ryan.....	Dept.....	1	2	36	43	0	0	7	6	0	0	5	1	3	1,200	
3198	Cobleskill.....	George M. Strout.....	Dept.....	1	3	25	43	0	0	3	3	2	0	6	4	3	2,000	
3199	Cold Spring.....	Otis Montrose.....	Dept.....	1	2	28	32	0	0	3	2	0	0	4	3	0	2,000	
3200	Cooperstown.....	W. D. Johnson.....	Dept.....	2	3	58	61	0	0	6	5	.....	5	10	0	2	3,000
3201	Cornwall.....	F. A. Walker.....	Dept.....	1	1	31	38	32	45	3	4	2	1	0	1	0	825	
3202	Cornwall.....	George Raynor.....	Ind.....	1	1	3	12	72	69	0	0	0	0	2	1	0	400	
3203	Cornwall.....	A. M. Hollister, A. M.	Dept.....	1	2	35	42	0	0	0	0	5	8	7	12	4	800	
3204	Corning.....	Leigh R. Hunt.....	Dept.....	1	4	47	68	0	0	2	0	35	20	5	3	5	1,678	
3205	Cornwall on the enry.....	G. H. Baskerville, A. B.	Dept.....	1	2	19	23	0	0	0	0	5	8	0	2	0	500	
3206	Cornwall.....	F. E. Smith.....	Dept.....	1	2	31	28	0	0	0	0	12	10	0	0	0	778	
3207	Coxsack.....	George W. Fairgreve, A. M.	Dept.....	1	1	23	23	0	0	3	1	.....	0	0	0	0	732
3208	Crownpoint.....	A. A. Lavery.....	Ind.....	1	1	10	12	65	85	0	0	5	8	0	0	0	20	
3209	Cuba.....	J. E. Devay.....	Dept.....	1	3	49	84	0	0	6	6	12	5	11	2	2	18,000	
3210	Danville.....	W. G. Carver.....	Dept.....	1	3	47	68	0	0	0	0	6	12	7	0	0	3,755	
3211	Delevan.....	Ira F. Trevat.....	Ind.....	1	1	28	34	82	78	0	1	3	2	1	0	0	600	
3212	Deposit.....	George W. Pye.....	Ind.....	1	3	30	35	210	225	8	5	.....	6	6	4	2	2,000
3213	De Ruyter.....	J. S. Sears.....	Ind.....	0	3	30	40	56	101	0	0	0	0	4	0	0	205	
3214	Doyleville.....	James Eggenberger.....	Dept.....	3	1	7	9	7	11	0	0	3	0	0	0	0	200	
3215	Dryden.....	H. D. Cannon, Ph. B.	Dept.....	1	1	32	24	0	0	1	0	1	0	2	1	2	631	
3216	Dundee.....	F. J. Schneek.....	Dept.....	2	1	20	30	11	25	3	0	0	4	2	3	0	700	
3217	Dunkirk.....	J. Edman Rawsee.....	Dept.....	2	2	41	68	0	0	3	1	10	10	1	8	0	150	
3218	Dunkirk.....	Edward J. Rowe.....	Ind.....	1	1	23	25	0	0	0	0	0	0	0	0	0	449	
3219	East Aurora.....	Charles Goldsmith.....	Dept.....	1	2	61	74	0	0	0	4	2	.....	1	5	0	51,245
3220	East Bloomfield.....	Dwight B. Williams, A. M.	Ind.....	1	2	20	35	0	0	0	0	3	5	1	3	1	1,000	
3221	East Penbrooke.....	John W. Currie.....	Dept.....	0	1	9	13	49	35	2	0	.....	0	1	.....	4	800
3222	East Syracuse.....	Edwin H. Chase, Ph. B. M. A.	Dept.....	2	5	38	46	0	0	.....	.....	1	0	6	10	3	1,600

*Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Second-ary in-struct-ors.				Elementary students.				Preparing for college.				Gradu-ates in 1897.				Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.		Gradu-ates in 1897.													
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
NEW YORK—cont'd.																							
3223	Elizabethtown.....	Schnyler F. Herron, A. B.	Dept..	2	2	9	16	0	0	0	3	1	0	0	0	0	0	4	....	713	\$6,000	
3224	Ellenville.....	John W. Chandler	Dept..	1	5	35	89	0	0	5	1	0	1	2	5	2	1	4	....	266	30,235	
3225	Ellicottville.....	Clifton J. Melrose, A. B.	Dept..	1	1	16	25	15	17	1	1	2	0	0	2	0	0	4	....	984	19,000	
3226	Ellicottville.....	Ellis W. Storms	Dept..	0	3	35	41	0	0	4	5	0	0	0	0	0	0	4	....	215	4,000	
3227	Elmira.....	Charles W. Evans	Dept..	2	10	172	196	3	2	5	6	...	...	93	21	8	6	4	2,450	400	72,050
3228	Elmira.....	G. A. Jacobs, M. S.	Dept..	0	3	7	6	73	69	0	0	3	2	...	0	1	0	3	....	450	300	
3229	Fairport.....	Arthur C. Simmons	Dept..	1	4	40	65	0	0	13	21	11	19	7	8	4	7	4	....	554	43,600	
3230	Falconer.....	J. S. Wright	Ind.	1	1	15	35	106	97	1	1	0	1	0	1	0	1	4	....	310	14,350	
3231	Fayetteville.....	Edward B. Du Mond	Dept..	1	3	25	38	0	0	0	0	12	14	2	2	1	1	4	....	1,746	28,800	
3232	Fishkill.....	E. F. Brown, B. L.	Dept..	1	1	16	10	49	72	0	0	0	0	0	0	1	0	2	....	337	9,970	
3233	Florida.....	Frank H. House	Dept..	1	4	37	94	0	0	0	1	0	0	0	0	1	0	4	....	929	11,300	
3234	Flushing.....	Joannio Pomerene	Dept..	1	1	17	23	0	0	3	2	0	0	4	2	2	1	4	....	3,000	18,331	
3235	Fonda.....	Charles A. Coons	Dept..	1	2	56	55	0	0	5	8	12	18	3	6	2	5	4	....	1,252	10,000	
3236	Forestville.....	A. C. Anderson	Dept..	1	1	17	23	0	0	0	0	0	0	4	2	2	1	4	....	1,381	10,000	
3237	Fort Covington.....	Harlow Godard	Ind.	1	1	8	11	126	110	0	0	0	0	3	6	2	5	4	....	1,387	9,100	
3238	Fort Edward.....	W. S. Coleman	Dept..	1	3	15	28	18	21	0	0	0	0	0	0	0	0	4	....	1,800	25,000	
3239	Fort Plain.....	Russell H. Bellows	Dept..	1	2	21	35	0	0	3	4	2	2	0	0	0	0	3	....	806	23,150	
3240	Frankfort.....	Samuel J. Slawson	Dept..	1	3	27	37	22	23	3	0	0	0	7	7	0	0	4	....	300	2,500	
3241	Frewsburg.....	P. E. Marshall	Ind.	1	1	9	11	99	121	3	0	...	...	6	6	1	0	4	....	422	27,800
3242	Friendship.....	T. H. Armstrong	Ind.	2	3	25	50	75	250	5	5	10	3	7	2	7	2	4	22	1,000	60,000		
3243	Fulton.....	B. G. Clapp	Dept..	1	3	51	65	0	0	0	2	3	2	0	8	6	4	4	....	700	27,800	
3244	Fultonville.....	H. E. Bolton	Dept..	1	0	15	5	40	25	0	0	2	0	0	2	0	2	4	....	600	16,600	
3245	Gainesville.....	A. H. Wadsworth	Dept..	1	1	7	13	0	0	0	0	2	0	3	0	1	0	4	....	300	3,000	

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1895-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Second-ary in-struct-ors.				Students.												Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, apparatus, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.	Preparing for college.		Gradu-ates in 1897.	College prepar-atory stu-dents in the class that gradu-ated in 1897.													
				Male.	Female.		Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
NEW YORK—cont'd.																							
3290	Limestone	Union School and Acad-emy.	Dept..	1	1	12	22	33	8	0	0	0	0	2	5	0	0	3	310	\$10,098			
3291	Lisle	Loren S. Minckley	Ind ..	2	1	18	16	0	0	2	2	4	6	1	1	0	0	3	325	7,400			
3292	Little Falls	D. S. Zimmer	Dept..	1	2	64	58	0	0	13	9	5	0	5	3	4	1	4	3,500	10,000			
3293	Liverpool	Marcellus Oakley, A. M.	Dept..	1	1	13	24	112	152	1	0	1	0	0	0	0	0	4	719	18,000			
3294	Livonia	Manford D. Green	Ind ..	1	2	23	21	97	109	1	0	2	0	3	5	2	2	4	800	101,815			
3295	Lockport	Charles S. Williams	Dept..	5	6	181	234	0	0	2	3	15	10	12	28	2	2	3	768	25,785			
3296	Long Island City	Edward Hayward	Dept..	1	5	68	104	0	0	5	12	.....	.....	3	12	2	5	.....	714	5,700
3297	Lyndonville	A. M., Ph. D.	Dept..	1	2	22	19	37	30	2	1	0	0	0	0	0	0	4	702	5,700			
3298	Lyons	J. H. Filer	Dept..	4	1	50	95	0	0	8	0	20	15	1	7	1	2	4	2,800	66,015			
3299	McGrawville	W. H. Kinney	Dept..	1	1	21	15	59	85	0	0	0	0	0	1	0	0	4	270	7,000			
3300	Madison	George D. Bailey	Ind ..	0	2	23	30	22	35	.....	.....	.....	.....	.....	.....	.....	.....	4	250	3,830
3301	Madrid	William D. Miller	Dept..	1	1	10	12	0	0	.....	.....	.....	.....	1	2	1	0	4	515	6,759
3302	Malone	Frank H. Wallace	Dept..	2	7	57	61	0	0	0	6	1	.....	9	11	1	1	4	5,115	48,528		
3303	Malone	E. D. Merriman, A. B.	Dept..	1	2	15	17	0	0	0	0	3	.....	0	0	0	.....	4	1,350	6,537	
3304	Manlius	Arthur E. Neely	Dept..	1	2	25	38	0	0	.....	.....	.....	.....	0	0	0	.....	4	600	14,550
3305	Margaretville	George H. Studley	Dept..	2	4	9	24	0	0	2	4	1	0	3	15	0	3	4	750	4,000			
3306	Margaretville	Leonard M. Sackett	Dept..	1	1	30	40	0	0	0	5	2	1	0	5	1	2	0	200	25,000			
3307	Massena	William C. Davis	Dept..	1	1	21	35	0	0	.....	.....	.....	.....	1	5	1	3	4	500	35,000
3308	Matteawan	G. R. Miller	Dept..	1	2	31	62	87	98	1	2	0	1	4	1	3	1	2	1,050	27,500			
3309	Mayville	T. E. Lockhart, A. M.	Ind ..	2	1	38	62	0	0	0	2	0	0	4	4	0	0	4	1,556	40,000			
3310	Mechanicville	L. B. Blakeman	Dept..	1	2	61	42	0	0	0	2	0	0	4	3	3	1	0	4	1,500	32,000		
3310	Medina	Henry Pease	Dept..	1	4	34	76	0	0	1	0	5	4	3	3	0	0	4	1,500	32,000			

	Mexico	Academy and High School.	A. W. Skinner	Dept.	2	50	75	0	0	4	0	6	5	1	0	1	0	4	2,000	15,000	
3311	Middleburg	High School	William M. Marvin	Dept.	1	2	37	44	0	0	0	4	0	0	2	0	4	1,212	25,000		
3312	Middle Granville	Union School	William E. Freeman	Dept.	1	1	22	23	0	0	2	4	0	1	2	1	4	500	10,000		
3313	Middleport	Union High School	Frederick R. Stevens	Dept.	1	3	11	17	0	0	4	3	0	0	1	2	0	800	12,850		
3315	Middletown	Walkill Free Academy*	James F. Tutball	Dept.	2	6	65	78	0	0	4	3	0	4	11	4	0	4	650	9,500	
3316	Middleville	Union School	H. F. Reynolds	Dept.	1	0	8	10	0	0	0	0	0	0	0	0	0	250	7,500		
3317	Mineville	do	S. D. McClellan	Dept.	1	1	16	21	9	44	0	0	1	3	2	1	1	4	550	23,650	
3318	Mohawk	Union School and Acad-emy.	S. A. Watson	Dept.	1	3	22	31	0	0	0	1	3	2	1	1	1	367	3,000		
3319	Montgomery	Union School	Reuben Fraser	Dept.	1	3	20	21	10	29	2	1	0	0	3	4	2	1,000	16,680		
3320	Monticello	do *	W. W. Miller, A. B.	Ind	0	5	30	40	110	140	1	0	0	0	1	0	4	600	3,500		
3321	Montour Falls	do *	Herbert G. Jeffers	Ind	1	0	6	5	94	75	0	0	0	0	5	5	1	410	828		
3322	Moravia	do	J. D. Biedlow	Dept.	1	2	38	60	0	4	2	0	0	0	2	2	4	1,200	12,000		
3323	Morris	High School	George R. Greene	Dept.	0	3	24	20	6	40	3	2	0	0	6	2	0	4	425	4,400	
3324	Morrisville	Union School*	Archibald S. Knight	Ind	1	1	12	18	52	54	0	0	1	1	4	1	0	3	1,000	20,000	
3325	Mount Morris	High School	Luther N. Steele	Dept.	1	2	14	41	0	0	3	2	7	0	0	0	0	4	300	7,000	
3326	Mount Morris	Union School*	Frank M. Wiggins	Ind	1	0	16	14	34	56	6	4	3	0	0	0	4	1,588	20,000		
3327	Munnsville	High School	W. C. Noll	Dept.	1	3	20	34	0	0	0	0	0	0	2	4	2	1,500	38,000		
3328	Newark	Union School and Acad-emy.	John W. Robinson	Dept.	1	4	40	50	0	0	4	5	0	0	0	3	0	4	1,500	38,000	
3329	Newark Valley	Union School *	Miss Fanny L. Hughes	Ind	0	3	14	18	76	84	1	0	0	0	0	0	3	471	5,000		
3330	New Berlin	do	W. A. Ingalls	Dept.	1	1	12	26	23	29	0	1	1	3	7	1	1	3	800	22,727	
3331	Newburg	Academy	James Crane	Dept.	5	8	152	175	96	94	12	6	15	25	19	33	4	5	4	700	3,800
3332	Newfield	Union School	Fred. V. Webster	Ind	1	1	16	19	54	58	3	0	2	0	3	0	2	0	4	660	10,000
3333	New Hartford	do	Frank B. Spaulding	Dept.	1	1	14	41	0	0	0	0	3	8	2	8	1	1	3	470	14,975
3334	New Rochelle	High School	Miss Ida M. Babcock	Dept.	1	4	68	53	0	0	0	0	1	0	2	5	0	4	4	4	4
3335	New York	East Side Evening High School	William C. Hess	Dept.	11	0	710	0	0	0	0	0	0	0	0	0	0	0	0	0	
3336	do	Harlem Evening High School	Edward A. Page	Dept.	13	0	903	0	0	0	0	0	0	0	0	0	0	0	0	0	
3337	do	New York Evening High School	Samuel Ayres	Dept.	12	0	799	0	0	0	0	0	0	0	0	0	0	0	0	0	
3338	Niagara Falls	High School	R. A. Taylor and Thomas B. Lovell	Dept.	2	7	78	156	0	0	2	3	5	4	0	13	0	4	1,090	22,650	
3339	Nichols	Union High School	Edson L. Moore	Ind	1	1	1	4	69	76	0	0	0	1	0	0	0	3	500	4,200	
3340	North Brookfield	Union School and Acad-emy.	Homes T. Case	Ind	0	2	6	6	36	21	0	0	0	0	0	2	0	4	592	4,038	
3341	North Colocation	Union School *	Myron C. Plough	Ind	0	3	26	27	69	83	0	0	2	4	1	3	0	4	465	5,000	
3342	North Tarrytown	do	N. H. Dumond	Dept.	1	1	25	21	0	0	0	0	0	0	2	3	0	3	1,189	25,730	
3343	North Tonawanda	High School	Clinton S. Marsh	Dept.	3	4	76	68	0	0	12	11	4	0	4	3	1	4	584	40,500	
3344	Northville	Union School	F. Johnson	Dept.	1	1	8	11	0	0	0	0	0	0	0	0	0	3	640	7,775	
3345	Norwich	High School	Stanford J. Gibson	Dept.	1	5	80	100	0	0	7	12	20	30	12	19	7	1	4	4,300	115,000
3346	Norwood	Union School *	Edwin F. McDonald	Ind	1	1	29	38	145	239	1	2	4	12	2	8	1	5	3	840	19,000
3347	Nunda	do	William M. Robinson	Ind	1	1	25	45	95	80	0	0	0	0	4	6	3	1	4	683	11,000
3348	Nyack	do	Ira H. Lawton	Dept.	0	6	51	43	0	0	0	0	0	0	2	7	0	3	1,392	2,374	
3349	Olean	High School	O. W. Wood, Ph. B.	Dept.	2	7	48	115	77	70	4	6	6	6	10	12	10	4	2,374	26,637	
3350	Oneida	do	Frank W. Jennings	Dept.	1	5	68	95	0	0	15	7	42	44	11	10	6	8	4	206	27,000
3351	Oneonta	do	Alfred W. Abrams	Dept.	1	4	31	41	47	69	0	0	0	0	1	5	0	4	1,000	27,000	
3352	Oneonta Valley	do	D. H. Cook	Dept.	1	3	50	75	0	0	12	7	3	2	1	4	1	4	1,000	27,000	

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.				Gradu-ates in 1897.		College prepar-atory stu-dents in theclass that gradu-ated in 1897.									
								Classi-cal course.		Scien-tific course.													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
NEW YORK—cont'd.																							
3353 Orchard Park.....	Union School.....	A. K. Hoag.....	Ind.....	0	2	23	19	42	53	0	0	0	0	0	2	1	0	0	4	820	\$6,000	
3354 Oswego.....	High School.....	Charles W. Richards.....	Dept.....	1	5	107	167	0	0	4	7	5	5	5	10	26	2	2	4	553	3,260	
3355 Ovid.....	Union School.....	Lewis H. Clark, Jr.....	Dept.....	1	2	30	28	0	0	0	2	0	2	3	1,822	18,139	
3356 Owego.....	Academy.....	Ezra J. Peck, A. M.....	Dept.....	2	5	62	93	0	0	16	4	10	14	0	14	4	7,121	70,000	
3357 Oxford.....	Academy and Union School.....	William Cary Joslin.....	Dept.....	1	2	26	30	0	0	0	0	17	9	3	0	2	0	4	.....	1,666	38,664	
3358 Painted Post.....	Union School.....	Alvin Z. Pierce.....	Ind.....	1	1	20	23	73	85	0	0	0	0	0	0	2	0	0	4	300	7,000	
3359 Palatine Bridge.....do.....	A. E. Barnes.....	Ind.....	1	1	9	7	42	33	3	0	2	0	0	0	0	0	0	4	700	13,000	
3360 Palmyra.....	Classical Union School.....	S. Dwight Arms, A. M.....	Dept.....	1	4	51	102	0	0	2	5	1	0	3	4	1	2	4	.....	2,930	44,430	
3361 Parish.....	High School.....	J. W. Fowler.....	Ind.....	1	1	23	22	66	73	0	0	0	0	0	2	0	0	4	.....	629	9,300	
3362 Patchogue.....	.....do.....	W. E. Gordon.....	Dept.....	1	1	66	70	0	0	2	1	0	0	8	4	0	0	4	.....	1,430	25,000
3363 Peekskill.....	Drum Hill School.....	John Millar.....	Dept.....	1	3	30	41	0	0	0	0	0	0	4	9	0	0	3	.....	394	35,850	
3364 .....do.....	Oakside School.....	A. D. Dunbar, Pd. D.....	Dept.....	1	2	33	39	0	0	0	0	1	4	6	10	1	3	3	.....	700	60,000	
3365 Penn Yan.....	Academy.....	George H. Hoxie, A. M.....	Dept.....	2	4	62	125	0	0	3	1	2	3	5	16	3	5	4	.....	130	15,000	
3366 Perry.....	Union School.....	Mary E. Catton.....	Ind.....	0	3	28	22	0	0	0	0	2	2	6	4	0	0	4	.....	700	27,250	
3367 Peterboro.....	Evans Academy and Union School.....	Arthur H. Jackson.....	Dept.....	0	2	20	15	25	25	2	1	2	0	2	3	.....	.....	4	.....	1,000	10,000
3368 Phelps.....	Union and Classical School.....	D. D. Edgarton.....	Dept.....	1	2	45	50	0	0	3	3	4	1	2	3	2	2	4	.....	900	16,000	
3369 Philadelphia.....	Union High School.....	John G. Peck.....	Dept.....	1	1	25	32	0	0	0	0	3	1	1	3	0	0	4	.....	425	6,400	
3370 Phoenix.....	High School.....	Edwin J. Howe.....	Ind.....	1	4	35	40	135	140	2	2	2	3	0	9	0	2	4	.....	700	10,000	
3371 Pittsford.....	.....do.....	A. A. Lewis and Mary Dugan.....	Dept.....	0	3	23	30	12	18	1	1	.....	.....	2	5	1	1	4	.....	415	17,750
3372 Plattsburg.....	.....do.....	Helen D. Woodward.....	Dept.....	1	7	86	58	0	0	14	7	.....	.....	4	3	.....	.....	4	.....	1,482	40,000
3373 Port Byron.....	.....do.....	Wm. L. Harris, A. B.....	Dept.....	1	2	30	30	0	0	0	0	5	5	3	3	3	1	4	.....	1,000	14,000

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Second-ary in-struct-ors.		Elementary students.		Preparing for college.		Gradu-ates in 1897.		Length of course in years.		Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.										
				Male.	Female.	Male.	Female.	Class-ical course.		Sci-entific course.		Male.	Female.													
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
NEW YORK—cont'd.																										
3419	Silver Creek.....		High School.....																							
3420	Sinclairville.....	J. M. McKee, Ph. B.	Academy.....	1	2	36	49	0	0	0	0	0	0	0	0	8	15	0	3	0	1	4	---	1,992	\$24,830	
3421	Sing Sing.....	F. S. Hammon, M. A.	High School.....	1	2	24	36	0	0	0	0	0	0	0	0	0	0	0	6	0	0	4	---	350	11,000	
3422	Skaneateles.....	Ida W. Bennett.....	Union School.....	0	3	66	93	0	0	0	0	0	0	0	0	0	0	0	4	4	---	3	---	---	13,700	
3423	Southville Flats.....	H. Frank Miner.....	do.....	1	3	35	46	4	2															---	5,000	
3424	Solvay.....	Frank D. Warren.....	do.....	1	0	14	31	26	0	0	0	0	0	0	0	0	0	0	0	0	0	4	---	---	4,500	
3425	Southampton.....	Charles O. Richards.....	High School.....	1	3	15	25	0	0	3	5	0	0	1	0	1	0	1	0	1	0	1	4	---	1,200	16,000
3426	South Glens Falls.....	F. S. Johnson.....	do.....	1	3	18	41	162	164	3	4	6	0	2	0	2	0	0	0	0	0	1	4	---	1,050	25,000
3427	South New Berlin.....	J. E. Kelley.....	do.....	1	2	5	16	26	25	0	0	0	0	0	0	0	0	0	0	0	0	4	---	450	27,881	
		Charles S. Gibson.....	Union School and Acad-emy.....	1	0	12	6	38	54	0	0	0	0	5	0	0	0	0	0	0	0	3	---	500	4,000	
3428	Springville.....	Robert W. Hughes.....	Grading Institute.....	1	3	74	78	0	0	4	5	5	7	1	2	0	0	1	0	1	0	4	---	1,375	32,500	
3429	Stanford.....	Sherman L. Howe.....	Summery and Union School.....	2	4	10	22	13	30					0	1	0	0	1	0	0	1	4	---	2,500	13,500	
3430	Stillwater.....	Willis N. Hinman.....	High School.....	1	1	16	16	0	0					0	0	0	0	0	0	0	0	4	---	900	15,000	
3431	Syracuse.....	Wm. K. Wicks, A. M.	do.....	8	26	519	764	0	0	10	23	4	0	57	111	14	23	3	---	---	---	---	3	---	2,573	116,095
3432	Tarrytown.....	Albert W. Emerson.....	Washington Irving High School.....	1	2	30	40	0	0	1	1	1	0	0	0	0	0	0	0	0	0	4	---	2,601	15,000	
3433	Theresa.....	J. S. Fox.....	Union School.....	1	1	19	19	21	18	0	0	0	0	1	1	0	0	1	1	0	0	4	---	100	8,000	
3434	Tioga Center.....	C. G. Rider.....	do.....	1	0	10	5	39	24	1	0	0	4	2								---	---	---	8,600	
3435	Tonawanda.....	Walter T. Palmer.....	do.....	1	2	31	48	20	12	0	0	0	0	0	7	0	0	0	0	0	0	4	---	1,600	14,375	
3436	Troy.....	Martin H. Wolcott.....	High School.....	5	3	104	132			24	7			9	25	4						---	---	---	5,000	
3437	Tully.....	Levi W. Herrick.....	Union School.....	1	0	22	31	21	31	4	2			5	10	2	3	4	---	---	---	---	---	---	10,390	
3438	Unadilla.....	M. J. Fletcher.....	do.....	1	3	40	40	0	0	3	1	10	5	0	0	0	0	0	0	0	0	2	---	1,638	4,800	
3439	Union.....	James L. Lusk.....	do.....	1	2	5	12	25	18	0	0	0	0	2	8	0	0	0	0	0	0	4	---	900	19,000	
3440	Union Springs.....	Lewis H. Carris.....	do.....	1	2	20	15	0	0	0	0	3	6	1	0	1	0	1	0	1	0	4	---	500	19,000	

3441	Utica.....	Academy.....	A. L. Goodrich, A. B.	Dept..	5	0	194	212	0	0	72	25	2	0	26	27	10	6	4	1,235	80,000
3442	Vadon.....	Union School.....	W. L. Millais.....	Ind..	1	1	8	22	117	101	0	0	0	0	0	0	0	0	4	1,171	10,485
3443	Vernon.....	do.....	E. R. Adams.....	Ind..	1	1	45	40	30	35	0	0	0	0	2	4	0	0	6	1,809	3,287
3444	Victor.....	do.....	Geo. R. Wicker, A. B.	Ind..	1	2	35	55	65	85	8	10	3	0	2	12	2	10	4	1,000	14,000
3445	Walden.....	High School.....	D. C. Donnick.....	Dept..	1	3	27	40	0	0	0	0	3	4	4	6	3	2	4	1,000	28,000
3446	Walton.....	do.....	James L. Fairgrieve.....	Dept..	1	5	65	84	0	0	14	10	5	0	2	4	1	1	4	1,900	56,500
3447	Wappingers Falls.....	Graded School.....	Samuel Mansfield.....	Dept..	1	0	5	14	0	0	.....	.....	.....	.....	2	7	0	0	2	502	13,200
3448	Warrensburg.....	Union School and Acad. emy.....	B. F. Record.....	Dept..	1	3	12	18	0	0	.....	.....	.....	.....	.....	0	1	4	.....	1,086	7,957
3449	Warsaw.....	do.....	Irving B. Smith.....	Dept..	2	2	72	97	0	0	7	7	7	9	5	4	5	4	4	.....	41,600
3450	Warwick.....	Institute.....	L. W. Hoffman.....	Dept..	1	3	30	40	0	0	2	0	.....	.....	4	1	3	0	4	1,500	30,000
3451	Washingtonville.....	High School.....	John H. Burrows.....	Dept..	1	1	13	13	1	1	.....	.....	.....	.....	5	3	0	0	2	75	6,650
3452	Watford.....	do.....	M. J. Cook.....	Dept..	0	4	35	50	0	0	2	1	0	0	3	5	0	0	4	40	2,500
3453	Waterport.....	Union School.....	Melvin F. Gearhart.....	Dept..	1	1	14	14	32	44	.....	.....	.....	.....	1	2	0	0	3	225	2,500
3454	Watertown.....	High School.....	Eugene W. Lytle.....	Dept..	2	10	140	160	0	0	23	7	25	10	7	26	2	3	4	1,500	30,000
3455	Waterville.....	do.....	Thos. E. Hayden.....	Dept..	2	3	40	55	0	0	10	5	.....	.....	2	7	1	1	4	1,200	33,900
3456	Watkins.....	do.....	Samuel S. Johnson.....	Dept..	1	3	43	65	0	0	.....	.....	.....	.....	6	3	0	3	4	270	20,000
3457	Webster.....	Classical and Union School.....	Edwin D. Webb.....	Dept..	1	2	23	14	0	0	4	0	10	8	2	1	1	0	4	485	6,550
3458	Weedsport.....	Union School.....	Lazelle R. Hopkins.....	Dept..	1	2	30	40	0	0	1	0	1	2	0	0	0	0	4	700	10,000
3459	Wellsville.....	High School.....	Lewis W. Craig.....	Dept..	2	2	48	74	0	0	5	4	0	0	5	7	2	0	4	800	30,000
3460	Westfield.....	do.....	Almon N. Taylor.....	Dept..	1	3	20	30	0	0	3	7	7	10	0	3	0	2	4	2,500	65,000
3461	West Hebron.....	Union School.....	Geo. E. Baldwin.....	Ind..	0	2	20	23	21	29	2	1	0	0	0	1	0	1	3	250	3,000
3462	Westport.....	Union High School.....	Geo. W. Kennedy.....	Dept..	1	2	39	44	0	0	.....	.....	15	18	2	5	1	1	4	1,400	12,000
3463	West Winfield.....	Union School and Acad. emy.....	E. S. Babcock, A. B.	Ind..	2	3	28	42	77	70	5	4	2	0	2	0	1	0	4	1,700	20,000
3464	Whitehall.....	Central High School.....	W. W. Howe, supt.....	Dept..	0	5	39	56	0	0	.....	.....	.....	.....	1	6	.....	4	1,600	25,000	
3465	Whiteplains.....	High School.....	F. W. Brown, A. B., B. S. B. Pd.	Dept..	1	3	33	57	28	32	5	4	.....	.....	0	0	0	0	4	2,110	25,000
3466	Whitesboro.....	Union School.....	F. B. Van Ornum.....	Dept..	1	2	10	14	0	0	.....	.....	3	1	2	4	2	1	3	350	10,000
3467	Whitneys Point.....	do.....	Ernest P. Carr.....	Ind..	1	2	20	30	81	120	0	0	1	0	5	1	2	0	4	416	10,000
3468	Williamsville.....	do.....	D. B. Albert.....	Dept..	0	4	25	35	0	0	.....	.....	1	0	.....	.....	.....	4	750	20,000	
3469	Wilson.....	Union High School.....	H. C. Hustley.....	Ind..	1	2	24	20	18	26	4	5	0	0	0	0	0	0	4	1,524	11,000
3470	Windsor.....	Union School.....	C. W. Vandegrift, A. M.	Dept..	1	1	18	24	0	0	.....	.....	.....	.....	0	0	0	0	4	150	.....
3471	Wintthrop.....	Brasler and Stockholm Union School.....	Horatio P. Baum.....	Ind..	1	2	15	16	50	69	2	5	1	1	2	2	1	1	4	814	9,570
3472	Wolcott.....	Leavenworth Institute and Union School.....	H. J. Walter.....	Dept..	1	2	26	31	0	0	2	0	0	0	0	2	0	0	4	483	32,290
3473	Woodhaven.....	Union School.....	Cyrus E. Smith, supt.....	Dept..	0	3	27	23	0	0	.....	.....	.....	.....	2	4	.....	2	20	.....	4,625
3474	Woodhull.....	do.....	Fred. K. Darling.....	Ind..	1	0	12	18	64	62	.....	.....	1	1	1	1	1	3	350	10,000	
3475	Worcester.....	do.....	H. L. Tiple.....	Ind..	1	3	30	36	70	60	3	5	.....	.....	7	3	3	0	4	600	5,000
3476	Wyoming.....	Middlebury Academy and Union School.....	S. H. McIlroy.....	Dept..	1	1	10	31	37	62	1	2	.....	.....	0	3	0	1	4	.....	.....
3477	Yonkers.....	High School.....	Thos. O. Baker, Ph. D., Pd. D.	Dept..	3	8	152	122	0	0	.....	.....	.....	.....	10	18	6	7	4	100	10,259

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.										Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Second-ary stud-ents.		Elementary stud-ents.		Class-ific course.		Sci-entific course.		Gradu-ates in the class that grad-uated in 1897.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NORTH CAROLINA.																					
3478	Bryson City.....	Charles L. Palmer.....	Dept..	1	1	6	9	78	78	5	6							5		0	\$500
3479	Concord.....	James F. Shinn.....	Dept..	0	6	19	23	0	0	16	18	0	0	6	11	4	7	2			5,000
3480	Creston.....	Charles H. Lowe.....	Dept..	1	0	8	4	20	18	4	0	4	4							1,750	
3481	Durham.....	W. W. Flowers.....	Dept..	2	3	41	95	0	0					0	13	0	8	4		2,500	
3482	Eli.....	F. B. Brown.....	Ind..	1	0	4	2	33	38											150	
3483	Goldstoro.....	Thomas A. Sharpe.....	Dept..	2	40	48	0							5	6	5	3	4		3,000	
3484	Lexington.....	Rev. H. A. M. Hols- bouser, A. B.....	Ind..	1	0	4	1	34	41	4	1							3		20	1,200
3485	Reidsville.....	J. R. Reynolds.....	Dept..	1	0	4	4	156	263	4	4			2	2			2		50	1,500
3486	Severn.....	John W. Fleetwood.....	Ind..	1	0	3	6	11	18	3	6			0	0			4		300	
3487	Statesville.....	Walter R. Thompson.....	Dept..	2	1	1	10	0	0			1	4	1	10	1	4			200	
3488	Wilkesboro.....	Olin P. Ader.....	Ind..	1	0	3	6	27	22	1	2	3	3	0	0	0	0				500
3489	Winston.....	C. F. Tomlinson.....	Dept..	3	0	46	85	0	0					6	14	3	9	2		3,268	
NORTH DAKOTA.																					
3490	Bismarck.....	William Moore.....	Dept..	1	1	16	45	0	0					0	0	0	0	4		500	40,000
3491	Casselton.....	W. E. Hoover.....	Dept..	1	1	18	29	0	0					0	2	0	1	3		300	13,000
3492	Crystal.....	J. C. McCannell.....	Ind..	1	0	11	13	65	75	1	1									160	
3493	Dickinson.....	C. H. Channer.....	Dept..	1	1	10	8	0	0	1	1			2	2	1	5	3		540	20,000
3494	Drayton.....	H. A. Feyer.....	Dept..	1	1	14	12	0	0	10	12	0	0	5	6	5	6	3		300	6,000
3495	Ellendale.....	W. E. Hicks.....	Ind..	0	3	25	16	105	101					4	2			4		400	5,000
3496	Fargo.....	Eliza A. Kent.....	Dept..	1	3	26	67	0	0					6	7	2	0	4		400	125,000
3497	Grand Forks.....	Jennie Allen.....	Dept..	1	4	53	49	0	0					2	3	0	3	3		675	
3498	Hillsboro.....	B. G. Skulason.....	Dept..	1	1	7	8	0	0					0	0	0	0	4		907	

34499	Jamestown	do	Miss Gertrude Gibbs	Dept.	1	2	20	43	0	0	0	0	0	2	2	0	4	600	2,000	
34500	Larimore	do	P. S. Berg, B. S.	Ind.	1	0	26	24	75	70	3	4	7	0	0	4	800	12,000		
34501	Lisbon	do	B. Malcom Lawrence	Dept.	1	1	26	24	0	0	3	2	3	8	2	0	3	375	21,000	
34502	Mandan	Lincoln High School*	Prof. Will H. Seitz	Dept.	1	1	14	22	0	0	1	0	0	0	0	0	3	140	10,000	
34503	Minot	High School*	S. A. Danford	Dept.	1	1	22	36	0	0	6	12	0	2	0	4	4	25,000		
34504	Minto	do	James S. Carr	Dept.	1	0	6	4	24	26	2	2	0	0	0	0	3	150	15,000	
34505	Oakes	do	J. C. Hood	Dept.	1	3	30	35	0	0	0	0	3	4	4	4	300	13,000		
34506	Park River	do	J. D. Campbell	Dept.	1	1	10	25	0	0	0	0	1	3	1	2	3	400	13,000	
34507	Pembina	do	W. A. Godward	Dept.	1	0	15	16	0	0	0	0	0	0	0	0	3	300	10,000	
34508	St. Thomas	do	George Martin	Dept.	1	1	10	11	0	0	13	12	3	8	3	0	4	600	10,000	
34509	Valley City	do	J. E. McCartney	Dept.	2	3	18	22	0	0	0	0	0	0	3	5	2	500	20,000	
34510	Wahpeton	do	H. G. Klepper	Dept.	1	2	15	25	0	0	0	0	0	0	3	4	4	360	20,000	
OHIO.																				
35111	Aberdeen	High School	C. F. Hanselman	Dept.	1	0	8	19	0	0	0	0	0	0	0	0	3	1	9,000	
35112	Adamsville	do	C. S. Litlick	Ind.	1	0	5	6	71	50	0	0	0	0	0	0	3	850	135,000	
35113	Akron	do	Wilbur W. Root	Dept.	5	12	255	304	0	0	2	4	30	35	23	40	10	13	6,000	
35114	Alliance	do	J. W. Guthrie	Dept.	3	1	65	92	0	0	0	0	0	0	14	16	3	1,600	75,000	
35115	Alpha	Beaver Creek High School	F. C. Hubbell	Dept.	1	1	38	29	0	0	3	2	7	1	5	4	4	425	6,000	
35116	Amelia	High School*	John Slye	Ind.	1	0	24	10	45	86	0	0	0	0	4	2	3	108	10,000	
35117	Andover	do	R. P. Clark	Dept.	0	4	23	27	21	26	2	1	0	0	2	4	1	4	130	12,000
35118	Anna	do	S. E. Pearson	Dept.	1	0	15	15	55	60	0	0	0	0	2	3	1	0	350	5,000
35119	Antwerp	do	J. H. Secret	Dept.	1	2	11	20	0	0	0	0	6	9	0	5	3	150	3,000	
35120	Applecreek	do	L. E. Everett	Dept.	1	0	25	24	42	34	0	0	1	0	0	0	4	200	15,000	
35121	Arcanum	do	W. O. Smith	Dept.	2	4	20	18	0	0	0	0	0	0	2	0	4	250	5,000	
35122	Arebold	do	J. E. Hutchison	Dept.	1	0	14	15	0	0	0	0	0	0	0	0	3	125	300	
35123	Ashland	do	Miss Belle F. Osborn	Dept.	2	2	36	42	0	0	10	5	26	6	3	3	0	1,250	300,000	
35124	Ashley	do	W. E. Maddock	Dept.	1	0	20	14	0	0	0	2	0	1	4	0	3	300	28,000	
35125	Ashsaba	do	A. T. Urban	Dept.	1	3	56	79	0	0	3	6	6	6	12	2	8	300	28,000	
35126	Ashsaba, Station A.	Harbor High School	W. H. King	Dept.	2	2	31	51	0	0	0	0	0	0	1	8	3	325	5,000	
35127	Ashville	Harrison Township High School	H. M. Plum	Dept.	1	0	24	12	0	0	5	3	0	0	4	2	4	1	200	5,000
35128	Athens	High School	Miss Kate Boyd	Dept.	1	2	31	38	0	0	0	0	0	5	10	0	4	1,000	30,000	
35129	Attica	do	R. J. Kiefer	Dept.	2	0	13	24	0	0	4	1	2	0	2	6	0	3	250	12,000
35130	Baltimore	do	E. C. Hedrick	Dept.	1	0	19	17	48	57	0	0	0	0	1	3	0	4	120	8,000
35131	Bartholomew	do	W. S. Robinson	Dept.	2	1	29	13	0	0	6	6	7	0	2	3	3	4	358	17,000
35132	Barnesville	do	W. C. Bowers	Dept.	2	1	26	39	0	0	0	0	0	0	0	0	3	1,200	30,000	
35133	Bartlett	Wesley Township High School	C. F. Shinn	Dept.	1	1	30	30	0	0	0	0	0	0	0	0	3	1,200	30,000	
35134	Basin	High School	G. M. Morris	Dept.	1	0	12	10	45	63	0	0	0	0	0	0	4	156	4,500	
35135	Batavia	do	George P. Chatterton	Dept.	1	5	25	37	0	0	6	3	4	0	6	9	3	3	200	20,000
35136	Batesville	do	H. L. Hastings	Dept.	1	0	9	10	10	12	2	0	0	3	5	2	0	5	500	500
35137	Bath	do	John Woodling	Ind.	1	0	21	13	0	0	0	0	0	0	0	0	3	120	120	
35138	Beach City	do	M. C. Heninger	Ind.	1	0	14	17	66	65	0	0	0	0	0	0	3	75	9,000	
35139	Bealsville	do	C. S. Eaton	Dept.	1	1	0	13	8	57	1	1	4	4	0	0	0	3	23	11,000
35140	Beavercreek	do	C. Y. Fess	Dept.	1	0	15	14	0	0	0	0	0	10	10	0	0	5	5,000	5,000
35141	Bedford	do	J. L. Wright	Dept.	1	1	29	34	0	0	0	0	0	8	4	0	3	23	9,000	9,000

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				Gradu-ates in 1897.		College prepar-atory students in the class graduated in 1897.		Length of course in years.	Number of students in military drill.				
				Male.	Female.	Male.	Female.	Clas-sical course.		Sci-entific course.	Male.	Female.	Male.	Female.							
								Male.	Female.						Male.			Female.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
OHIO—continued.																					
3542	Bellaire.....	Alice Cunningham	Dept..	1	3	37	73	0	0	0	0	0	0	3	14	1	0	3	1,000	200	
3543	Bellbrook.....	S. O. Hale	Ind..	1	1	12	14	0	0	0	0	0	0	2	2	1	0	4	50		
3544	Belle Center.....	D. O. Dean	Dept..	1	1	12	15	0	0	2	4	0	0	2	4	0	2	4	300	2,000	
3545	Bellefontaine.....	Henry A. Cassidy	Dept..	1	3	71	95	0	0	5	4	0	0	7	20	1	0	4	250	2,000	
3546	Bellevue.....	H. C. Bates	Dept..	2	2	40	60	0	0	0	0	0	0	7	16	5	2	4	600	100	
3547	Belville.....	W. S. Lynch	Dept..	2	0	29	28	0	0	12	8	4	0	7	5	5	2	4	100	22,000	
3548	Belmont.....	S. C. Murphy	Dept..	1	0	10	20	60	60	0	0	0	0	0	0	0	0	2	100	4,000	
3549	Belpro.....	E. K. Barnes	Dept..	0	2	8	14	0	0	0	0	0	0	2	1	1	0	3	535	10,000	
3550	Berca.....	Miss Marie Warren	Dept..	1	2	31	36	0	0	0	0	4	3	12	11	3	2	3	690	1,500	
3551	Berlin.....	T. F. Leonard	Dept..	1	0	15	11	23	30	0	0	0	0	4	7	0	0	3	185	1,500	
3552	Berlin Heights.....	W. G. Scroggie	Dept..	1	0	25	26	0	0	0	0	0	0	1	3	0	0	4	100	12,000	
3553	Beverly.....	J. F. Wagner	Ind..	0	4	11	15	68	85	0	0	5	2	2	3	1	1	3	125	17,500	
3554	Bladensburg.....	James Dull	Ind..	1	0	6	9	41	39	0	0	0	0	1	5	1	5	3	200	15,000	
3555	Blanchester.....	J. L. Cadwallader	Dept..	1	1	0	25	12	0	0	0	0	0	1	5	1	5	3	50	10,000	
3556	Bloomington.....	T. Franklin Johnson	Ind..	1	2	7	22	63	53	1	5	0	0	2	3	1	1	3	200	15,000	
3557	Blue Creek.....	Harry S. Stevenson	Dept..	1	0	9	7	0	0	0	0	0	0	0	0	0	0	0	0	0	
3558	Bluffton.....	A. B. Kibler	Dept..	2	0	14	21	0	0	0	0	0	0	1	7	0	0	3	20,000		
3559	Bolivar.....	L. G. Kahn	Ind..	1	0	10	13	74	65	0	0	0	0	1	0	0	0	3	175	500	
3560	Bourneville.....	F. E. C. Kirkendall	Ind..	1	0	18	12	0	0	0	0	3	0	1	1	1	0	3	100	7,000	
3561	Bowenston.....	A. B. Wingate	Dept..	1	0	20	15	55	68	0	1	2	3	4	5	2	1	2	257	4,000	
3562	Bowling Green.....	Mrs. E. E. Barton	Dept..	1	2	49	73	0	0	0	0	0	0	11	10	0	0	4	250	25,000	
3563	Bradford.....	M. L. Maier	Dept..	2	0	15	14	0	0	3	2	4	2	0	0	0	0	4	250	25,000	
3564	Bratner.....	W. M. Coon	Dept..	1	1	22	31	0	0	0	0	1	0	0	0	0	0	3	93	18,000	

Brandt	Bethel Township High School.	R. S. Parsons.	Dept..	2	0	24	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Second-ary in-struct-ors.				Second-ary students.				Students.								Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
								Elementary students.		Preparing for college.				Gradu-ates in 1897.		College prepar-atory stu-dents in the class that gradu-ated in 1897.		Length of course in years.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
OHIO—continued.																					
36311	Everts High School *	Ralph E. Upton.....	Dept..	2	2	32	80	0	0	5	10			1	8			4		200	
36312	Clarkston High School	Charles Troy	Dept..	1	2	16	13	0	0					1	2	1	2	4		40	\$6,000
36313	do. *	J. W. Reynolds	Ind..	1	0	18	17	0	0	1	1	2	1	0	3			3			6,000
36314	do.	R. E. Andrew	Dept..	2	1	17	21	0	0	2	1	2	4	5	7			3			
36315	Central High School	Edward L. Harris	Dept..	19	32	734	1,067	0	0					59	109	39	58	4		3,600	
36316	High School (south)	Gustav A. Ruetenik	Dept..	4	8	140	262	0	0	15	14	60	0	16	25	10	6	4		300	75,000
36317	West High School	Theo. H. Johnston	Dept..	16	10	355	538	0	0	67	16			27	79	11	4	4		1,500	
36318	High School	G. D. Smith	Dept..	1	1	11	9	47	68	1	1	0	0	2	2	1	1	3		300	
36319	do.	W. H. Sullivan	Ind..	0	2	20	12	56	62	0	0	0	0	0	0	0	0	4			1,500
36320	Clyde	A. H. Wicks	Dept..	2	1	31	51	0	0	4	8	1	0	1	6	1	5	4		400	15,000
36321	do.	W. T. Morgan	Dept..	1	0	10	20	0	0					1	5	1	1	3		80	5,000
36322	College Corner	U. G. Smith	Ind..	2	0	22	34	94	76					0	0	0	0	4		10	12,000
36323	Collinwood	Miss Letitia Bennett	Dept..	1	2	45	37	0	0	5	15	5	0	6	1	2	1	4		1,000	40,000
36324	Columbiana	E. O. Trescott	Dept..	0	4	16	30	0	0	1	1	2	2	3	7			3		370	7,000
36325	Central High School	Abram Brown	Dept..	10	15	299	532	0	0					19	44			4			
36326	do.	Charles D. Everett	Dept..	8	10	280	356	0	0									4		250	
36327	South High School	J. C. Hanna	Dept..	4	10	146	249	0	0	1	0							4			
36328	High School *	A. L. Balch	Dept..	2	2	30	39	0	0					2	6			3			22,000
36329	Congress	S. M. Ludwick	Ind..	2	0	1	9	11	19	22	0	0	0							100	1,800
36330	do. *	Lizzie E. Morrow	Dept..	2	2	50	82	0	0					3	13	3	13	4		300	
36331	Lena and Conover High School.	W. F. Gilmore	Ind..	1	0	8	10	32	40					0	0			4			5,000
36332	Continental	L. E. Huston	Dept..	1	0	5	25	0	0					0	0			3		30	
36333	Convoy	J. L. Forney	Dept..	0	3	24	16	0	0	0	0	0	0	0	0	0	0	3		200	10,500
36334	Copley	F. L. Lytle	Ind..	1	1	11	30	19	27					0	3	0	2	4		200	2,300

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97.—Continued.

State and post-office.	Name.	Principal.	4	Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				Students.				Length of course in years.	20 Number of students in military drill.	21 Number of volumes in the library.	22 Value of grounds, buildings, furniture, and scientific apparatus.		
				Male.	Female.	Male.	Female.	Elementary students.	Classi-cal course.		Sci-entific course.	Gradu-ates in 1897.		College prepar-atory students in the class gradu-ated in 1897.							
									Male.	Female.		Male.	Female.	Male.	Female.					Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
OHIO—continued.																					
3684 Forest.....	High School.....	A. R. Taylor.....	Dept..	2	0	14	28	0	0	0	0	0	0	0	0	2	2	3	0	150	\$10,300
3685 Forgy.....	Bethel Township High School.....	C. S. Voorhees.....	Dept..	1	1	30	18	7	2	0	0	0	0	7	5	2	0	4	0	500	2,500
3686 Fort Recovery.....	High School.....	T. W. Shimp.....	Dept..	1	0	11	15	0	0	0	0	0	0	0	3	0	1	4	0	400	25,000
3687 Fostoria.....	do.....	Ida McDermott.....	Dept..	2	1	59	71	0	0	0	0	3	4	0	12	2	2	4	0	500	50,000
3688 Frankfort.....	do.....	J. C. Boltz.....	Dept..	1	0	10	13	0	0	2	3	3	4	0	0	0	0	4	0	150	8,000
3689 Franklin.....	do.....	F. Gallum Cromer.....	Dept..	3	0	20	30	0	0	0	0	2	2	1	13	0	0	4	0	25,000	25,000
3690 Frazysburg.....	do.....	W. J. Carr.....	Dept..	2	0	36	27	0	0	1	0	0	0	4	0	1	0	3	0	200	12,000
3691 Fredericksburg.....	do.....	W. F. Machwartz.....	Ind.	1	0	10	10	69	77	0	0	0	1	0	1	0	1	4	0	50	13,000
3692 Fredericktown.....	do.....	B. W. Rowland.....	Dept..	2	0	18	31	0	0	0	0	0	0	5	2	3	1	4	0	300	17,000
3693 Freeport.....	do.....	Seth Hayes.....	Dept..	1	2	29	24	0	0	4	8	0	0	0	8	2	3	5	4	0	4,000
3694 Fremont.....	do.....	Pell Archer.....	Dept..	4	1	73	105	0	0	0	0	0	0	0	20	0	0	4	0	25,000	25,000
3695 Fulton.....	do.....	Frank Elzey.....	Dept..	1	0	11	13	64	60	0	0	0	0	0	0	0	0	5	0	100	3,000
3696 Galena.....	do.....	E. W. Van Fleet.....	Ind.	1	1	0	36	23	40	28	0	0	0	0	0	0	0	4	0	200	5,000
3697 Gallena.....	do.....	E. M. Latham.....	Dept..	1	1	32	17	44	23	0	0	0	0	0	8	5	2	0	3	200	5,000
3698 Gallon.....	do.....	T. W. Kart.....	Dept..	2	3	52	75	0	0	0	0	0	0	0	11	0	0	3	0	3,000	5,000
3699 Gallipolis.....	do.....	U. S. Lybarger.....	Dept..	2	1	50	55	0	0	0	0	0	0	7	5	1	0	3	0	150	10,000
3700 Gambier.....	do.....	A. Y. Taylor.....	Dept..	2	2	26	29	0	0	10	14	0	0	0	4	0	0	3	0	4,500	4,500
3701 Garfield.....	do.....	Calvin T. Northrop.....	Dept..	0	1	22	20	21	10	0	0	0	0	4	0	0	0	4	0	300	25,000
3702 Garrettsville.....	do.....	P. E. Graber.....	Dept..	2	1	32	40	0	0	0	0	0	0	3	5	0	0	3	0	2,500	6,000
3703 Genoa.....	do.....	Isaac Mitchell.....	Dept..	1	1	29	10	0	0	0	0	0	0	0	0	0	0	3	0	300	12,000
3704 Georgetown.....	do.....	H. W. Mumma.....	Dept..	2	0	40	35	0	0	0	0	0	0	5	4	3	2	3	0	3,000	10,000
3705 Germantown.....	do.....	J. A. Woodbury.....	Dept..	2	0	28	27	0	0	0	0	0	0	0	13	0	0	3	0	100	6,000
3706 Gettysburg.....	do.....	J. A. Woodbury.....	Dept..	1	0	18	5	30	40	0	0	0	0	0	0	0	0	3	0	100	18,000
3707 Gibsonburg.....	do.....	Orrin Bowland.....	Dept..	1	1	12	16	0	0	0	0	0	0	1	0	2	0	0	0	0	0

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				Gradu-ates in the class that gradu-ated in 1897.		College prepar-atory stu-dents in the class that gradu-ated in 1897.		Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Ohio—continued.																					
Jerome	High School	Z. X. Corey	Dept.	1	1	12	12	12	26	3	5			2	4	0	0	3		300	\$3,500
Jeromeville	do.*	E. B. Kiefer	Dept.	1	0	18	8	0	0	0										15	3,200
Jerry City	do	J. C. Buto	Dept.	1	0	6	7	83	88					4	5	0	0	3		3	4,000
Jewett	do	F. P. Housholder	Ind.	1	0	10	8	38	42					2	5	0	0	3		125	
Village High School		Geo. W. Grissinger	Dept.	1	0	17	23							4	3	2	0	3		100	5,300
High School *		B. T. Jenkins, supt.	Ind.	1	1	0	17							2	3	5		3		500	10,000
do.*		M. W. Wolfe	Dept.	1	1	20	33	33	101					3	5			3		3	14,000
Junction City	do	J. F. Hertlein	Dept.	1	0	7	8	0	0	1	2			1	2	1	1	3		3	6,000
Kelleys Island	Central High School	J. A. Niman	Dept.	1	1	14	18	0	0					4	3			3		3	40,000
Kent	High School	C. A. Culler	Dept.	3	5	55	95	0	0	6	4	2	0	11	13	4	6	4		786	
Killbuck	do	L. L. Woods	Dept.	5	1	110	118	0	0					12	25			3			
Kings Creek	Salem High School	L. L. Woods	Dept.	1	1	4	6	13	16					0	0	0	0	3			5,800
Kings Mills	High School	A. W. Clutch	Ind.	0	1	18	15	0	0	0	0	0	0	2	2	0	0	3		130	5,500
Kings Mills	do	Hampton Bennett	Dept.	1	0	8	13	40	42	0	2	0	0	2	3	0	0	3		20	7,000
Kinsman	do	A. L. Ellis	Dept.	0	4	16	24	0	0					2	3			3		100	6,000
Kirkersville	do	Byron D. Hirst	Ind.	0	2	30	40	0	0					7	11	5	3	1		760	10,000
Kirkersville	do	C. H. Ensawiler	Ind.	0	2	6	4	45	39	1	2			6	9	5	1	0		75	4,000
Lagrange	Union School	H. O. Merriman	Dept.	1	2	23	17	0	0	3	2			2	5	1	1	3		100	
High School	do	Harvey Brugger	Dept.	1	1	27	27	0	0	1	1			9	5			3		200	5,000
Lakeside	High School	Wm. J. Dunn	Ind.	2	0	19	11	24	16	3	8			1	0			4		500	9,000
Crawfis Collegiate In-stitute.																					
do	High School	T. C. Coates	Dept.	2	2	75	100	0	0					9	20			4		814	100,000
Larue	do	A. E. Gladling, A. M.	Dept.	1	2	31	29	11	15	7	7			2	1	2	1	4		300	25,000
Latty	do	M. E. Klingler	Dept.	1	1	10	12	0	0									3		100	10,500
Lebanon	do	J. M. Hamilton	Dept.	2	2	38	59	0	0					8	11	1	3	4		1,600	50,000
Lee	Albany High School	S. D. Webb	Dept.	1	1	9	9	48	40									3		3,000	

3780	Leesburg	High School	R. B. Barrett	Dept.	1	2	20	13	0	0	2	0	6	2	3	50	5,000			
3781	Lees Creek	Wayne Township High School	M. C. Powers, B. S.	Dept.	1	0	5	4	28	24	2	0	2	0	65	1,500				
3782	Leetonia	High School	Lidie Harrold	Dept.	1	1	20	27	0	0	1	1	2	5	4	125	10,000			
3783	Lelpsie	do	C. J. Luxmore	Dept.	1	1	23	33	0	0	0	5	1	4	6	3	65	10,000		
3784	Leroy	do	J. F. Smith	Dept.	1	2	24	26	0	0	0	1	1	2	2	4	800	7,000		
3785	Letart Falls	do	C. E. Caldwell	Dept.	1	0	11	14	0	0	0	3	2	5	1	0	120	2,600		
3786	Lewisburg	do	L. Dishar	Dept.	1	1	16	10	48	54	0	0	0	0	0	4	100	3,000		
3787	Lewistown	do	L. R. Yeager	Ind.	1	0	15	10	45	30	0	0	0	0	0	4	500	10,000		
3788	Lexington	do	H. H. Phelps	Dept.	1	1	26	29	55	37	7	9	3	6	3	5	4	500	10,000	
3789	Lima	do	S. Steffins	Dept.	2	4	58	134	0	0	2	4	7	14	2	2	700	30,000		
3790	Lisbon	do	W. H. Van Fossan, supt.	Dept.	2	0	25	30	0	0	0	0	4	6	2	1	4	30,000		
3791	Litchfield	do	A. W. Bayley	Ind.	1	1	17	21	47	47	1	1	1	2	6	0	1	4	7,000	
3792	Lithopolis	do	Henry C. Bailey	Ind.	2	1	30	15	50	35	3	2	0	0	2	0	2	4	8,000	
3793	Lockbourne	Hamilton High School	H. H. Hoffman	Dept.	1	0	11	10	36	40	0	0	0	0	0	4	200	3,000		
3794	Lockington	High School	W. J. Blackburn	Ind.	1	0	17	17	25	26	0	1	2	1	2	4	150	35,000		
3795	Lockland	do	S. F. Dial	Dept.	1	2	18	27	0	0	1	2	1	2	4	4	12	20,000		
3796	Locust Grove	do	E. G. Tener	Ind.	1	0	7	7	20	18	0	0	0	0	0	4	1	8	3	500
3797	Lodi	do	B. F. Hoover	Dept.	1	1	24	31	0	0	0	0	0	4	14	1	8	3	500	
3798	Logan	do	R. E. Rayman	Dept.	0	14	53	66	0	0	4	3	8	5	16	1	1	3	500	
3799	Lorain	do	J. W. MacKinnon	Dept.	1	3	34	42	0	0	0	0	0	6	12	1	1	3	500	
3800	Lorain	do	Elizabeth N. McConnell	Dept.	2	3	38	67	0	0	0	0	6	8	2	0	4	12,000		
3801	Londonville	do	J. W. Scott	Dept.	2	1	35	32	0	0	12	8	11	9	5	0	4	800	30,000	
3802	Louisville	do	H. C. Koehler	Dept.	1	1	40	50	0	0	0	0	1	0	0	3	91	18,000		
3803	Loveland	do	O. M. Patton	Dept.	1	0	6	12	0	0	0	3	2	0	1	0	250	16,250		
3804	Lowellville	do	H. H. Bower	Dept.	1	0	14	16	0	0	4	1	4	1	0	4	450	3,000		
3805	Loyal Oak	do	C. M. Lehr	Dept.	1	0	15	18	0	0	0	0	4	2	4	150	5,000			
3806	Lucas	do	John F. Kramer	Dept.	1	1	20	10	46	43	0	1	3	1	0	1	38	5,000		
3807	Lucasville	do	J. H. Finney	Dept.	2	1	22	19	0	0	0	0	1	1	0	3	600	12,000		
3808	Lynchburg	do	U. L. Mounce	Dept.	1	0	20	14	0	0	0	0	0	1	1	0	3	600	12,000	
3809	Lyons	do	J. B. Kahle	Ind.	1	0	5	45	55	69	0	0	0	1	3	4	1	500	5,500	
3810	Lytle	do	W. E. Keever	Dept.	1	0	4	9	76	69	0	0	0	1	3	4	1	500	5,500	
3811	McArthur	do	M. A. Henson	Dept.	2	0	21	26	0	0	0	7	0	1	4	1	150	5,500		
3812	McComb	do	C. J. Foster	Dept.	2	0	14	17	0	0	1	1	0	1	4	1	150	16,400		
3813	McConnelsville	do	Geo. P. Deshler	Dept.	2	2	17	33	0	0	0	0	2	3	4	600	2,500			
3814	Macksburg	do	F. P. Wheeler	Dept.	1	1	10	13	0	0	0	0	2	3	4	400	10,000			
3815	Madison	do	Homer N. Kimball	Dept.	1	1	24	25	45	50	2	1	8	8	2	1	2	500	10,000	
3816	Madisonville	do	F. B. Dyer	Dept.	1	2	46	52	0	0	10	12	9	10	4	4	500	10,000		
3817	Magnolia	do	A. C. Richardson	Dept.	1	1	6	12	40	46	0	0	5	2	5	2	3	500	5,500	
3818	Malta	do	Mott H. Arnold	Dept.	2	1	21	15	0	0	0	0	2	2	4	1	4	150	20,000	
3819	Malvern	do	J. E. Finefrock	Dept.	1	0	10	15	0	0	3	5	2	3	1	3	400	20,000		
3820	Manchester	do	F. E. Reynolds	Dept.	3	0	35	40	0	0	0	3	1	6	12	2	400	16,000		
3821	Mansfield	do	D. G. Meek	Dept.	1	6	94	138	0	0	2	15	6	0	7	21	4	600	80,000	
3822	Marion Station	do	D. W. McGlenon	Dept.	1	3	12	27	0	0	0	3	4	4	13	4	3	600	15,000	
3823	Marango	do	R. P. Gage	Dept.	0	2	11	17	27	28	0	0	1	1	1	0	100	4,000		
3824	Maricopa	do	H. E. Smith	Dept.	0	3	60	124	0	0	0	0	4	19	0	0	500	6,000		
3825	Marionetta	do	W. G. Cope	Ind.	1	1	17	20	34	33	1	1	1	0	0	0	3	500	8,000	
3826	Marlboro	do	R. A. Lelsy	Dept.	1	0	30	20	41	42	0	0	0	0	2	0	100	10,000		

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Principal.	Department or independent.	Students.				Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.											
			Second-ary in-struct-ors.		Elementary students.						Preparing for college.		Gradu-ates in 1897.								
			Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.	Male.	Female.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
OHIO—continued.																					
Marshallburg.....	High School.....	A. H. Dixon.....	Ind.....	1	0	3	4	47	56	6	4			2	1	2	0			50	\$1,500
Martinsburg.....	do.....	C. V. Trotter.....	Dept.....	1	0	20	13	33	37	0	0									300	3,000
Martins Ferry.....	do.....	Edward D. Meek.....	Dept.....	2	2	40	85	0	0	0	0	2	0	6	14	1	0	4		500	12,500
Martinsville.....	do.....	R. B. Fairley.....	Dept.....	1	0	13	15	50	60	1	4	4	6	2	5	1	0	3		16	2,100
Marysville.....	do.....	L. B. Demorest.....	Dept.....	2	1	35	50	0	0	10	4	6	2	8	13	3	6	3		1,490	50,000
do*.....	do.....	William Johns.....	Dept.....	2	1	57	79	0	0					11	22					3	22,000
Maumee.....	do.....	F. W. Latham.....	Dept.....	1	0	11	25	0	0	0	3			1	9	0	1	3		200	30,000
Mechanicsburg.....	do.....	S. H. Layton.....	Dept.....	1	2	28	44	0	0	5	12	0	0	7	14	3	7	4		300	35,000
Medina.....	do.....	J. R. Kennan.....	Dept.....	2	3	49	02	0	0	4	1			18	17	4	3	4		500	.....
Mendon.....	Union Township High School.....	W. E. Kershner.....	Dept.....	1	0	15	9	19	13					5	4					75	9,500
Mercer.....	High School.....	W. F. McDaniel.....	Dept.....	1	1	8	19	47	37									3		60	1,500
Mesopotamia.....	Pleasant View Institute.....	E. J. Southwick.....	Dept.....	1	3	20	25	13	17					1	1	0	0	4		75	3,000
Miamisburg.....	High School.....	J. C. Conway.....	Dept.....	1	1	3	31	05	0	0				1	11	2	4	4		600	25,000
Middleburg.....	do.....	O. S. Kibler.....	Dept.....	1	1	10	18	35	47	0	0	0	0	2	5	0	0	4		150	2,200
Middlefield.....	do.....	D. Carl Yoder.....	Dept.....	1	1	10	14	35	40			2	7	2	7	3	0	3		200	10,000
Middleport.....	do.....	Wm. P. Stewart.....	Dept.....	2	0	20	35	0	0	0	0	0	0	3	0	0	0	4		200	3,000
Middletown.....	do.....	J. S. Miller.....	Dept.....	1	4	47	84	0	0	4	3	0	1	6	11	3	1	4		1,000	40,000
Midland.....	do.....	T. L. H. Daggy.....	Ind.....	1	2	18	17	57	48	7	6			3	7	6				100	15,000
Midford.....	do.....	George W. Witham.....	Dept.....	2	0	23	22	0	0	0	0	0	0	4	3	1	0	3		100	15,000
Millford Center.....	do.....	W. H. Sidelbottom.....	Dept.....	1	1	20	20	0	0					13	8	13	8	3		180	30,000
Millersburg.....	do.....	S. H. Maharry.....	Dept.....	2	0	41	45	0	0					0	0			4		200	27,000
Mineral Point.....	do.....	J. M. Richardson.....	Dept.....	1	0	12	18	0	0									3		150	8,000
do*.....	do.....	C. W. Harshman.....	Ind.....	1	2	13	24	73	70					2	4			3		1,000	15,000
Mineral Ridge.....	do.....	O. W. Kurtz.....	Dept.....	2	0	23	28	0	0					2	3			4		1,000	.....
Minerva.....	do.....	.....	Dept.....	1	2	23	23													.....	.....

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.				Elementary students.				Preparing for college.							College prepar-atory students in 1897.			
				Male.		Female.		Male.		Female.		Male.		Female.					Male.		Female.	
				5	6	7	8	9	10	11	12	13	14	15	16				17	18	19	20	21	22
OHIO—continued.																						
3900	Norwalk.....	James E. Cole.....	Dept..	1	3	49	101	0	0	0	8	20	10	5	5	18			4		300	
3901	Oakharbor.....	Sue E. Harrison.....	Dept..	1	2	27	40	0	0	0	8	7	13	15	7	7					750	\$4,000
3902	Oakhill.....	S. E. Miller.....	Dept..	1	0	5	7	0	0	0	0	0	0	0	0	0			5		0	5,000
3903	Oakwood.....	L. A. Snook.....	Ind..	1	0	1	8	59	77	0	0	0	0	0	0	0			4		0	
3904	Oberlin.....	Mary E. Edwards.....	Dept..	1	3	44	58	3	2	2	20	25	20	25	6	12			3		0	
3905	Ohio City.....	I. O. Jones.....	Dept..	1	4	1	15	0	0	0	1	0	1	2	1	2			2		0	
3906	Onsted Falls.....	W. B. Locke.....	Dept..	1	0	2	4	67	72	0	0	0	0	0	0	0			4		0	15,000
3907	Oregonia.....	L. R. Robertson.....	Ind..	1	1	3	9	0	0	0	0	0	0	0	0	0			0		0	2,500
3908	Orrville.....	W. A. McBane.....	Dept..	2	0	15	19	14	11	58	2	2	3	7	2	3			3		200	13,000
3909	Orwell.....	L. J. Adcroft.....	Dept..	1	1	15	25	50	58	0	1	0	1	4	1	4			4		180	12,000
3910	Osborn.....	George P. Harcourt.....	Dept..	1	1	14	30	0	0	0	0	0	0	0	0	0			0		0	2,000
3911	Osburn.....	John Schlarb.....	Ind..	1	0	7	3	17	17	0	10	10	10	1	3	3			3		100	8,000
3912	Ostrander.....	J. W. Cross.....	Dept..	1	1	13	17	50	50	0	0	0	0	0	0	0			3		300	25,000
3913	Ottawa.....	Frank E. Brooke.....	Dept..	2	1	20	40	0	0	0	0	0	0	0	0	4			4		20	5,135
3914	Owensville.....	A. T. Marsh.....	Ind..	0	2	7	16	52	41	0	0	0	0	0	2	5			0		500	35,000
3915	Oxford.....	Mary E. Gremmen.....	Dept..	5	2	17	33	0	0	0	0	0	9	26	1	6			3		250	
3916	Painesville.....	F. H. Kendall.....	Dept..	2	1	78	103	0	0	0	0	0	0	0	7	15			4		30	
3917	Palmyra.....	R. R. Turnbull.....	Ind..	1	0	8	8	16	18	0	0	0	0	0	0	0			0		400	10,000
3918	Parkman.....	E. M. Owey.....	Ind..	1	0	17	23	34	54	0	0	17	23	2	2	0			0		1	2,000
3919	Pataskala.....	E. W. Green, supt.....	Dept..	1	3	20	20	0	0	0	0	0	0	1	7	4			4		3	
3920	Paulding.....	W. H. Yant.....	Dept..	2	0	15	25	0	0	0	3	5	0	0	2	5			2		50	
3921	Payne.....	do. ^s	Dept..	1	1	5	18	23	0	0	7	4	1	4	6	0			0		0	
3922	Pemberville.....	J. A. Shadley.....	Dept..	1	0	9	6	2	7	4	1	0	0	0	2	4			3		250	15,000
3923	Peuninsula.....	Frederic Heckman.....	Dept..	1	1	0	4	78	66	0	0	0	0	0	1	0			4		200	6,500
3924	Perry.....	H. L. Cosgrove.....	Ind..	1	1	16	10	0	0	0	0	0	0	0	1	0			0		200	1,400

3925	Perryville	do	E. C. Kiplinger	Dept.	1	0	12	19	62	63	3	6	3	4	3	2	2	0	3	100
3926	Petersburg	do	J. J. Mackintosh	Dept.	1	0	5	7	50	50	0	0	0	0	0	1	1	0	3	103
3927	Pioneer	do	E. N. Lloyd	Dept.	1	0	16	11	0	0	0	0	0	0	0	2	1	0	3	20
3928	Piqua	do	Mary E. Hall	Dept.	1	2	57	100	0	0	2	0	3	0	9	14	5	0	4	6,472
3929	Plain City	do	D. N. Cross	Dept.	2	1	20	27	0	0	1	0	0	1	2	1	0	4	36,000	
3930	Plainfield	do	G. E. Roche	Ind.	1	0	7	6	31	56	1	0	2	0	0	2	0	3	225	
3931	Pleasant Hill	do	C. H. Teach	Ind.	1	0	4	3	81	73	0	0	0	0	0	2	0	4	200	
3932	Plymouth	do	T. S. Orr	Dept.	1	2	20	26	0	0	6	17	0	0	1	7	1	2	600	
3933	Poland	do	M. A. Kimmel	Dept.	1	1	8	7	67	44	2	0	0	0	2	1	2	0	400	
3934	Polk	do	E. O. Parker	Dept.	1	0	6	8	35	35	0	0	0	0	0	0	0	3	55	
3935	Pomeroy	do	T. C. Flanagan	Dept.	2	1	36	35	0	0	0	1	0	0	3	4	1	4	750	
3936	Portage	do	Fred. W. Tom	Dept.	1	9	34	52	9	11	0	0	0	0	5	13	0	4	270	
3937	Port Clinton	do	Wm. A. Richardson	Dept.	1	0	7	8	9	11	0	0	0	0	7	17	0	4	200	
3938	Portsmouth	do	J. I. Hudson	Dept.	1	4	58	123	0	0	0	0	0	0	2	4	0	4	100	
3939	Port Washington	do	A. B. Newton	Dept.	1	0	12	19	45	53	0	0	0	0	2	4	0	0	350	
3940	Powhatan High School	do	E. L. Oesch	Ind.	1	0	6	14	70	55	0	1	2	0	2	5	2	5	250	
3941	Prospect	Village High School	T. B. Weaver, supt.	Dept.	1	0	27	38	0	8	1	0	0	2	0	0	0	4	340	
3942	Put in Bay	High School	J. C. Oldt	Dept.	1	0	10	9	9	55	0	0	0	0	2	1	0	3	50	
3943	Quincy	do	James F. Smith	Ind.	1	0	12	6	37	0	0	0	0	0	0	0	0	3	300	
3944	Racine	do	C. W. Wright	Dept.	1	1	14	23	0	0	0	0	0	0	2	1	0	3	500	
3945	Randolph	do	J. E. Campbell	Ind.	1	1	25	16	19	18	0	0	0	0	2	6	0	3	1,450	
3946	Ravenna	do	W. J. Dodge	Dept.	4	2	25	42	0	0	0	0	0	0	2	1	1	0	200	
3947	Reedsville	do	J. A. Smith	Ind.	1	0	3	6	40	35	0	0	0	0	0	0	0	4	200	
3948	Reesville	do	A. I. McVey	Ind.	1	0	4	10	31	43	0	0	0	0	1	1	0	3	200	
3949	Republic	do	C. N. Helter	Dept.	1	0	9	11	55	50	0	0	0	0	1	1	0	4	20	
3950	Rex	do	J. E. Peterson	Ind.	2	0	28	22	0	0	0	0	0	0	5	3	3	4	375	
3951	Reynoldsburg	High School *	Darlington J. Snyder	Ind.	3	1	34	24	0	0	0	0	0	0	6	3	0	5	5,000	
3952	Richmondale	do	F. W. Yapple	Dept.	1	1	15	14	30	26	1	0	0	0	1	1	0	4	60	
3953	Richwood	do	W. H. Wagers	Dept.	2	0	36	34	0	0	1	1	1	1	5	4	2	4	300	
3954	Ridgville Corners	High School *	T. J. Williams	Ind.	0	1	7	9	38	55	0	0	0	0	0	0	0	4	7,000	
3955	Ridgeway	do	William L. Shoats	Dept.	1	0	12	14	43	46	2	0	2	3	2	4	2	0	3	
3956	Rising sun	do	C. E. Stinebaugh	Dept.	1	0	2	10	26	3	0	0	0	0	0	0	0	4	8	
3957	Rittman	do	G. W. Holm	Ind.	1	0	24	19	17	11	0	0	0	0	0	0	0	4	84	
3958	Rockcreek	do	E. F. Stanton	Dept.	1	1	11	24	0	0	0	0	0	0	0	0	0	4	200	
3959	Rockford	do	L. W. Stahl	Dept.	1	1	12	18	0	0	2	6	1	0	1	2	1	4	60	
3960	Rockyridge	do	George H. Myers	Dept.	1	0	4	4	66	76	0	0	0	0	10	3	6	1	0	
3961	Rosecoe	do	De Walt Macklin	Dept.	2	1	37	31	0	0	0	0	0	0	0	0	0	3	0	
3962	Roseville	do	L. C. Shaw	Dept.	1	0	10	13	0	0	2	3	0	0	0	0	0	1	0	
3963	Rushsylvania	do	John P. Bower	Ind.	1	3	15	17	76	83	0	0	0	0	4	8	2	1	200	
3964	Sabina	do	J. E. Ockerman	Dept.	2	0	29	31	0	0	2	1	0	0	6	7	2	0	500	
3965	St. Clairsville	do	George Rossiter	Dept.	1	1	28	33	0	0	0	0	0	0	6	7	2	0	500	
3966	St. Louisville	do	E. J. Ramey	Dept.	1	1	36	20	0	0	4	7	2	1	3	9	2	0	64	
3967	St. Marys	do	Miss Angeline Sherwood	Dept.	2	3	69	90	0	0	0	0	0	0	3	9	2	0	2,000	
3968	St. Paris	do	John M. Reason	Dept.	1	1	17	25	0	0	0	0	0	0	1	6	0	0	200	
3969	Salem	do	W. H. Maurer	Dept.	2	1	47	75	0	0	0	0	0	0	5	6	3	4	300	
3970	Salineville	do	W. E. Randolph	Dept.	1	1	13	15	0	0	0	2	2	4	4	2	1	3	40	
3971	Sandusky	do	H. M. Linn	Dept.	3	3	75	140	0	0	0	0	0	0	11	28	4	5	3,000	
3972	Savannah	do	F. P. Fairquarson	Ind.	1	0	4	5	36	33	0	0	0	0	0	0	0	4	0	

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Second-ary in-struct-ors.		Second-ary stu-dents.		Students.						Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.					
				Male.	Female.	Elementary students.	Preparing for college.		Gradu-ates in 1897.		College prepa-atory class in 1897.											
							Clas-sical course.	Sci-entific course.	Male.	Female.	Male.	Female.	Male.					Female.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
OHIO—continued.																						
3973	Scioto.....	High School.....	J. T. Clark.....	Ind.....	1	1	16	22	75	74									3	283	283	\$10,000
3974	Sciotoville.....	do.....	C. D. Walden.....	Dept.....	1	3	19	10	0	0									4	100	100	4,000
3975	Scott.....	do.....	G. M. Hoaglin.....	Dept.....	1	0	12	13	0	0									3	61	61	7,500
3976	Seneca.....	do.....	J. R. Hartup.....	Dept.....	1	0	12	12	0	0									3	350	350	10,000
3977	Seville.....	do.....	W. W. Elliott.....	Dept.....	1	1	12	18	0	0	3	8	4	0					4	350	350	8,000
3978	Sharon Center.....	do.....	John G. Phil.....	Dept.....	2	0	18	32	0	0	0	4	2	0					3	300	300	20,000
3979	Shawnee.....	do.....	Frank L. Giles.....	Ind.....	1	0	8	7	22	18	1	1	1	0					3	600	600	30,000
3980	Shawnee.....	High School.....	C. L. Williams.....	Dept.....	0	2	30	40	0	0	0	5	8						3	300	300	20,000
3981	Shelby.....	do.....	C. H. Handley.....	Dept.....	1	2	34	41	0	0	1	2	1	0	0	0	0	0	4	0	0	30,000
3982	Sherodsville.....	do.....	S. E. Weaver.....	Dept.....	1	0	5	9	0	0	0	1	0	0	0	0	0	0	3	250	250	10,000
3983	Shiloh.....	do.....	W. N. White.....	Dept.....	2	0	11	23	0	0									3	700	700	10,000
3984	Shreve.....	do.....	Roland Woodward.....	Dept.....	1	2	20	30	0	0	0	6	4	1	0	4	8	0	4	550	550	12,000
3985	Sidney.....	do.....	J. G. Kaufman.....	Dept.....	1	2	46	69	0	0	0								4	400	400	12,000
3986	Somerset.....	do.....	H. R. McVay.....	Dept.....	3	0	37	25	0	0									4	50	50	2,500
3987	Somerton.....	do.....	T. P. Harris.....	Dept.....	1	0	8	12	31	33									4	100	100	3,000
3988	Somerville.....	do.....	Orion Amerman.....	Dept.....	1	0	3	5	29	23									3	450	450	23,000
3989	South Bloomfield.....	do.....	O. A. Peters.....	Ind.....	0	2	9	12	41	46									3	120	120	1,000
3990	South Charleston.....	do.....	F. F. Main.....	Dept.....	1	1	15	18	0	0									3	216	216	3,000
3991	South Perry.....	do.....	C. W. Ebert.....	Dept.....	0	1	12	13	21	19	4	3							3			
3992	South Solon.....	Stokes Township High School.....	D. J. Schurr.....	Dept.....	1	0	17	10	0	0									3			
3993	Sparta.....	do.....	D. K. Dunton.....	Dept.....	1	2	19	18	0	0									3	550	550	4,000
3994	Spencer.....	do.....	Thomas A. Martin.....	Ind.....	0	2	14	15	34	37	0	1	0	0					4	70	70	6,000
3995	Spencerville.....	do.....	N. H. Stull.....	Dept.....	2	0	8	20	26	40									2	25,000	25,000	25,000

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.				Gradu-ates in the class that gradu-ated in 1897.		College prepar-atory stu-dents in the class that gradu-ated in 1897.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
OHIO—continued.																							
4044	Waterville.....	High School.....	Dept..	1	1	12	15	0	0	0	0	1	0	1	1	1	0	2	50	\$12,000			
4045	Watkins.....	Millcreek Township High School.....	Dept..	1	0	12	12	0	0	2	0	0	0	5	3	1	0	3	.....	800		
4046	Wauseon.....	High School.....	Dept..	1	1	25	50	0	0	0	0	0	0	2	5	0	1	4	.....	25,000		
4047	Waynesfield.....	do.....	Dept..	0	4	21	36	0	0	2	1	1	0	2	5	0	1	4	685	17,000			
4048	Waynesville.....	do.....	Ind..	1	1	14	22	46	43	0	0	1	0	2	5	0	1	4	160	3,500			
4049	Waynesville.....	do.....	Dept..	3	0	25	25	0	0	0	0	2	2	3	7	1	2	4	500	20,000			
4050	Wellington.....	do.....	Dept..	2	1	46	60	0	0	0	0	0	0	13	10	4	4	4	100	30,000			
4051	Wellston.....	do.....	Dept..	2	0	17	50	0	0	0	0	5	20	1	6	1	4	3	500	.....		
4052	Wellsville.....	do.....	Dept..	0	3	31	59	0	0	4	5	0	0	5	7	2	0	4	20	.....		
4053	West Alexandria.....	do.....	Dept..	1	2	13	17	0	0	0	0	13	17	0	0	1	3	3	150	10,000			
4054	Westboro.....	do.....	Dept..	0	1	2	3	31	32	0	0	0	0	0	0	0	0	4	0	1,000			
4055	West Carroll.....	do.....	Dept..	1	0	7	8	25	25	25	25	0	0	0	0	0	0	4	200	3,000			
4056	West Carleton.....	do.....	Ind..	1	0	14	19	12	15	0	0	2	6	3	0	0	0	3	.....	12,000		
4057	West Carrollton.....	do.....	Dept..	1	0	18	34	0	0	0	0	3	5	0	1	0	1	3	350	20,000			
4058	Westerville.....	do.....	Dept..	2	0	8	12	0	0	0	0	3	5	0	1	0	1	4	500	15,000			
4059	West Jefferson.....	do.....	Dept..	1	1	25	21	0	0	5	3	0	0	1	5	0	2	4	170	2,500			
4060	West Lafayette.....	do.....	Dept..	2	0	12	20	0	0	1	1	2	5	1	3	1	2	3	200	5,000			
4061	West Liberty.....	do.....	Dept..	1	0	22	5	0	0	0	0	0	0	0	2	1	1	3	75	.....		
4062	West Manchester.....	Monroe Township High School.....	Dept..	1	0	22	5	0	0	0	0	0	0	0	2	1	1	3	.....	7,000		
4063	West Mansfield.....	High School.....	Dept..	1	0	15	15	0	0	0	0	0	0	2	0	0	0	2	25	10,000			
4064	West Mentor.....	Village High School.....	Dept..	1	0	7	10	53	55	0	0	0	0	2	6	1	1	3	.....	10,000		
4065	West Milton.....	Milton High School.....	Dept..	2	0	20	25	0	0	0	0	0	2	0	0	0	1	4	250	15,000			
4066	Weston.....	High School.....	Dept..	1	0	19	19	0	0	2	1	0	0	0	0	0	0	4	85	20,000			

4067	West Richfield	Central High School	J. W. Severy	1	1	16	21	51	57	2	0	3	3	3	275	10,000	
4068	West Rushville	High School	J. H. Horton	1	1	0	11	12	27	3	0	0	3	3	250	4,500	
4069	West Salem	do	Geo. W. Goshorn	1	0	12	23	0	0			2	2	4	15,000		
4070	West Union	do	J. E. Collins	2	0	15	17	0	0	10	12	6	6	3	100	12,000	
4071	West Unity	do,*	J. H. Diebel	2	0	17	32	0	1	0	0	3	4	1	223	8,000	
4072	Wharton	do	T. J. Stout	2	0	22	19	56	57			3	4	3	1	200	
4073	Wheelersburg	do	Frank Appel	1	0	20	17	40	46	0	0	0	0	0	50	5,000	
4074	Whitaker	do	Henry Schaal	1	0	20	17	40	21			1	1	6	3,000		
4075	Whitehouse	do	T. B. Pinkerton	0	2	5	4	55	66	0	1			4	10,000		
4076	Williamsburg	do	S. L. Turnipsed	0	4	26	25	0	0			2	0	3	150	1,000	
4077	Williamsport	do	John P. Atkins	1	0	10	8	0	0	0	0	3	9	0	180	18,000	
4078	Willoughby	do	S. D. Shankland	1	3	41	43	0	0			3	0	4	500	40,000	
4079	Willshire	do	G. W. Hurlless	1	1	12	12	0	0			0	0	3	5,000		
4080	Winnington	do	W. C. Sayrs	3	1	47	64	0	0			6	7	4	300	58,000	
4081	Winnot	do	E. A. Richardson	1	0	14	12	49	39	0	0	0	5	4	200	3,500	
4082	Winchester	do	C. A. Wilson	1	0	9	23	0	0	0	0	2	7	0	50	4,000	
4083	Windham	do	Edward Truman	1	0	10	12	32	27	0	0	0	0	4	800	7,500	
4084	Woodfield	do	O. P. Cassil	2	0	16	20	0	0	1	0	0	0	0	240	30,000	
4085	Woodstock	do	Geo. E. Stephenson	1	0	12	15	48	50	4	5	2	5	3	100	14,000	
4086	Woodville	Village High School	S. E. Lantz	0	3	11	15	0	0			1	1	3	7,000		
4087	Worthington	High School	J. D. Harlor	2	0	24	36	0	0	4	6	3	0	1	500	25,000	
4088	Xenia	Central High School	G. J. Graham	1	4	54	90	0	0			8	21	4	500	20,000	
4089	do	High School (colored)	T. D. Scott	1	2	24	33	0	0			5	8	0	300	5,000	
4090	Yellow Springs	High School	J. E. Collins	1	0	12	28	126	138	0	0	3	6	2	5	8,000	
4091	Youngstown	do	George F. Jewett	4	7	200	220	0	0			23	35	23	35	1,000	
4092	Zaleski	Rayen High School	W. E. McNamara	1	3	12	16	0	0			2	3	3	1	3	5,000
4093	Zanesfield	High School	D. W. Grouse	1	0	17	25	43	38	4	11	7	6	3	2	80	4,000
4094	Zanesville	do	W. M. Townsend	3	7	153	197	0	0	12	10	4	2	16	36	30,000	
OKLAHOMA TERRITORY.																	
4095	Guthrie	High School	L. W. Baxter	1	2	22	52					1	4		200	60,000	
4096	Oklahoma	do	M. J. Patterson	2	2	61	81	5	7	10	5		1	8	0	120	12,500
4097	Perry	do,*	R. E. Bagby	1	0	2	12	0	0								
OREGON.																	
4098	Ashland	High School	C. A. Hitchcock	1	1	33	42	0	0	0	0	0	6	9	0	0	3,500
4099	Astoria	do	R. N. Wright	1	3	48	54	0	0			3	6	2	3	300	40,000
4100	Baker City	do	J. A. Clurehill	2	1	31	39	0	0			3	10	4	600	39,000	
4101	Dufur	do	Aaron Frazier	2	0	25	30	40	45			1	3	0			
4102	Groves Pass	do	Prof. C. S. Price	1	1	10	12	0	0	3	0	0	5	8	2	30,000	
4103	Hillsboro	do,*	T. H. Stanley	1	1	16	26	0	0			5	6			18,000	
4104	Independence	do	J. A. Hayes	1	2	17	17	30	32						150	20,000	
4105	Jacksonville	do	J. M. Horton	1	2	15	21	0	0	3	4	1	4	0	4	300	6,000
4106	Medford	do	G. A. Gregory	1	1	30	20	0	0	0	0	0	8	7	0	25,000	
4107	Oregon City	do	L. W. McAdam	2	0	30	30	0	0	2	4		9	15	300	10,000	
4108	Portland	do	H. M. James	7	13	347	560	0	0			31	71	4	500		
4109	Union	do	E. E. Conklin	2	2	40	38	0	0			10	7	4	400	20,000	

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.				Gradu-ates in 1897.		College prepar-atory stu-dents in the class that gradu-ated in 1897.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
PENNSYLVANIA.																							
4110	Abington.....	E. L. Flack.....	Dept.	1	1	15	21	51	53					0	2			3		203			
4111	Alexandria.....	H. E. Hoover.....	Ind.	0	3	7	17	43	63									3					
4112	Allentown.....	Jas. E. Morrow.....	Dept.	8	7	171	289	0	0	30	26	37	46	23	51	12	23	4			\$190,000		
4113	Altoona.....	J. Hiram Schwartz.....	Dept.	5	3	110	205	0	0	7	2	0	0	17	48	8	0	3		800	40,000		
4114	Altoona.....	G. D. Robb.....	Dept.	2	5	100	250	0	0	6	2	1	0	7	25	0	0	4			70,000		
4115	Amble.....	Warren R. Rohm, M. E.	Dept.	1	1	2	15	25	0	0				0	0	0	0	4		250	25,000		
4116	Archbald.....	R. N. Davis.....	Dept.	1	1	15	45	0	0	0	0	2	0	0	2	0	0	4		700			
4117	Arduore.....	Clarence G. Bausman.....	Dept.	2	2	31	48	0	0	3	9	2	0	4	10	1	2	3		365			
4118	Ashbourne.....	W. F. Ziegler.....	Dept.	2	1	30	35	0	0	1	3	4	6		7	1	2	3		1,119	10,000		
4119	Ashland.....	Samuel H. Clair.....	Dept.	1	1	27	55	0	0	0	0	0	0	3	3	0	0	3		1,463	17,000		
4120	Athens.....	W. O. Robinson.....	Dept.	2	2	48	73	0	0					2	5			4		800			
4121	Bangor.....	Wm. H. Lindeman.....	Dept.	3	1	51	53	0	0	1	0	3	0	5	9	1	0	4		500	25,000		
4122	Bath.....	G. A. Weber.....	Ind.	2	2	17	13	64	76	0	0	0	0	3	0	0	0	3		100	5,000		
4123	Beaver.....	John A. Keys.....	Dept.	3	0	31	49	0	0	8	4	15	21	3	19	4	4	4		700	30,000		
4124	Beaver Falls.....	Chas. J. Boak.....	Dept.	1	3	17	43	0	0	4	4			4	12	4	4	3		300			
4125	Bedford.....	D. C. Strunkard.....	Dept.	2	1	29	30	0	0	0	0	3	0	2	7	0	0	4		492	40,000		
4126	Bellefonte.....	A. Reist Ruff.....	Dept.	2	2	30	15	31	38	1	0	2	0	6	8	2	0	1		600	25,000		
4127	Bellwood.....	Prof. Wm. M. Benson.....	Dept.	1	0	9	13	0	0					0	0	0		2			20,000		
4128	Berlin.....	W. H. Kretschman.....	Ind.	1	0	10	102	90	90					0	0	0		2		150	5,000		
4129	Berrysburg.....	Chas. Cressman.....	Dept.	2	1	50	20	23	22			1	0					3		250	3,500		
4130	Berryville.....	E. K. Richardson.....	Dept.	2	0	33	31			3	0	2	0	8	4	3	0	4		50	30,000		
4131	Berryville.....	J. Alexander Clarke.....	Dept.	3	0	17	16	0	0	8	4			1	0	1	0	4					
4132	Bethlehem.....	Geo. W. Johnston.....	Dept.	3	0	48	37	0	0	1	0	4	0		4			3		200			

[illegible]

* *Statistics of 1895-96.*

4207	Hughesville	do	J. G. Dundore, A. M.	Dept.	1	0	14	20	6	12	...	2	1	1	5	4	2	1	2	...	392	6,000
4208	Hummelstown	do	C. L. Arnold	Dept.	1	1	14	24	0	0	...	3	0	0	1	2	0	0	3	...	200	20,000
4209	Huntingdon	do	J. H. Reber	Dept.	2	0	29	117	0	0	...	4	...	...	9	11	...	...	4	...	1,300	58,000
4210	Hyndman	do	David F. Fanoche	Dept.	0	2	20	117	0	0	...	...	...	...	4	...	...	...	...	...	60	6,000
4211	Jennette	do	A. J. Eckles, A. M.	Ind.	2	1	11	14	3	12	4	1	0	0	1	9	0	1	3	...	50	10,000
4212	Jenkintown	do	S. S. Bakes	Dept.	1	1	12	15	0	0	...	...	...	...	2	0	...	...	2	...	100	15,000
4213	Jermyn	do	E. D. Boyard	Dept.	1	1	7	18	0	0	...	...	...	...	...	...	...	...	2	...	224	...
4214	Jersey Shore	do	S. W. Furst	Dept.	1	1	9	20	0	0	...	...	...	...	4	5	...	...	3	...	50	...
4215	Johnstown	do	H. P. Johnson	Dept.	1	2	27	61	0	0	...	...	...	...	6	14	3	0	4	...	200	15,000
4216	Kennett Square	do	E. L. Pontz, A. M.	Dept.	1	1	13	26	0	0	...	...	...	...	0	0	0	0	3	...	25	2,500
4217	Kittanning	do	W. A. McKean	Dept.	1	0	10	20	0	0	...	...	...	...	0	0	0	0	3	...	38	40,000
4218	Lancaster	do	D. C. Roe	Dept.	1	2	5	0	201	64	81	...	...	...	2	1	...	...	3	...	35	40,000
4219	Lancaster	do	Miss S. H. Rindell	Dept.	1	0	7	7	0	0	...	...	...	...	0	0	0	0	4	...	412	...
4220	Lansdale	do	H. Horace Reider	Dept.	1	1	9	20	0	0	...	...	...	...	0	0	0	0	3	...	650	25,000
4221	Lansdowne	do	H. Emile Groce	Dept.	0	5	28	32	0	0	...	...	...	...	3	2	0	5	0	...	220	40,000
4222	Latrobe	do	A. W. Powell	Dept.	3	0	30	35	0	0	...	...	...	...	0	6	2	3	1	...	27	4,000
4223	Lebanon	do	Chas. K. Witmer, A. M.	Dept.	3	3	76	116	0	0	...	...	...	...	0	8	...	...	4	...	500	30,000
4224	Leechburg	do	S. C. Hepler	Dept.	3	0	17	30	0	0	...	...	...	...	8	17	...	...	4	...	225	65,000
4225	Lehigh	do	A. L. Custer	Dept.	1	1	24	34	0	0	...	...	...	...	0	1	1	1	3	...	200	18,000
4226	Lewisburg	do	B. R. Johnson	Dept.	1	2	43	52	0	0	...	...	...	...	10	20	7	1	1	...	300	40,000
4227	Lewistown	do	W. F. Kennedy	Ind.	1	1	23	45	0	0	...	...	...	...	0	0	0	0	3	...	40	8,000
4228	Linessville	do	J. H. Grandey	Ind.	0	4	19	30	74	60	0	0	0	0	8	6	0	0	2	...	318	14,000
4229	Lititz	do	C. Herman Goetz	Dept.	2	2	71	46	0	0	...	...	...	...	0	0	0	0	3	...	400	30,000
4230	Liverpool	do	T. J. Williamson	Ind.	3	0	25	15	62	42	...	...	...	...	9	19	17	24	0	...	300	20,000
4231	Lock Haven	do	L. H. Manser	Dept.	4	1	54	66	0	0	...	...	...	...	0	2	0	0	3	...	600	4,000
4232	Lykens	do	Ira S. Wolcott	Dept.	1	1	11	21	0	0	...	...	...	...	1	3	0	1	0	...	500	13,000
4233	McEvensville	do	W. B. Shedd	Ind.	1	0	15	13	3	1	...	...	...	...	0	0	0	0	4	...	35	...
4234	Manheim	do	John H. Shenek	Dept.	0	3	25	25	20	16	...	...	...	...	6	2	...	...	4	...	110	2,500
4235	Mareus Hook	do	Howard P. Hottle	Ind.	0	2	11	8	32	28	...	...	...	...	0	0	0	0	4	...	50	40,000
4236	Martinsburg	do	J. H. Haldeman	Ind.	1	1	29	36	0	0	...	...	...	...	0	0	0	0	4	...	480	25,000
4237	Marysville	do	John Campbell	Dept.	1	0	21	22	0	0	...	...	...	...	2	4	2	4	4	...	20,000	...
4238	Mauchunk	do	James J. Bevan	Dept.	2	2	42	32	0	0	...	...	...	...	12	27	12	27	3	...	100	...
4239	Meadville	do	Miss E. R. Haxton	Dept.	0	6	50	119	0	0	...	...	...	...	0	2	1	...	3	...	480	25,000
4240	Media	do	Leon H. Watters	Dept.	1	1	24	30	0	0	...	...	...	...	7	6	7	0	3	...	25,000	...
4241	Mercer	do	J. R. Macrodin	Dept.	2	0	30	26	0	0	...	...	...	...	0	10	16	...	4	...	500	40,000
4242	Meyersdale	do	J. C. Speicher	Dept.	3	0	16	24	0	0	...	...	...	...	5	20	2	5	3	...	25,000	...
4243	Middletown	do	H. J. Wiskey	Dept.	2	2	38	52	0	0	...	...	...	...	1	2	1	...	3	...	75	15,000
4244	Millburg	do	C. R. Nef	Dept.	1	0	6	1	0	13	...	...	...	...	4	5	0	0	2	...	0	...
4245	Millintown	do	Oden C. Gormer	Dept.	1	0	20	18	12	14	...	...	...	...	10	3	...	...	3	...	425	10,000
4246	Milwaukee	do	R. A. Steam	Dept.	3	1	58	69	0	0	...	...	...	...	7	4	3	3	4	...	2,000	60,000
4247	Milton	do	L. A. Beardsley	Dept.	2	0	22	42	0	0	...	...	...	...	0	0	0	0	3	...	355	20,000
4248	Minersville	do	H. H. Spayd	Dept.	1	0	5	11	45	80	...	...	...	...	3	4	...	...	2	...	65,000	...
4249	Monongahela	do	E. W. Dalbey	Dept.	1	0	24	27	7	11	...	...	...	...	1	2	...	...	0	...	8,500	...
4250	Montoursville	do	J. H. Doseh	Dept.	2	0	24	27	0	0	...	...	...	...	0	6	4	4	6	...	150	25,000
4251	Montrose	do	Benton E. James	Dept.	1	3	40	70	0	0	...	...	...	...	8	14	1	0	3	...	250	...
4252	Moore	do	Miss A. M. Worrell	Dept.	0	2	19	33	0	0	...	...	...	...	1	4	...	...	3	...	100	11,000
4253	Morrisville	do	Charles M. Moore	Dept.	1	1	17	21	0	0	...	...	...	...	0	3	...	...	3	...	200	...
4254	Mount Carmel	do	S. H. Dean	Dept.	2	0	12	37	0	0	...	...	...	...	5	9	...	...	3	...	...	...

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.																					
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				Grad-ates in 1897.		College prepar-atory stu-dents in the class that gradu-ated in 1897.																										
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.																									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22																			
PENNSYLVANIA—continued.																																								
4255	Mount Jackson...	High School *	Ind...	1	0	20	24	0	0	0	0	0	0	1	7	0	0	4	64	\$1,500																				
4256	Mount Joy	do	Dept...	0	3	12	23	0	0	0	0	0	0	0	0	0	0	4	350	25,000																				
4257	Mount Pleasant	do	Dept...	1	1	17	20	0	0	0	0	0	0	2	4	0	0	3	250																					
4258	Mount Union	do	Dept...	1	0	15	24	0	0	0	0	0	0	0	0	0	0	3																						
4259	Muncy	do	Dept...	2	0	38	34	0	0	1	2	0	0	0	7	0	2	4	520	30,000																				
4260	Myerstown	do	Dept...	2	0	24	25	0	0	0	0	0	0	6	6	0	0	3	500																					
4261	Nanticoke	do	Dept...	1	1	19	30	10	14	0	0	2	3	2	8	0	0	4	400																					
4262	Nazareth	do	Dept...	1	0	19	13	0	0	0	0	0	0	0	0	0	0	3	765	10,000																				
4263	New Bethlehem	do	Dept...	1	0	10	12	0	0	0	0	15	20	2	4	1	2	2	1,000	25,000																				
4264	New Brighton	do	Dept...	0	4	30	66	0	0	0	0	0	0	0	0	0	0	4	500	50,000																				
4265	Newcastle	do	Dept...	2	3	75	100	0	0	0	0	0	0	5	17	3	0	3	100	25,000																				
4266	Newtown	do	Dept...	1	1	20	36	0	0	0	0	2	4	2	9	0	0	3																						
4267	Newville	do	Dept...	0	6	14	30	0	0	0	0	0	0	0	0	0	0																							
4268	Nicholson	do	Dept...	1	4	12	28	0	0	0	0	1	0	2	9	0	4	15,000																						
4269	Norristown	do	Dept...	4	8	136	151	0	0	0	0	0	0	17	31	5	4	5,879																						
4270	Northeast	do	Dept...	1	3	15	29	0	0	0	0	1	1	1	5	1	1	4	400	28,000																				
4271	Northumberland	do	Dept...	1	2	22	37	0	0	0	0	0	0	1	6	0	0	3	358																					
4272	North Wales	do	Dept...	1	1	16	18	0	0	0	0	0	0	0	2	5	0	2	200	20,000																				
4273	Oil City	do	Dept...	1	4	77	158	0	0	0	0	7	20	20	10	6	26	7	4	200																				
4274	Orbisonia	do	Dept...	1	0	7	23	0	0	0	0	0	0	3	3	0	0	4																						
4275	Palmyna	do	Dept...	1	0	14	16	0	0	0	0	0	0	2	5	0	0	3	150	3,000																				
4276	Parkesburg	do	Dept...	1	5	15	20	0	0	0	0	2	0	0	0	0	0	4	100	8,000																				
4277	Perryville	do	Dept...	1	0	5	5	76	55	0	0	0	0	0	0	0	0	4	75	7,000																				

[illegible]

Statistics of 1905-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.				Gradu-ates in 1897.		College prepar-atory class in 1897.							
				Male.	Female.	Male.	Female.	Class-ical course.		Sci-entific course.		Male.	Female.	Male.	Female.						
								Male.	Female.	Male.	Female.									Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
PENNSYLVANIA—continued.																					
Tarentum	High School	S. M. Williamson	Dept.	2	0	25	43	0	0	0	0	0	0	0	0	0	0	3	0	\$43,000	
Thurlow	South Chester High School	Hannah Sears	Dept.	1	4	14	30	0	0	0	0	0	1	0	4	0	1	4	310	22,500	
Tidoute	High School	E. J. Robinson	Dept.	1	1	10	16	0	0	0	0	0	0	2	4	1	2	3	3,000	15,000	
Tionesta	do	R. N. Speer	Dept.	1	0	5	11	0	0	0	0	0	0	0	0	0	0	0	0	0	
Tuscola	do	Laetitia M. Wilson	Dept.	2	9	131	166	0	0	0	1	0	0	17	14	8	0	4	240	304	
Tobyhanna Mills	do	D. H. Becker	Ind.	2	2	5	4	83	82	0	0	0	0	0	0	0	0	0	65	0	
Towanda	do	J. M. Arnold	Dept.	2	2	54	69	0	0	10	4	9	12	5	5	3	2	4	400	38,000	
Townville	do	O. O. Coon	Dept.	1	1	29	18	54	41	0	0	0	0	4	0	0	0	2	0	4,000	
Trevorton	do	P. S. Bergstresser	Dept.	1	0	22	23	0	0	0	0	0	0	0	0	0	0	4	0	12,000	
Troy	do	William S. Murray	Dept.	1	6	44	61	0	0	10	2	5	5	5	7	5	2	4	1,800	28,100	
Turbotville	do	Thomas B. Shannon	Dept.	1	2	35	42	0	0	0	0	0	0	4	15	3	0	4	200	3,000	
Tyrone	do	C. E. Kaufman	Dept.	3	2	51	73	0	0	4	0	0	0	0	6	9	0	4	500	40,000	
Ulysses	Lewisville Graded School	T. G. Gardner	Dept.	1	1	30	53	0	0	0	0	0	0	0	0	0	0	4	250	7,000	
Union City	High School	U. G. Smith	Dept.	1	2	25	50	0	0	3	1	0	0	5	12	1	0	3	400	10,000	
Uniontown	do	Lee Smith	Dept.	1	1	2	32	0	0	0	0	0	0	4	12	1	0	3	900	0	
Unionville	do	Arthur L. Yoder	Dept.	1	1	5	20	0	0	0	0	0	0	0	0	0	0	3	0	0	
Upland	do	George L. McCracken	Dept.	1	0	11	20	0	0	0	0	0	0	0	6	0	0	2	400	8,000	
Vanderbilt	do	H. S. Dumbauld	Dept.	2	0	9	7	7	11	0	0	0	0	1	6	0	0	2	100	0	
Venango	do	W. O. Woodring	Dept.	1	0	5	10	0	0	0	0	0	0	0	0	0	0	2	4	3,000	
Warren	do	W. G. Haupt	Dept.	4	4	82	108	0	0	7	7	13	3	4	18	0	0	3	600	60,000	
Washington	do	A. G. Braden	Dept.	1	3	22	50	0	0	0	0	0	0	0	0	0	0	4	22	500	
Watsontown	do	T. H. Manser	Dept.	2	0	23	46	0	0	0	0	0	0	7	13	0	0	3	600	20,000	
Waverly	do	Fred. C. Haneyen	Dept.	1	0	11	22	0	0	0	1	0	0	0	5	0	0	4	500	8,465	

4346	Wayne	Radnor High School	George H. Wilson	Dept.	1	4	25	24	0	0	8	10	9	7	2	2	1	4	100	29,380
4347	Waynesboro	High School	R. T. Adams	Dept.	3	1	27	62	0	0	0	0	0	0	1	9	1	0	255	32,700
4348	Weatherly	do.*	G. W. Hemminger	Dept.	1	0	13	10	0	0	0	0	0	0	0	0	0	0	0	0
4349	Wellsboro	do	Daniel Fleisher, A. M., Ph. D.	Dept.	1	1	31	35	0	0	0	1	0	0	2	3	0	3	200	45,000
4350	West Bethlehem	do	C. T. Bender	Dept.	2	0	6	5	12	0	20	0	0	0	0	0	0	4	80	0
4351	West Chester	do	Addison Jones	Dept.	3	4	51	108	0	0	16	40	12	1	7	21	6	7	1,200	40,000
4352	West Newton	do	J. Frank Evans	Dept.	2	0	20	30	0	0	0	0	0	0	0	3	0	0	2	0
4353	Wiconisco	do.*	J. Albert Lutz	Ind.	1	1	33	37	0	0	0	0	0	0	0	0	0	0	1,038	0
4354	Wilkesburg	do	W. F. Slater	Dept.	1	1	20	40	0	0	1	2	0	7	9	1	2	2	40	0
4355	Williamsport	do	W. W. Keldner	Dept.	3	4	105	152	0	0	16	12	15	0	11	24	8	3	5,000	60,000
4356	Williamstown	do	A. H. Gerberich	Dept.	2	0	23	26	0	0	0	0	0	0	0	4	0	4	500	10,000
4357	Wrightsville	do	Emmett U. Aumiller	Dept.	2	0	21	24	0	0	0	0	0	0	0	2	5	0	3	0
4358	Wyoing	do	W. H. Hensch	Dept.	1	2	17	20	30	40	0	0	0	0	0	0	0	0	0	0
4359	York	do	Otis L. Jacobs, A. M.	Dept.	6	3	122	160	0	0	2	5	1	0	28	26	0	5	900	0
4360	Youngsville	do	P. N. Osborne	Ind.	1	0	6	7	95	68	0	0	0	0	0	0	0	3	200	10,000
RHODE ISLAND.																				
4361	Ashaway	High School*	Chas. Moore, A. B.	Ind.	1	1	17	20	100	104	0	0	0	0	1	1	0	0	3	50
4362	Ashburn	Cranston High School	Austin H. Keyes	Dept.	3	1	23	35	9	15	11	13	3	2	12	20	1	1	4	0
4363	Barrington Center	Barrington High School	R. F. Colwell	Dept.	1	1	10	20	0	0	0	1	0	0	1	8	0	4	50	0
4364	Bristol	High School	Irving H. Gamwell	Dept.	1	2	34	31	0	0	0	5	4	1	0	1	0	4	100	0
4365	Central Falls	do.*	William Overton	Dept.	3	2	35	43	0	0	0	6	0	2	0	6	10	4	297	0
4366	Johnston	do	Frank A. Spratt	Dept.	2	5	41	60	0	0	3	16	1	0	4	9	0	1	4	0
4367	Newport	Rogers High School	Frank E. Thompson	Dept.	5	8	109	137	0	0	14	8	5	0	9	9	4	2	280	30,000
4368	Pawtucket	High School	W. W. Curtis	Dept.	6	6	139	174	0	0	43	39	31	26	18	20	13	9	400	34,000
4369	Providence	do	David W. Hoyt	Dept.	20	30	458	822	0	0	267	155	30	30	67	101	45	26	500	130,000
4370	Manual Training High School	do	Geo. F. Weston, A. M.	Dept.	14	2	201	75	0	0	0	0	5	0	28	2	28	2	4,500	150,000
4371	Valley Falls	Cumberland High School	Frederic W. Sandford	Dept.	1	2	39	42	0	0	24	28	2	1	8	8	4	1	148	16,000
4372	Warrent	High School*	Walter H. Young	Dept.	3	2	18	27	0	0	1	0	1	1	1	0	0	0	300	13,000
4373	Westerly	do	Walter R. Whittle	Dept.	3	3	65	86	0	0	5	5	10	5	7	11	2	5	1,300	50,000
4374	Woonsocket	do	F. W. Doring	Dept.	2	3	77	71	0	0	17	5	6	2	14	12	7	4	0	40,000
SOUTH CAROLINA.																				
4375	Allendale	Graded School	J. no. C. Daniel	Dept.	1	1	18	16	38	35	3	4	6	0	3	5	2	3	40	2,500
4376	Anderson	City High School	W. F. Moncreiff	Dept.	2	4	12	35	0	0	0	0	0	0	0	0	0	0	350	2,500
4377	Antreville	High School	W. E. Lott	Ind.	0	1	4	6	41	24	3	4	0	0	0	0	0	3	0	850
4378	Appleton	do	Mrs. W. A. Walker	Dept.	0	1	15	15	25	15	15	3	4	0	0	0	0	0	500	500
4379	Ashland	do	P. P. Berba	Ind.	0	2	20	18	44	40	0	0	0	0	6	4	4	2	72	1,000
4380	Belton	do	W. B. West	Ind.	1	1	32	27	53	38	8	4	4	2	0	0	0	3	3,250	3,250
4381	Bemetsville	do	J. C. Cork	Dept.	2	4	25	28	0	0	0	0	0	0	0	8	0	6	200	2,000
4382	Bishopville	Graded School *	W. P. Baskin	Dept.	1	1	12	24	63	64	16	10	8	0	1	0	1	0	0	0
4383	Blackstock	High School	S. G. Hatten	Ind.	0	1	14	16	20	16	10	8	0	1	0	1	0	3	300	300
4384	Blenheim	do	James H. Hamilton	Dept.	1	0	5	8	21	7	0	0	0	0	0	0	0	4	0	0
4385	Boyrkin	Line Academy	C. A. Boykin	Ind.	0	1	0	6	7	49	0	0	0	0	0	0	0	0	0	300
4386	Branchville	Graded School *	T. A. Fahey	Ind.	1	0	4	0	37	40	0	2	0	0	0	0	0	0	0	1,000
4387	Central	High School	H. F. Kree	Ind.	1	2	15	15	45	40	12	8	0	0	0	0	0	3	0	2,500

* Statistics of 1895-96.

4413	Madden	Prospect Normal School.	B. Y. Culbertson.....	Ind.....	3	0	22	18	38	25	.....	.....	0	0	0	0	4	.....	0	625
4414	Marion	Academy	J. Culbert Sheen.....	Dept.....	3	0	46	40	0	16	0	1	.....	7	5	7	4	118	600	6,000
4415	Moffettsville.....	do.*	J. L. Shepard.....	Ind.....	1	0	4	6	16	16	0	1	.....	.....	.....	.....	1	.....	250	1,000
4416	Mountville.....	High School *	T. E. Ewart.....	Ind.....	1	1	12	18	18	17	2	4	.....	.....	.....	.....	.....	.....	1,800	1,000
4417	Mullins	Male and Female Insti- tute.	J. E. Buzhardt.....	Ind.....	1	1	15	11	58	59	.....	.....	.....	1	0	.....	3	50	1,800	1,000
4418	Newberry	Graded School	W. H. Wallace, supt ..	Dept.....	2	2	40	60	0	0	.....	.....	.....	0	7	.....	2	350	20,000	20,000
4419	Oats	High School	J. R. Rogers	Ind.....	1	1	6	4	44	36	6	4	.....	0	0	.....	.....	0	.....	1,500
4420	Parksville	do	J. M. Bussey	Ind.....	1	0	5	5	40	25	.....	.....	.....	1	2	.....	2	200	.....	1,500
4421	Pickens	do.*	M. S. Stribling.....	Ind.....	1	0	8	7	42	33	.....	.....	.....	.....	.....	.....	.....	400	.....	1,000
4422	Piedmont	do	Misses N. Crayton and M. M. Grant.....	Dept.....	0	2	13	18	0	0	.....	.....	.....	0	0	0	0	0	0	1,000
4423	Pine Ridge	Academy	H. B. Dominick, A. B. ..	Ind.....	1	0	5	6	29	27	4	3	.....	1	1	1	1	30	875	875
4424	Princeton	High School	W. P. Culbertson.....	Ind.....	1	13	14	27	26	26	.....	.....	.....	0	0	.....	3	.....	75	.....
4425	Ridgeway	do	Fletcher E. Hinman.....	Dept.....	1	0	5	35	37	14	.....	.....	.....	0	0	.....	.....	.....	.....	.....
4426	Romoko	do	S. W. O'Dell, B. P.	Ind.....	1	0	5	14	6	6	2	1	0	0	0	0	0	.....	300	300
4427	Rockhill	Graded School	J. W. Thompson, supt ..	Dept.....	3	0	20	41	55	14	.....	.....	.....	0	3	0	3	4	300	8,000
4428	Roxesville	do	W. W. Stewart.....	Ind.....	1	0	7	3	16	23	2	2	.....	0	0	0	0	4	.....	2,000
4429	St. George	High School	E. B. Bellinger and M. W. Kenyon.....	Dept.....	1	1	11	15	37	47	3	2	0	0	0	0	4	0	0	2,000	
4430	St. Matthews	Graded School	Olin D. Wannamaker.....	Dept.....	1	0	6	14	0	0	2	3	.....	2	4	.....	3	50	1,800	1,800
4431	Satanuck	Academy	Miss Nettie Jeter.....	Ind.....	0	1	2	3	10	14	0	0	.....	0	0	.....	.....	0	400	4,000
4432	Seneca	High School	C. W. Moore	Ind.....	1	0	10	8	40	45	10	8	.....	0	0	0	3	0	4,000	4,000
4433	Sharon	Magnolia Institute *	Rev. J. E. Johnston.....	Ind.....	1	0	10	8	19	22	.....	.....	2	5	0	0	2	0	4,000	4,000
4434	Stokes	High School *	P. P. Bethel	Ind.....	1	2	21	23	35	39	13	9	5	0	2	1	3	180	1,200	1,200	
4435	Summerton	do	C. E. Calhoun	Dept.....	1	0	12	8	17	20	2	3	1	0	.....	.....	.....	500	500	500
4436	Tatum Station	Marlboro High School ..	K. D. Seun, A. B.	Dept.....	1	2	18	7	40	45	1	6	0	1	4	0	3	2	0	1,200	
4437	Varville	High School	E. W. Peoples	Dept.....	0	1	20	15	45	25	.....	.....	.....	0	0	.....	5	0	1,000	1,000
4438	Walterboro	Graded School	Jas. E. Peurifoy.....	Dept.....	1	2	18	12	50	40	3	2	2	0	0	0	0	0	2,500	2,500	
4439	Waterloo	High School *	J. H. McElroy	Ind.....	1	0	5	12	27	55	12	.....	.....	5	12	.....	3	.....	1,000	1,000
4440	Williamston	Male Academy	G. S. Gooding	Dept.....	1	1	16	0	48	26	6	0	.....	.....	.....	.....	.....	0	1,200	1,200
4441	Winnsboro	Mount Zion Collegiate Institute.*	W. H. Withlerow.....	Dept.....	1	2	36	36	45	43	.....	.....	.....	0	0	.....	3	215	26,250	26,250
SOUTH DAKOTA.																					
4442	Aberdeen.....	High School	Miss Kate Tanbman.....	Dept.....	2	2	40	44	0	0	.....	.....	.....	6	4	6	4	1,000	40,000	40,000
4443	Alexandria	do	Miss Julia A. Curran.....	Dept.....	1	1	20	27	0	0	.....	.....	.....	3	3	0	0	3	50	7,000
4444	Ashton	do	Ira J. Bradley	Dept.....	1	0	9	16	32	40	0	0	0	1	5	0	0	3	220	2,000	
4445	Brookings	do	Mrs. M. A. Roberts	Dept.....	0	1	9	24	16	3	.....	.....	.....	0	0	.....	.....	433	23,000	23,000
4446	Canton	do	J. H. Rudolph	Dept.....	0	2	20	22	5	12	.....	.....	.....	2	6	2	3	125	12,000	12,000
4447	Centerville	do.*	E. M. Stevens	Dept.....	1	1	5	13	0	0	.....	.....	.....	0	2	.....	3	90	3,500	3,500
4448	Clark	do	L. E. Ayresworth	Ind.....	0	3	7	9	73	66	.....	.....	.....	0	3	.....	3	50	5,000	5,000
4449	Deadwood	do	Alexander Strachan.....	Dept.....	1	1	21	35	0	0	.....	.....	.....	2	2	.....	4	500	50,000	50,000
4450	Deer Rapids	do.*	L. E. Goodwin	Dept.....	1	1	7	20	0	0	1	1	0	1	1	1	3	204	10,000	10,000	
4451	Desmet	do	C. E. Swanson	Dept.....	1	0	15	24	0	0	0	0	0	2	0	0	2	200	8,000	8,000	
4452	Elk Point	do	H. E. French	Dept.....	1	1	15	32	0	0	0	0	3	2	4	5	.....	50	20,000	20,000
4453	Flandreau	do	J. A. Goodrich	Dept.....	1	1	23	31	0	0	.....	.....	.....	2	3	6	1	0	350	350
4454	Groton	do	S. C. Hartranft.....	Dept.....	1	4	19	23	0	0	0	1	0	0	1	4	1	0	4	350	350
4455	Hot Springs	do	E. J. Moore	Dept.....	0	3	25	24	0	0	0	3	0	10	2	4	1	3	50	35,000	35,000

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Second-ary stud-ents.		Elementary students.				Preparing for college.				Grad-ates in the class of 1897.		College prepar-atory stu-dents in the class graduated in 1897.				Length of course in years.	Number of students in military drill.
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
SOUTH DAKOTA—continued.																							
4456	Howard	High School	Dept.	1	1	20	25	0	0												300	\$16,000	
4457	Huron	do	Ind.	3	3	24	43	0	0	3	10	7	6	2	10	2	3	2			585	25,000	
4458	Lead	do	Dept.	2	1	30	36	0	0	5	5	8	7	1	4	0	0	4			200	25,000	
4459	Madison	do	Dept.	2	2	32	31	0	0	0	0	0	0	0	16	0	0	3			200	14,000	
4460	Mitchell	do	Dept.	1	0	6	8	0	0	0	0	0	0	2	3	0	0	3			250	6,000	
4461	Parker	do.*	Dept.	0	2	10	28	0	0					1	5			4			250	80	
4462	Pierre	do	Dept.	0	2	22	25	0	0	2	0			2	2			4			120	8,000	
4463	Plankinton	do	Dept.	1	1	0	6	9	0					1	4			4			1,000	2,000	
4464	Redfield	do	Dept.	2	3	76	97	0	0			2	4	3	9	1	2	3			300	15,000	
4465	Sioux Falls	do	Dept.	0	1	8	12	46	52					3	5	4	2	3			200	10,000	
4466	Springfield	do	Dept.	1	0	24	20	0	0	2	2	3	2	7	5	12		1			200	10,000	
4467	Tyndall	do	Dept.	1	0	7	13	0	0					0	0	0	0	4			250	20,000	
4468	Verdell	do	Dept.	1	1	23	27	0	0					0	0	0	0	4					
4469	Werkton	do	Dept.	1	1	2	21	29	0					0	0	0	0	4					
4470	Yankton	do	Dept.	1	2	21	29	0	0					0	0	0	0	4					
TENNESSEE.																							
4471	Arlington	High School	Dept.	1	1	16	12	56	44	2	4	0	0	0	0	0	4	4			42	6,000	
4472	Aspen Hill	Academy	Ind.	1	0	12	9	26	34	3	0			2	1	0	0	4				800	
4473	Atwood	High School*	Ind.	1	0	24	14	51	31	0	0			14	0	0	0	4			0		
4474	Avondale	Secondary School	Dept.	1	0	17	23	0	0					8	9	8	9	3			200	4,000	
4475	Beechgrove	College	Ind.	1	1	0	15	26	20					0	0	0	0	2			1,500		
4476	Bells	High School	Dept.	1	1	25	35	0	0	0	0	0	0	0	0	0	0	4				4,500	

4477	Bluff City	John J. Wolford.	Ind...	1	1	30	41	80	88	4	0	6	4	4	2	...	5	...	200	10,000
4478	Booneville	J. M. Orrick	Ind...	1	0	6	3	50	21	...	...	...	...	...	0	0	0	...	425	...
4479	Bradford	W. T. Watson	Dept.	1	0	20	20	45	40	...	...	...	3	4	0	...	...	0	800	...
4480	Brazill	R. S. Boyers	Dept.	1	0	9	16	71	44	...	...	...	...	1	0	1	...	0	2,000	...
4481	Bristol	L. S. London	Dept.	1	2	17	8	0	0	...	...	...	...	0	0	0	2	300	20,000	...
4482	Capleville	T. A. Turner	Ind...	1	0	8	5	23	24	2	1	0	0	0	0	0	4	...	800	...
4483	Charleston	L. Cole	Dept.	1	1	10	8	0	0	2	0	0	0	...	...	...	...	...	4,000	...
4484	Chatata	J. A. Trewitt	Dept.	1	0	25	35	35	40	10	5	12	10	12	8	8	6	...	1,000	...
4485	Chattanooga	H. D. Wyatt	Dept.	2	4	91	157	0	0	...	...	...	20	40	...	...	3	...	25,000	...
4486	Clarksville	J. A. Henry	Dept.	1	1	7	20	0	0	...	...	...	3	1	1	3	3	75	...	...
4487	Clarksville	Miss Bettie Garland	Dept.	0	3	32	48	0	0	1	3	...	1	19	1	3	3	500	...	...
4488	Clear Spring	D. W. Griffith	Dept.	1	0	12	11	0	0	5	3	0	0	0	0	...	...	0	500	...
4489	Cleveland	D. C. Arnold	Ind...	2	0	15	20	0	0	...	...	...	4	13	...	...	2	250	15,000	...
4490	Clinton	J. I. Harrison	Ind...	1	1	20	10	60	50	...	...	...	5	2	...	...	3	800	...	...
4491	Clinton	Red Hill Academy *	Dept.	2	0	19	17	0	0	...	...	...	...	...	...	...	...	200	1,200	...
4492	Collierville	Abner Rogers, A. M.	Dept.	0	2	32	0	70	0	...	...	...	5	0	...	...	4	1,200	...	...
4493	Columbia	W. E. Bestick	Dept.	1	4	13	26	0	0	...	...	...	0	4	0	4	3	400	15,000	...
4494	Cono	C. A. Derryberry	Ind...	1	0	12	5	23	25	0	0	0	0	0	0	0	5	0	1,350	...
4495	Corryton	J. E. Wickham	Dept.	1	0	15	22	0	0	...	...	...	...	...	...	...	...	0	1,200	...
4496	Covington	Gleburne L. Hayes	Dept.	1	1	12	20	0	0	...	...	...	1	1	...	...	3	0	15,000	...
4497	Crystal	E. E. Noonan	Dept.	1	0	11	14	0	0	0	0	11	14	0	0	0	4	0	1,500	...
4498	Dandridge	J. M. Hicks	Ind...	1	1	65	50	0	0	0	0	5	7	0	1	0	0	4	5,000	...
4499	Dyersburg	H. S. Kennedy	Dept.	2	2	42	68	0	0	12	17	...	...	...	...	...	4	200	16,000	...
4500	Eve Mills	J. M. Clemmer, B. S., M. D.	Ind...	1	0	5	10	55	30	...	...	...	...	...	...	...	...	0	...	...
4501	Farmington	Margaret Culbertson	Ind...	1	0	3	8	42	32	...	...	...	...	...	...	...	...	...	...	...
4502	Fincastle	M. Y. Stricklin	Ind...	1	0	25	10	65	45	5	2	10	8	7	0	...	...	2,000	...	...
4503	Flynnslick	H. L. Craddock	Ind...	2	0	52	20	43	27	...	...	...	4	3	...	...	...	2,500	...	...
4504	Fotch	T. J. Wadler	Ind...	1	0	10	10	30	50	5	4	0	0	0	0	0	0	0	...	...
4505	German town	J. F. Barnes	Dept.	1	0	9	9	32	36	2	8	...	...	...	...	...	...	1,500	...	...
4506	Gillenwater	Prof. J. W. Hamilton	Ind...	1	1	27	37	51	52	8	14	...	...	...	...	...	...	3,000	...	...
4507	Glass	W. R. Moore	Ind...	2	1	20	20	60	50	1	1	...	...	...	...	...	...	20	3,000	...
4508	Gordonsville	N. L. Gold	Dept.	1	1	13	12	43	38	2	3	0	0	0	0	0	0	75	1,500	...
4509	Granville	T. R. Hudson	Ind...	1	1	20	10	50	32	5	2	...	...	...	...	...	...	800	...	...
4510	Greenville	R. W. Murney	Dept.	1	1	21	24	0	0	10	12	2	0	2	4	1	2	75	16,000	...
4511	Hartsville	R. D. Robertson	Dept.	2	1	15	15	45	47	8	10	7	5	...	...	...	4	0	7,000	...
4512	Hendersons Cross Roads	J. H. White	Ind...	2	1	30	36	45	21	8	6	0	0	3	4	0	0	1,000	...	...
4513	Hill City	A. C. Wesson	Ind...	0	1	1	6	70	79	0	3	...	...	...	...	...	2	2,000	...	...
4514	Hillsboro	W. K. Dickens	Dept.	1	0	1	10	36	38	...	...	...	0	0	0	0	0	0	350	...
4515	Humboldt	F. K. Henderson	Dept.	1	1	15	30	0	0	...	...	...	0	3	...	...	3	6,000	...	...
4516	Johnson City	Nat. V. Easley	Dept.	1	3	24	27	0	0	...	...	...	4	7	0	0	3	300	15,000	...
4517	Jonesboro	S. W. Sherrill	Dept.	3	0	25	15	0	0	20	10	...	...	...	...	...	1	496	25,000	...
4518	Kenton	G. O. Van Meter	Ind...	1	1	20	20	40	60	1	4	0	2	5	8	1	7	2	8,000	...
4519	Knoxville	J. W. Manning	Dept.	3	1	19	15	0	0	...	...	...	1	4	...	...	3	522	10,000	...
4520	do	W. T. White	Dept.	1	3	19	17	0	0	...	...	...	6	16	...	...	3	40,000	...	...

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Second-ary in-struct-ors.		Elementary students.		Students.								Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.		Grad-uates in 1897.		College prepar-atory stu-dents in the class that gradu-ated in 1897.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
TENNESSEE—cont'd.																					
4521	Knoxville	J. R. Lowry	Dept..	0	3	13	42	0	0	11	36			1	6	1	6	3			\$22, 100
4522	.....do	W. M. Rogers	Dept..	1	1	3	7	0	0									3		150	20, 000
4523	Lagrange	Mrs. Horton	Dept..	0	2	13	21	17	19									3		500	5, 000
4524	Laneview	J. W. Meadows	Ind..	2	0	22	16	53	55	6	1					3	0	4			2, 000
4525	Lenoir City	Miss L. L. Petro	Dept..	0	1	6	26	58	68						4	2	0	5		0	1, 200
4526	Mason Hall	J. V. Shelden	Dept..	2	3	25	20	0	0	0	0				3	5	2	4	2	400	10, 000
4527	Memphis	N. M. Williams	Dept..	1	10	94	277	0	0	0	0				2	31	0	0	4		32, 510
4528	Milan	R. E. Goldsby	Dept..	2	2	24	36	0	0						2	9	0	0	3	225	5, 000
4529	Mill Point	H. E. Bailey, A. M.	Ind..	1	0	7	6	33	41										0		2, 500
4530	Mountain City	Masonic Institute	Ind..	1	1	36	37	59	52				9	6	3	5	3	4	250	4, 000	
4531	Mount Moreb.	F. M. Fausette	Ind..	1	0	11	9	29	26	0	0	0	0	0	0	0	0	3		0	2, 100
4532	Murfreesboro.	F. M. Killgore	Dept..	2	1	15	21	0	0	2	4				3	5	0	6	3		10, 000
4533	.....do	F. C. Cox	Dept..	1	1	15	20	0	0	2	4				4	6	2	6	3	150	30, 000
4534	Nashville	Hard C. Weber	Dept..	8	3	150	305	0	0	1	11				6	20	0	5	4		10, 000
4535	.....do	F. G. Smith	Dept..	3	2	67	119	0	0						6	14			3	12	
4536	Newbern	J. E. Kinsland	Dept..	3	0	25	26	0	0	3	2	4	3	5	7	4	3	3	3	100	10, 000
4537	New Middleton.	Summary	Dept..	1	0	4	3	40	51									4			1, 000
4538	Newport	C. T. Cates	Dept..	1	2	30	54	0	0	0	0	20	35	3	4	2	4	3			
4539	Philadelphia	J. L. Thompson and C. S. Stephens.	Dept..	1	0	3	5	52	40	3	4										4, 000
4540	Pinson	J. C. Hicks, A. M.	Dept..	1	0	15	20	30	35						0	0			3		2, 000
	High School	John C. Wright	Ind..	1	0	15	20	30	35												

[illegible]

*Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.						
				Second-ary in-struct-ors.		Second-ary stu-dents.		Elementary students.		Preparing for college.		Gradu-ates in the class that gradu-ated in 1897.			Length of course in years.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
TEXAS—continued.																							
Brandon	Institute	L. V. Ellington	Dept.	1	1	25	30	0	0					2	1	2	1			100	\$3,000		
Brenoid	High School	J. W. De Shazo	Dept.	1	0	16	14	0	0											3	3,500		
Brenham	Central High School	Miss Mary Rial	Dept.	3	1	25	68	0	0	10	12			4	12	4	12	3	350		12,000		
Brushy creek	High School	S. N. Chennault	Ind.	1	0	12	10	31	24	1	0	1	1							0	2,000		
Bryan	do	S. H. Hickman	Dept.	2	1	17	41	0	0					0	13	0	13	3	250		20,000		
Burkeville	do	F. D. Dechard, A. M.	Ind.	1	0	10	15	23	27					0						3	200		
Burnet	Blum High School	R. J. Richey	Dept.	1	1	12	18	0	0	2	5			3	7	2	5	3	100		8,500		
Caddo Mills	do	J. B. Warren	Dept.	1	1	15	15	0	0	0	0			0	0	0	0	3	100		2,500		
Caldwell	do	C. James	Dept.	1	1	21	24	0	0	0	0	2		6	7	4	4	3	400		3,000		
Calvert	do*	W. S. Richardson	Dept.	1	1	21	24	0	0					1	3	1	1	3	800		10,000		
Cameron	do	E. A. Cochran	Dept.	3	0	37	53	0	0					1	0	0	0	4	100		30,000		
Canton	do*	F. M. Chancellor	Dept.	2	0	12	24	0	0	4	7									3	4,000		
Celate	Hawthorne College	J. H. Newton	Ind.	4	0	55	45	80	115			0	15	25	5	5	0	3	1,000		12,000		
Chico	Male and Female Institute	T. A. Taggart and J. W. Adamson.	Dept.	1	2	20	40							0	0	0	0	3	100		4,000		
Childress	High School	W. J. Haggard	Dept.	1	1	60	63	0	0	3	2							3	40		2,500		
Chisnolt	Berry Creek High School	Enoch Dickson	Dept.	1	1	29	24	0	0	0	0			2	0			4	200		3,000		
Cisco	High School	R. H. Barney	Dept.	2	1	36	49	0	0	1	0	1	0	1	0	1		3			10,000		
Clarendon	Graded School	W. R. Silvey	Dept.	0	1	23	30	0	0	0	0			0	0	0	0	4			3,500		
Coldspring	High School	Geo. W. Davis	Dept.	0	1	6	8	39	41	1	0							5	0		1,500		
Coleman	do*	B. W. Glasgow	Dept.	0	5	27	28	0	0										125		6,000		
Colorado	do	Joseph R. Baldwin	Dept.	1	2	18	22	0	0	3	6			0	6	0	4	3			1,500		
Comanche	do	A. W. Evans	Dept.	2	2	79	92	0	0	17	15	9	7	5	10	4	9	4	400		21,000		
Commerce	do	C. J. Debenport	Dept.	2	2	65	74	0	0	2	3	1	2	1	2	1	2	1	500		5,000		
Corpus Christi	do	M. Menger	Dept.	2	1	24	27	0	0									3	400		25,000		

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.										Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Second-ary students.		Preparing for college.		Gradu-ates in 1897.		College prepar-atory stu-dents in the class gradu-ated in 1897.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
TEXAS—continued.																					
4731	Tenaha.....	M. B. Brown.....	Ind.....	1	0	11	13	87	86	1	1	2	2	0	0	0	0	3	927	\$400	
4732	Terrell.....	S. D. Irvine.....	Dept.....	2	2	21	37	0	0	0	0	6	5	2	7	4	4	4	500	27,000	
4733	Texasana.....	Prof. W. R. Richardson.....	Ind.....	2	0	20	31	0	0	0	0	6	5	0	4	7	4	4	500	24,500	
4734	Thornston.....	M. B. Johnson.....	Dept.....	1	1	18	12	0	0	6	5	6	5	0	0	0	0	0	0	0	1,500
4735	Timpson.....	J. B. Ramsey.....	Ind.....	2	1	30	20	90	90	6	0	1	0	0	0	0	0	3	0	2,500	
4736	Trenton.....	T. E. Goff.....	Dept.....	2	0	28	30	0	0	4	2	3	1	0	0	0	0	4	400	750	
4737	Tyler.....	W. K. Tate.....	Dept.....	2	1	50	71	0	0	6	10	1	0	6	16	4	10	3	400	20,000	
4738	Uvalde.....	W. D. Love.....	Dept.....	1	3	27	30	0	0	0	0	0	0	0	2	6	0	3	750	10,000	
4739	Velasco.....	H. J. Frey.....	Dept.....	1	2	25	36	60	61	5	10	8	5	0	0	0	0	4	0	65,000	
4740	Waco.....	James F. Lipscomb.....	Dept.....	4	6	150	300	0	0	0	0	2	7	18	3	2	4	4	2,700	40,000	
4741	Waxahachie.....	J. C. Ryan.....	Dept.....	3	0	32	60	0	0	6	0	8	12	0	11	6	5	4	200	40,000	
4742	Weatherford.....	H. J. Fry.....	Dept.....	2	2	55	65	95	128	1	2	2	4	0	0	4	4	4	300	15,000	
4743	West.....	J. E. Murray.....	Ind.....	1	1	15	15	29	23	3	3	1	0	0	0	0	0	3	0	4,700	
4744	Wheelock.....	Jas. E. Cook.....	Ind.....	2	0	30	46	0	0	2	10	0	3	19	2	10	4	4	0	15,000	
4745	Whitesboro.....	Geo. W. Acton.....	Dept.....	2	0	30	40	0	0	0	0	2	1	0	0	0	0	300	40,000	0	
4746	Wichita Falls.....	W. F. Jourdan.....	Dept.....	1	1	3	34	0	0	0	0	2	2	1	0	0	0	100	4,000	0	
4747	Wimmsboro.....	J. D. Bass.....	Dept.....	1	1	3	40	0	0	0	0	0	0	0	0	0	0	2	4	2,500	
4748	Wortham.....	S. S. Monroe.....	Ind.....	1	0	7	17	89	80	0	0	0	0	0	0	0	0	2	0	0	
UTAH.																					
4749	Ogden.....	T. B. Lewis.....	Dept.....	4	1	74	71	0	0	0	0	0	0	0	0	0	0	4	450	0	
4750	Salt Lake City.....	W. R. Malone.....	Dept.....	10	10	187	318	0	0	60	60	30	10	10	27	5	8	4	0	0	0

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.										Length of course in years.	Number of students in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.				Gradu-ates in 1897.						College prepar-atory study.			
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
																		Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
VERMONT—cont'd.																					
4796	Wells River	Fred. T. Sharp, A. B.	Ind...	0	5	13	11	47	51	3	3	2	1	7	8	5	4	4	40	\$18,000	
4797	West Rutland	G. Z. Hinds	Dept.	1	3	28	37	0	0	6	9	0	0	3	10	1	2	4	50	12,000	
4798	White River Junction.	C. C. Davis.	Dept.	1	2	15	29	10	15					5	5	1	1	4	100	20,000	
4799	Winnski	Thos. J. Leonard.	Dept.	1	0	5	12	0	0	0	0	0	0	0	5	0	0	4	250	10,000	
4800	Woodstock	Edwin H. Whitehill.	Dept.	1	2	39	57	8	11	2	4			7	3	1	0	4	300		
VIRGINIA.																					
4801	Adrianco	Mrs. C. W. Cranby.	Dept.	0	2	5	10	14	15	5	10	0	0	0	0			4	0	325	
4802	Alexandria	Theodore H. Ficklin.	Dept.	1	2	45	0	0	0												
4803	Ashland	W. N. Hamlet	Dept.	1	2	17	12	0	0	1	1	2	0	1	1	1	1	3	0	1,000	
4804	Beavertown	Miss Virginia Campbell.	Dept.	1	0	10	10	15	30	3	2	2	0	1	1	1	0	4		800	
4805	Bedford City	E. Albert Smith	Ind.	2	1	20	25	27	41					0	1					25,000	
4806	Bedford Springs	Malcolm H. Arnold	Dept.	1	0	17	23	58	28					16	2				40	2,500	
4807	Berryville	C. H. Diehl	Ind.	1	2	15	6	78	64	2	1	0	0	0	0	0	0	4		5,000	
4808	Big Stone Gap	T. E. Crenshaw, A. M.	Ind.	1	1	10	14	76	92					0	0	0	0	2		3,500	
4809	Bowling Green	Miss L. B. Glassell.	Ind.	0	2	6	13	30	21	0	0	0	0	0	0	0	0				
4810	Boynton	Marshall Morton	Ind.	1	0	10	7	24	26												
4811	Boykins	Miss Josie E. Weston	Dept.	0	1	6	6	30	31										0	800	
4812	Bristol	R. H. Sheppe.	Dept.	0	1	20	25	43	50	5	7			1	1	1	1	3	300	25,000	
4813	Broadway	W. S. Flory	Dept.	1	1	0	6	14	68	54	2	0	1	0	1	0	1	4	500	1,250	
4814	Brownsville	J. P. McCluer	Dept.	1	0	12	23	3	3	6	2	6	1	0	1	1	1	1		7,000	
4815	Cedarbluff	D. B. Brown	Ind.	1	0	8	10	58	26	8	4			0	3			3		4,000	

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				Gradu-ates in 1897.				College prepar-atory stu-dents in the class that gradu-ated in 1897.		Length of course in years.	Number of students in military drill.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
WASHINGTON.																					
4865	Aberdeen.....	High School.....	Dept..	1	0	15	25	0	0	0	0	0	0	0	5	12	0	0	2	175	\$30,000
4866	Asotin.....	do.....	Dept..	1	0	4	5	58	65	0	0	0	0	0	0	0	0	0	1	225	8,000
4867	Ballard.....	do.....	Dept..	1	0	7	11	0	0	0	0	0	0	0	0	0	0	0	0	200	20,000
4868	Centralia.....	do.....	Dept..	1	2	30	29	0	0	0	0	3	4	4	8	11	3	4	3	250	12,000
4869	Chehalis.....	do.....	Dept..	1	1	23	37	0	0	0	0	0	0	0	0	0	0	0	0	200	50,000
4870	Ellensburg.....	do.....	Dept..	1	1	33	20	0	0	6	2	0	0	4	3	13	1	7	4	18	150
4871	Everett.....	do.....	Dept..	2	1	27	42	0	0	4	10	0	4	0	3	13	1	7	4	18	150
4872	Farhaven.....	do.....	Dept..	1	1	24	36	0	0	0	0	0	0	0	0	4	0	4	0	300	600
4873	Hoquiam.....	do.....	Dept..	1	1	6	13	0	0	0	0	2	4	4	3	6	2	4	0	153	21,800
4874	Montesano.....	do.....	Ind.....	1	0	8	14	148	144	0	0	0	0	0	1	6	0	0	2	0	7,000
4875	Mount Vernon.....	do.....	Dept..	1	0	6	8	0	0	0	0	0	0	0	6	8	0	0	1	75	10,000
4876	New Whatcom.....	do.....	Dept..	2	0	50	87	0	0	0	0	6	10	5	4	9	0	0	4	200	3,600
4877	North Yakima.....	do.....	Dept..	2	0	21	35	0	0	0	0	0	0	0	3	9	0	0	3	200	5,600
4878	Olympia.....	do.....	Dept..	1	2	44	62	0	0	0	0	0	0	0	2	8	0	0	3	50	80,000
4879	Orting.....	do.....	Dept..	1	1	10	12	0	0	0	0	0	0	0	0	0	0	0	2	12	5,000
4880	Palouse.....	do.....	Dept..	1	1	26	24	0	0	12	9	6	5	2	1	1	1	0	2	100	25,000
4881	Pomeroy.....	do.....	Dept..	1	0	8	13	0	0	2	2	0	0	0	6	9	0	0	3	138	20,000
4882	Port Angeles.....	Central High School.....	Dept..	1	1	6	3	21	50	0	0	0	0	0	5	3	0	0	0	200	8,000
4883	Port Orchard.....	Sidney High School.....	Dept..	1	1	23	28	0	0	0	0	0	0	0	4	7	0	0	3	258	25,525
4884	Port Townsend.....	do.....	Dept..	2	1	15	25	0	0	0	0	2	6	0	4	7	0	3	3	100	20,000
4885	Puyallup.....	do.....	Dept..	1	1	18	10	0	0	0	0	0	0	0	0	0	0	0	2	100	9,800
4886	Ritzville.....	do.....	Dept..	1	1	0	0	0	0	0	0	0	0	0	16	26	7	4	40	1,500	150,000
4887	Seattle.....	do.....	Dept..	8	7	197	281	0	0	4	2	3	2	3	1	3	1	2	1	282	10,000
4888	Shelton.....	do.....	Dept..	1	0	8	7	8	7	0	0	1	0	4	3	1	2	1	4	29	700
4889	Snohomish.....	do.....*	Dept..	1	1	7	18	0	7	0	0	1	0	1	1	3	1	3	4	305	29,700

[illegible]

* Statistics of 1895-96.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1896-97—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stud-ents.		Preparing for college.				Gradu-ates in 1897.		College prepar-atory stu-dents in the class that grad-u-ated in 1897.							
								Clas-sical course.		Scien-tific course.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
WISCONSIN—cont'd.																					
5009	Linden	High School	Dept.	1	0	13	13	0	0	0	0	0	0	2	3	0	0	3	200	\$3,500	
5010	Madison	do	Dept.	2	11	233	246	0	0	0	0	0	0	32	26	0	0	4	300	25,000	
5011	Manawa	Little Wolf High School	Dept.	3	1	0	19	14	0	1	1	2	0	5	4	3	1	3	450	10,000	
5012	Manitowoc	High School (First Ward).	Dept.	3	1	80	33	0	0	0	0	0	0	9	7	5	0	4	300	.....
5013	Marinette	High School	Dept.	2	3	66	91	0	0	2	1	10	25	6	9	2	2	4	300	30,000	
5014	Marshall	Medina High School	Ind.	1	1	22	32	0	0	0	0	0	0	1	8	0	0	4	258	7,000	
5015	Marshfield	High School *	Dept.	1	2	19	43	0	0	0	0	0	0	0	5	0	0	4	100	.....
5016	Mauston	do	Dept.	1	2	36	41	0	0	0	0	15	11	0	3	2	2	4	450	.....
5017	Mayville	do	Dept.	2	1	33	24	0	0	0	0	0	0	6	4	3	2	4	350	21,000	
5018	Mazomanie	do	Dept.	2	1	26	24	0	0	7	2	3	0	1	7	1	3	4	350	23,000	
5019	Menasha	do	Dept.	2	1	39	47	0	0	0	0	0	10	21	7	16	0	4	310	16,000	
5020	Menomonee	do	Dept.	2	1	60	48	0	0	0	0	0	0	8	10	4	2	4	500	55,000	
5021	Merrill	do	Dept.	0	3	39	65	0	0	1	3	0	0	7	10	4	2	4	400	7,000	
5022	Merrillan	do *	Ind.	1	2	20	16	80	184	1	3	0	0	2	8	1	2	3	1,000	50,000	
5023	Middleton	do	Ind.	1	0	23	12	0	0	0	0	0	0	1	1	0	0	3	200	2,500	
5024	Milton Junction	do	Dept.	1	1	18	31	0	0	0	0	0	0	1	3	0	0	4	536	10,000	
5025	Milwaukee	High School (east side)	Dept.	10	9	279	277	0	0	0	0	0	0	26	29	15	10	4	3,000	100,000	
5026	do	High School (south side)	Dept.	5	10	209	240	0	0	9	6	17	0	12	21	7	9	4	2,278	80,000	
5027	do	High School (west side)	Dept.	6	15	285	345	0	0	14	16	18	9	4	2	4	2	4	2,500	150,000	
5028	Mineral Point	High School	Dept.	2	1	25	37	0	0	0	0	0	0	3	9	0	0	4	1,000	10,000	
5029	Montovi	do *	Dept.	2	1	4	14	0	0	0	0	1	1	1	3	2	1	4	365	15,000	
5030	Monroe	do	Dept.	2	2	56	84	0	0	0	0	0	0	3	7	12	3	4	3,500	15,000	
5031	Montello	do	Dept.	1	2	17	24	0	0	0	0	0	0	0	4	3	0	3	500	10,000	
5032	Montfort	do	Ind.	1	1	12	40	0	0	0	0	0	0	1	9	0	0	4	40	8,000	

5033	Mount Hope.	do	C. E. Shaver, B. A.	Dept.	1	0	9	15	38	25	0	0	0	0	0	0	3	69	
5034	Muscodah.	do	Arthur W. Kopp	Dept.	2	0	16	21	0	0	0	0	0	0	0	0	3	550	
5035	Needah.	do	C. H. Maxson	Dept.	1	1	36	40	0	0	0	0	0	0	0	0	3	450	
5036	Neenah.	do	J. F. Conant	Dept.	1	3	48	60	0	0	0	0	0	0	0	0	4	374	
5037	Neillsville	do	W. L. Morrison	Dept.	1	2	40	52	0	0	0	0	0	0	0	0	1	160	
5038	New Lisbon	do	S. A. Boswick	Dept.	1	1	23	26	0	0	0	0	0	0	0	0	1	160	
5039	New London.	do	Do Witt Elwood.	Dept.	1	1	23	26	0	0	0	0	0	0	0	0	1	850	
5040	Oakfield	do	A. M. Olson	Ind.	1	1	23	30	0	0	0	0	0	0	0	0	4	225	
5041	Oakwood	do	A. H. Cole	Ind.	1	0	19	36	72	32	3	2	5	11	6	3	3	155	
5042	Oconomowoc.	do	C. R. Cross	Dept.	1	0	13	10	32	41	0	0	0	0	0	0	3	220	
5043	Oconto.	do	R. L. Cooley	Dept.	1	2	30	50	0	0	0	10	12	5	6	2	2	700	
5044	Omro	do	E. E. Sheldon	Dept.	1	2	30	50	0	0	0	0	0	0	0	0	4	4,500	
5045	Onalaska.	do	Bernard F. Oltman.	Dept.	1	1	30	28	0	0	0	0	0	0	0	0	4	500	
5046	Oregon.	do	Herbert M. Haskall.	Dept.	1	1	44	41	0	0	0	0	0	0	0	0	4	400	
5047	Oshkosh	do	Buel T. Davis.	Dept.	3	7	94	152	0	0	0	0	0	0	0	0	1,600		
5048	Oshtemo.	do	G. E. Pratt.	Dept.	1	0	12	18	55	16	0	0	0	0	0	0	3	200	
5049	Peshigo.	do	J. M. Bold.	Ind.	2	0	6	12	13	50	0	0	0	0	0	0	3	250	
5050	Pewaukee	do	F. L. McGowan	Ind.	2	0	21	26	115	98	0	0	0	0	0	0	1	260	
5051	Phillips	do	A. D. Pridaux	Dept.	1	1	12	25	0	0	0	0	0	0	0	0	4	100	
5052	Plainfield.	do	Eber Dufoe	Ind.	2	0	13	30	81	83	0	0	0	0	0	0	4	380	
5053	Plainville.	do	Chas. M. Fox	Dept.	1	6	21	0	0	0	0	0	0	0	0	0	0	2	---
5054	Plymouth	do	Otto Gaffron.	Dept.	1	2	54	57	0	0	0	0	0	0	0	0	3	500	
5055	Port Washington.	do	Thos. J. Jones	Dept.	1	1	9	12	38	0	0	0	0	0	0	0	3	350	
5056	Potosi	do	Philos. J. Kolb.	Ind.	1	1	26	30	58	47	0	0	0	0	0	0	3	145	
5057	Poynette	do	H. S. Yonker.	Dept.	2	2	16	18	26	31	0	0	0	0	0	0	1	665	
5058	Prairie du Chien.	do	J. A. Pratt.	Dept.	1	2	40	46	0	0	4	5	7	5	6	2	2	500	
5059	Prairie du Sac	do	John F. Bergen	Dept.	1	2	32	31	0	0	10	12	2	3	2	1	2	300	
5060	Prescott	do	James Goldsaworthy	Dept.	2	0	36	26	0	0	0	0	0	0	0	0	0	1,000	
5061	Reedsburg	do	W. N. Parker	Dept.	1	1	36	26	0	0	0	0	0	0	0	0	4	7,000	
5062	Rhineland.	do	C. M. Glesson	Dept.	1	1	20	48	0	0	0	0	6	10	0	5	1,100		
5063	Rice Lake	do	C. M. MacGregor	Dept.	1	1	20	20	0	0	0	0	4	2	4	2	1	100	
5064	Richland Center.	do	A.																

* Statistics of 1895-96.

5105	White Water.....	.....do.....	H. A. Whipple.....	Dept..	1	5	66	71	7	12	14	13	15	10	15	10	5	4	4	300	50,000
5106	Winneconne.....	.....do.....	G. E. Frye.....	Ind...	1	0	17	21	123	111	0	0	0	0	1	2	0	0	3	288	6,000
5107	Wonewoc.....	.....do.....	W. S. Freeman.....	Dept..	2	0	17	28	0	0	.....	.....	.....	.....	3	0	0	0	4	300	10,000
WYOMING.																						
5108	Cheyenne.....	High School.....	Anna E. Fox.....	Dept..	1	4	68	82	0	0	.....	.....	.....	10	15	10	15	4	4	1,200	130,000
5109	Evanston.....	.....do.....	J. L. Fleming.....	Dept..	1	2	35	35	0	0	20	21	1	2	5	10	2	5	3	2,100	55,000

* Statistics of 1895-96.

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
ALABAMA.		
1 Anniston	Noble Institute for Boys *	Joseph F. John
2 Ashland	Ashland College *	J. A. Lowry
3 Auburn	Auburn Female Institute.	G. W. Duncan
4 Bartfield	Mount Pleasant High School *	John W. Overton
5 Beville	Pelham High School	F. R. Peterson
6 Birmingham	Pollock-Stephens Institute	Charles H. Holmes, A. M.
7 ..do	South Highland Academy	Joel C. DuBose, A. M.
8 ..do	The Taylor School	William P. Taylor, B. A.
9 Butler	Butler Academy	J. M. Watkins
10 Carrollton	Carrollton Academy	L. V. Rosser
11 Cedar Bluff	Cedar Bluff Institute	W. J. Doster
12 Centerville	Centerville Male and Female College.	J. D. Cooper
13 Childersburg	Childersburg High School	C. F. Striplin
14 Clanton	University School	E. Y. McMorries, Ph. D.
15 Collinsville	Collinsville High School	Z. D. McWhorter
16 Cullman	Polytechnic College and Ladies Institute.	S. A. Felter, A. M., B. I.
17 Danville	North Alabama Collegiate Institute.*	D. F. Green, B. S.
18 Demopolis	Marengo Female Institute *	J. W. Beeson, A. M.
19 ..do	Marengo Military Institute	W. Allen McLeod
20 Edwardsville	Cleburne Institute	Charles M. Garrett
21 Elkmont	Elkmont High School	Henry J. Fusch
22 Enterprise	Male and Female High School	J. A. Steed
23 Equality	Oak Grove Academy *	R. M. Slaughter
24 Eutaw	Eutaw High School	Miss K. I. Alexander
25 Fayette C. H.	Jasper District High School	W. Turner
26 Flomaton	Flomaton High School *	J. W. Agnew
27 Florence	Florence Institute *	Alex. S. Paxton, A. B.
28 Forney	Cherokee Wesley Institute	Bruce Allen
29 Fort Payne	North Alabama College	T. C. Belsher, A. M., president
30 Gaylesville	Gaylesville High School	John L. Ray, A. M., Ph. D.
31 Greensboro	Greensboro Female College	W. G. Keady
32 Grove Hill	Male and Female Academy *	M. B. Du Bose
33 Gurley	Robert Donnel High School	E. L. Cunningham
34 Harpersville	Elm Hill Academy *	C. H. Florey
35 Hartsells	Hartsells College	J. H. Riddle, Ph. M.
36 Healing Springs	Industrial High School	Rev. J. B. Hamberlin, A. M.
37 Hickmans	Hickmans High School	Miss Mary Park
38 Holly Pond	High School	D. V. Smith
39 Joppa	Industrial Normal and Collegiate Institute.	John C. Campbell
40 Keener	Wills Valley Institute	John C. Collier, A. M.
41 Lacy Springs	Lacy Springs High School *	James C. Willis
42 Lincoln	Lincoln High School	E. D. Acker, A. B., LL. B.
43 Marion	Marion Military Institute	J. T. Murfee, LL. D.
44 Midway	Midway High School	G. R. Hall
45 Mobile	Academy of the Visitation	Sister M. Stanislaus Campbell
46 ..do	Evangelical Lutheran Institute *	Wm. Weinbach
47 ..do	Hunter's (Miss) School	Miss Sallie E. Hunter
48 ..do	St. Mary's Select School	Sister Louise
49 Monroeville	Monroeville Academy	J. N. Powers
50 Montevallo	Alabama Girls Industrial School	H. C. Reynolds
51 Montgomery	St. Mary's of Loretto Academy	Sister M. Evangeline
52 Nealtown	Nealtown Academy	Miss Zeota Calhoun
53 Newton	Marianna High School	R. J. Holston
54 Perdue Hill	Perdue Hill High School *	J. N. Ivey, A. B.
55 Piedmont	Cumberland Presbyterian Seminary.	N. J. Finney, A. M., president.
56 Pineville	Pineville High School	J. T. Adams

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.				
	Secondary instructors.		Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.													
	Male.	Female.	Male.	Female.	Male.	Female.	Classical course.		Scientific course.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
							Male.	Female.	Male.	Female.																
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22								
P. E	1	0	16	0	12	0	16	0	.....	.....	0	0	0	0	4	.....	.....	\$15,000				1
Nonsect ..	1	1	40	45	35	30	2	0	.....	.....	.....	.....	.....	.....	.....	.....	200	2,000				2
Nonsect ..	1	2	15	30	25	35	.....	.....	.....	.....	0	6	3	3	3	.....	200	.....				3
Nonsect ..	1	0	29	29	47	30	20	18	9	10	0	0	0	0	5	.....	0	400				4			
Nonsect ..	1	0	7	6	8	12	3	1	.....	.....	.....	.....	.....	.....	4	.....	0	1,000				5
Nonsect ..	0	4	0	50	0	50	0	12	0	0	0	8	0	8	5	.....	50	15,000				6			
Nonsect ..	1	0	18	0	0	0	7	3	3	0	.....	.....	.....	.....	.....	.....	400	3,500				7
Nonsect ..	1	1	15	14	16	4	4	3	5	2	.....	.....	.....	.....	4	.....	.....	.....				8
Nonsect ..	1	2	22	18	10	12	6	4	8	2	4	0	4	0	.....	.....	0	2,500				9		
Nonsect ..	1	0	6	6	16	6	4	4	.....	.....	1	0	1	0	2	.....	0	1,000				10	
Nonsect ..	1	1	19	18	34	44	3	2	.....	.....	2	3	2	3	3	.....	800					11	
Nonsect ..	2	1	41	23	64	52	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,500					12
Nonsect ..	1	2	27	16	26	30	.....	.....	7	6	0	2	0	2	4	.....	0	3,500				13	
Nonsect ..	1	1	27	18	21	28	11	5	.....	.....	0	0	0	0	4	.....	100	3,000				14	
Nonsect ..	1	1	20	30	40	20	6	4	2	1	3	2	3	1	6	.....	100	100				15			
Nonsect ..	2	2	25	35	35	30	0	2	2	2	3	5	3	5	3	30	500	3,000				16				
Baptist ...	1	2	25	20	28	27	7	5	3	1	20	18	.....	.....	3	.....	100	2,000				17	
Nonsect ..	0	4	0	50	5	45	0	0	0	0	0	9	0	0	4	.....	1,500	10,000				18			
Nonsect ..	3	0	37	0	5	0	14	0	10	0	.....	.....	.....	.....	4	24	.....	8,000				19
Nonsect ..	1	2	45	20	45	40	2	0	3	2	4	2	.....	.....	.....	.....	150	3,000				21
Nonsect ..	1	0	2	3	28	20	0	0	0	0	0	0	0	0	3	.....	0	500				20			
Nonsect ..	1	1	30	30	50	30	6	5	7	4	4	3	3	2	4	20	4,532	15,000				22				
Nonsect ..	1	0	7	8	23	33	6	8	.....	.....	.....	.....	.....	.....	4	.....	.....	1,000				23
Nonsect ..	0	2	0	37	12	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....				24
Meth	1	1	15	20	30	20	10	10	0	0	0	0	0	0	4	.....	3,500	.....				25		
Nonsect ..	1	0	5	4	13	14	2	2	.....	.....	0	0	0	0	.....	.....	0	800				26
Nonsect ..	1	0	14	0	10	0	4	0	.....	.....	0	0	.....	.....	4	.....	0	.....				27
Nonsect ..	1	0	30	4	60	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,500				28
Nonsect ..	1	1	10	10	30	28	0	4	0	0	.....	.....	.....	.....	4	.....	0	2,000				29
Nonsect ..	2	1	58	56	20	24	24	20	15	21	6	6	4	2	4	.....	500	5,000				30			
Nonsect ..	0	2	3	15	9	35	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	5,000				31
Nonsect ..	1	1	14	10	22	18	9	7	.....	.....	0	0	0	0	4	30	0	.....				32	
Cum. Presb	2	0	35	30	28	20	8	0	27	30	0	0	0	0	4	.....	12,800	.....				33		
Nonsect ..	1	1	16	10	22	24	.....	.....	.....	.....	.....	.....	.....	.....	5	.....	60	600				34
Nonsect ..	1	1	40	40	50	80	0	2	15	20	1	0	.....	.....	3	.....	100	3,500				35	
Baptist ...	1	1	10	12	11	9	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	15	2,000				36
Nonsect ..	1	0	11	3	9	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....				37
Nonsect ..	2	0	13	2	57	48	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....				38
Cong	1	1	5	2	95	109	.....	.....	.....	.....	0	0	.....	.....	4	.....	150	2,000				39
Nonsect ..	1	1	10	14	85	90	.....	.....	.....	.....	0	0	.....	.....	4	.....	200	500				40
Nonsect ..	1	0	6	9	40	38	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	600				41
Nonsect ..	1	1	37	28	52	43	5	5	4	3	.....	.....	.....	.....	3	.....	.....	1,800				42
Nonsect ..	5	0	112	0	.....	.....	112	0	.....	.....	12	0	.....	.....	112	1,000	75,000	.....				43
Baptist ...	1	1	14	12	29	20	1	0	1	0	.....	.....	.....	.....	.....	.....	.....	2,000				44
R. C	0	8	0	29	0	20	0	0	0	0	0	3	0	0	4	.....	3,500	.....				45		
Ev. Luth ..	2	0	10	7	10	15	.....	.....	.....	.....	.....	.....	3	3	.....	.....	300	4,000				46
Nonsect ..	0	2	0	20	0	30	.....	.....	.....	.....	.....	.....	0	1	4	.....	.....	10,000				47
R. C	0	1	0	16	0	164	0	0	0	0	0	4	0	0	4	.....	.....	.....				48	
Nonsect ..	1	1	8	17	11	.....	.....	.....	.....	.....	0	4	0	4	5	.....	0	1,200				49
Nonsect ..	1	13	0	226	0	0	.....	.....	0	226	.....	.....	.....	.....	.....	.....	850	30,000				50
R. C	0	8	0	60	0	70	0	0	0	0	0	2	0	0	4	.....	1,000	12,000				51			
Nonsect ..	1	0	13	11	10	7	2	1	0	0	.....	.....	.....	.....	4	.....	.....	.....				52
M. E. So ..	1	1	15	12	24	23	.....	.....	.....	.....	0	0	.....	.....	4	.....	.....	3,000				53
Nonsect ..	0	1	19	14	10	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30	.....				54
Cum. Presb	2	1	17	23	.....	.....	.....	.....	.....	.....	0	2	.....	.....	5	.....	200	25,000				55
Nonsect ..	1	1	12	16	18	14	8	10	.....	.....	.....	.....	.....	.....	.....	.....	600	125				56

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
ALABAMA—continued.		
57 Pisgah.....	Male and Female Academy.....	R. A. Williams.....
58 Roanoke.....	Roanoke Normal College.....	R. M. Crawford, president.....
59 Rutledge.....	Rutledge High School.....	T. H. Watkins, A. B.....
60 Six Mile.....	Six Mile Academy.....	Rareo and Clayton.....
61 Springville.....	Spring Lake College.....	T. C. Belsher, A. M., president.....
62 Stevenson.....	William and Emma Austin College.....	J. H. Latimer, president.....
63 Sulligent.....	Sulligent Academy.....	Zeigler.....
64 Talladega.....	Talladega College.....	W. S. Goss.....
65 Town Creek.....	Town Creek Normal School.....	J. T. Ferguson.....
66 Trussville.....	Trussville Academy.....	P. L. Acton.....
67 Tuscumbia.....	Deshler Female Institute and College.....	Mrs. Mary Lindsay Watkins.....
68 Tuskaloosa.....	Verner Military Institute.....	W. H. Verner.....
69 Tuskegee.....	Alabama Military Academy*.....	W. D. Fonville, superintendent.....
70 Union Springs.....	Union Springs Male and Female College.....	J. M. Sanders.....
71 Verbena.....	High School.....	L. E. Zoch.....
72 Vernon.....	Vernon Institute.....	C. V. Thompson.....
73 Walnut Grove.....	Walnut Grove College.....	C. L. Murphree.....
74 West End.....	Zelosophian Academy.....	James H. B. Hall, A. B.....
75 White Plains.....	Talladega District High School.....	F. T. Petty.....
76 Woodstock.....	Woodstock Academy*.....	A. W. Hayes.....
ARIZONA.		
77 Prescott.....	St. Joseph's Academy.....	Sister Demetria.....
78 Tucson.....	St. Joseph's Academy.....	Sister Elizabeth.....
ARKANSAS.		
79 Amity.....	Amity High School.....	Sam'l M. Samson.....
80 Arkadelphia.....	Arkadelphia Baptist Academy*.....	F. L. Jones, B. S.....
81 do.....	Shorter University.....	Rev. Thos. H. Jackson, D. D.....
82 Barren Fork.....	Mount Pleasant Academy.....	J. P. Bingham.....
83 Belleville.....	Belleville Normal College.....	D. F. Montgomery.....
84 Berryville.....	Clarke's Academy.....	Issac A. Clarke.....
85 Carrollton.....	Carrollton Seminary*.....	J. W. Blankinship.....
86 Cauthron.....	Cauthron Academy.....	W. W. Lundy, A. B.....
87 Fordyce.....	Training School for Youths.....	J. D. Clary.....
88 Hamburg.....	High School*.....	John P. Graham.....
89 Hazen.....	Rural Academy*.....	D. S. Harris.....
90 Helena.....	Sacred Heart Academy*.....	Sister Evangelista.....
91 Hope.....	Hope Institute.....	T. B. Winston.....
92 Magnolia.....	South Western Academy.....	J. W. Cantwell.....
93 Mason Valley.....	Mason Valley Institute.....	O. F. Mason, B. S.....
94 Monticello.....	Hinemon's University School.....	J. E. Erwin.....
95 Okolona.....	Okolona High School*.....	J. W. Thompson.....
96 Ozark.....	Franklin Female College.....	S. S. Waters.....
97 Paragould.....	Thompson's Classical Institute*.....	R. S. Thompson.....
98 Pea Ridge.....	Pea Ridge Normal College.....	S. C. Parish.....
99 Quitman.....	Quitman Male and Female College.....	F. M. Malone, A. M.....
100 Rogers.....	Rogers Academy.....	J. W. Seroggs, A. M.....
101 Rover.....	Fouche Valley High School*.....	J. H. Reynolds.....
102 Southland.....	Southland College and Normal Institute.....	Edgar Ballard.....
103 Spielerville.....	New Subiaco College.....	Rev. Thos. A. Keller, O. S. B.....
104 Stephens.....	Stephens A. Bemis Institute.....	Thos. L. Bond.....
105 Wilmar.....	Drew Normal Institute.....	Spence and Allen.....

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.						
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.													
							Classical course.		Scientific course.																	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.										
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22								
Nonsect ..	2	1	12	10	50	48	10	0	0	0	0	0	\$500	57						
Nonsect ..	2	1	60	70	44	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	300	20,000	58
Nonsect ..	1	0	40	39	20	25	2	4	3	0	0	0	0	0	.....	.....	0	600	59					
Nonsect ..	4	0	40	57	25	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	200	2,000	60
Nonsect ..	1	1	19	12	.....	.....	0	4	0	0	2	2	0	0	4	.....	0	2,000	61				
Nonsect ..	1	1	11	11	36	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	4,000	62
Nonsect ..	1	0	5	5	25	25	0	0	3	0	0	0	0	0	.....	.....	0	2,500	63					
Cong	4	2	27	29	265	362	10	2	0	0	3	3	1	1	4	.....	6,200	133,000	64						
Nonsect ..	1	1	16	24	1	3	5	4	7	8	0	0	0	0	4	.....	.....	2,000	65					
Nonsect ..	1	0	10	2	26	26	3	0	3	0	0	0	.....	.....	.....	.....	.....	1,500	66		
Nonsect ..	0	1	0	10	0	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	67
Nonsect ..	2	0	45	0	30	0	10	0	30	0	.....	.....	.....	.....	4	.....	1,000	15,000	68		
Nonsect ..	3	0	44	6	46	10	.....	.....	1	0	11	0	.....	.....	4	50	800	20,000	69			
Nonsect ..	0	2	30	40	10	10	20	10	.....	.....	.....	.....	.....	.....	5	.....	.....	5,000	70
Nonsect ..	1	1	6	3	27	17	0	0	5	3	0	0	0	0	.....	.....	100	600	71					
Nonsect ..	1	0	15	10	25	25	5	5	5	10	0	0	0	0	2	.....	0	750	72						
Nonsect ..	1	2	43	36	42	36	25	16	20	18	1	1	.....	.....	5	.....	40	1,500	73				
Nonsect ..	2	1	30	25	37	40	.....	.....	.....	.....	0	0	.....	.....	4	.....	.....	1,000	74
M. E. So ..	1	1	18	19	37	22	.....	.....	.....	.....	1	1	1	1	4	.....	34	1,300	75		
Cum. Presb	1	1	16	10	34	30	10	6	.....	.....	6	2	6	2	.....	.....	.....	1,500	76		
R. C	0	1	0	10	25	40	.....	.....	.....	.....	0	1	.....	.....	.....	.....	100	.....	77
R. C	3	7	25	170	.....	.....	.....	.....	.....	.....	0	3	.....	.....	.....	.....	.....	25,600	78
Nonsect ..	2	0	21	18	59	67	0	0	1	0	1	0	1	0	3	.....	150	7,500	79						
Miss. Bapt	0	3	9	17	22	48	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	200	12,000	80
A. M. E.	1	1	9	12	23	30	1	0	0	0	.....	.....	.....	.....	.....	.....	115	5,000	81	
Nonsect ..	2	1	10	10	68	66	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	25	2,000	82
Nonsect ..	0	2	37	20	75	65	4	1	22	10	0	0	0	0	4	.....	51	3,000	83						
Nonsect ..	1	1	20	29	25	20	20	5	10	3	4	0	4	0	4	.....	600	6,000	84						
Nonsect ..	1	0	8	8	72	67	4	5	.....	.....	.....	.....	.....	.....	4	.....	.....	2,000	85
Nonsect ..	1	1	15	14	50	50	.....	.....	4	2	0	0	0	0	5	.....	.....	1,000	86			
M. E. So ..	1	1	28	22	14	13	20	15	0	0	0	0	0	0	4	.....	400	4,000	87						
Nonsect ..	1	0	7	8	33	27	7	8	.....	.....	0	0	0	0	3	.....	.....	.....	88		
Nonsect ..	1	0	18	12	0	0	8	5	0	0	0	0	0	0	.....	.....	100	700	89					
R. C	0	2	0	20	20	40	0	0	.....	.....	0	1	.....	.....	.....	.....	.....	20,000	90
Nonsect ..	1	1	14	14	29	21	.....	.....	.....	.....	0	1	.....	.....	3	.....	.....	7,000	91
Nonsect ..	2	1	32	35	126	109	4	1	.....	.....	4	5	3	5	3	.....	800	20,000	92				
Nonsect ..	1	1	6	13	44	46	0	1	.....	.....	.....	.....	.....	.....	4	.....	250	3,000	93
Nonsect ..	2	1	37	49	0	0	40	0	3	0	3	2	1	1	4	.....	373	7,000	94						
Nonsect ..	0	2	21	19	24	20	1	7	.....	.....	.....	.....	.....	.....	4	.....	.....	4,000	95
Nonsect ..	0	2	0	15	0	25	0	12	0	3	0	0	0	0	4	.....	30	1,500	96						
Nonsect ..	1	0	9	16	24	4	3	0	0	0	0	0	0	0	4	.....	300	1,500	97						
Nonsect ..	2	2	40	30	120	70	.....	.....	.....	.....	7	4	.....	.....	2	.....	500	6,000	98
M. E. So ..	1	1	14	7	116	112	.....	.....	.....	.....	0	0	.....	.....	.....	.....	.....	40,000	99
Cong	2	1	53	46	12	13	15	6	2	1	4	10	3	3	4	34	1,400	25,000	100							
Nonsect ..	1	1	10	5	90	80	4	2	.....	.....	1	0	1	0	3	.....	175	1,500	101				
Friends	3	3	12	15	73	65	.....	.....	.....	.....	1	0	4	3	4	.....	1,200	27,000	102		
R. C	5	0	23	0	9	0	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	.....	.....	103
Nonsect ..	1	1	20	30	65	70	3	4	4	2	3	2	3	2	4	.....	200	6,000	104						
Nonsect ..	0	2	28	25	50	58	8	2	3	0	0	0	0	0	4	.....	150	4,000	105						

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	CALIFORNIA.		
106	Alameda.....	University Academy.....	W. W. Anderson.....
107	Belmont.....	Belmont School.....	W. T. Reid, A. M.....
108	Berkeley.....	Boone's University School *.....	Philip R. Boone.....
109	do.....	Bowens Academy *.....	Thomas Stewart Bowens, M. A.....
110	do.....	Head's (Miss) Preparatory School.....	Miss Anna Head.....
111	Burlingame.....	Hoitt's School for Boys.....	Ira G. Hoitt, M. A., Ph. D.....
112	East Oakland.....	Our Lady of Lourdes Academy *.....	Sister of Mercy.....
113	Grass Valley.....	Mount St. Marys Academy *.....	Sister M. Francis Murphy.....
114	Healdsburg.....	Healdsburg College.....	F. W. Howe, president.....
115	Irrington.....	Curtner Seminary for Young Ladies.....	H. C. Ingram.....
116	Lakeport.....	Lakeport Academy.....	John Overholser.....
117	Los Angeles (1038 West 7th st., near Pearl).....	Collegiate Institute for Boys and Young Men.....	Rev. Anselm B. Brown, A. M.....
118	Los Angeles (Adams st., cor. Hoover).....	The Frobel Institute *.....	Carolyn M. N. Claverie.....
119	Los Angeles (P. O. box 193).....	Los Angeles Military Academy.....	Charles Albert Wheat, B. L.....
120	Los Angeles (1340-1342 South Hope st.).....	Marsh's (Miss) School for Girls.....	Miss Abby S. Marsh.....
121	Los Angeles (324 West 21st st.).....	St. Mary's Academy.....	Sister Wilhelmina.....
122	Marysville.....	College of Notre Dame.....	Sister Mary Loretto.....
123	Napa.....	Oak Mound School.....	Oak Mound School.....
124	Nordhoff.....	Thacker's School (Casa de Piedra Ranch).....	Sherman D. Thacker, A. B., LL. B.....
125	Oakland.....	Convent of Our Lady of the Sacred Heart.....	Mother Elizabeth.....
126	Oakland (964 18th st.).....	Horton's (Miss) School.....	Miss Sarah W. Horton.....
127	Oakland (528 11th st.).....	Oakland Seminary for Young Ladies *.....	Miss M. K. Blake.....
128	Ontario.....	Chaffey College.....	William T. Randall, dean.....
129	Pasadena (49 South Euclid ave.).....	Classical School for Boys.....	Stephens Cutter Clark, A. B.....
129	Pasadena (124 South Eu- clid ave.).....	Orton's (Miss) English Classical School.....	Miss Anna B. Orton.....
130	Petaluma.....	St. Vincent's Academy.....	Sister Mary Leocadia.....
131	Redwood City.....	Academy of Notre Dame.....	Sister Louis de Gonzague.....
132	Rio Vista.....	St. Gertrude's Academy *.....	Sister M. Antoine.....
133	Sacramento (1019 J st.).....	Howe's High School and Normal Institute.....	Edward Howe, Jr.....
134	Sacramento (12th and K sts.).....	Sacramento Institute.....	Brother Ambrose.....
135	Sacramento.....	St. Joseph's Academy.....	Sisters of Mercy.....
136	San Diego.....	Academy of Our Lady of Peace.....	Sisters of St. Joseph.....
137	do.....	Southwest Institute.....	Misses Way and Kinney.....
138	San Francisco (Ellis and Franklin sts.).....	Academy of Sacred Heart *.....	Ladies of the Sacred Heart.....
139	San Francisco (406-408 Par- rot Building).....	Anderson Academy.....	R. Sumter Anderson.....
140	San Francisco (Dolores st., between 16th and 17th sts.).....	College of Notre Dame.....	Sister Julia Theresa.....
141	San Francisco (1849 Jack- son st.).....	Hamlin School.....	Miss Sarah D. Hamlin.....
142	San Francisco (1036 Valen- cia st.).....	Irving Institute.....	Rev. Edward B. Church, A. M.....
143	San Francisco (2234 Pacific ave.).....	Murison's (Miss) School.....	Miss E. L. Murison.....
144	San Francisco (Fremont and Harrison sts.).....	Our Lady of Mercy's Academy ..	Sister Mary Elizabeth.....

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.								
							Classical course.		Scientific course.												
	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Nonsect ..	1	0	51	0	11	0	3	0	25	0	8	0	5	0	4	....	250	\$15,000	106	
Cong	8	1	72	2	37	1	10	0	30	0	11	1	10	0	4	74	1,200	156,000	107		
Nonsect ..	4	0	40	0	10	0	3	0	35	0	15	0	15	0	4	....	3,000	25,000	108	
Nonsect ..	3	0	25	0	3	0	.....	.....	20	0	11	0	.....	.....	3	....	.....	.....	109
Nonsect ..	0	6	1	62	11	43	0	3	0	2	0	6	0	4	4	....	1,600	25,000	110	
Nonsect ..	4	0	19	0	22	0	2	0	10	0	4	0	4	0	4	....	500	.....	111
R. C	0	4	0	10	32	140	0	0	0	3	0	3	0	0	3	....	.....	.....	112
R. C	0	3	0	12	90	104	.....	.....	.....	0	0	2	.....	.....	3	....	900	.....	113
7 Day Ad.	4	3	39	31	15	19	.....	.....	.....	1	2	.....	.....	.....	4	....	2,000	30,000	114
Nonsect ..	2	4	0	72	0	20	0	15	0	10	.....	.....	.....	.....	4	....	1,000	60,000	115
Nonsect ..	1	2	24	26	0	0	3	4	4	2	1	1	1	1	4	....	500	6,000	116	
Nonsect ..	2	0	12	0	15	0	2	0	7	0	0	0	0	0	.....	.....	100	.....	117
Nonsect ..	0	4	0	20	32	40	0	25	.....	.....	0	16	0	0	4	....	500	45,000	118
Nonsect ..	4	2	19	0	22	4	.....	.....	6	0	0	0	0	0	4	19	1,000	50,000	119
Epis	2	3	0	12	0	32	0	1	0	0	0	6	.....	.....	4	....	150	2,000	120
R. C	0	1	0	15	50	65	0	0	.....	.....	0	6	.....	.....	4	....	50	9,000	121
R. C	0	8	0	20	50	130	0	8	0	8	0	3	.....	.....	4	....	250	.....	122
Nonsect ..	2	1	28	16	15	7	1	1	27	15	3	0	3	0	3	....	400	6,000	123	
Nonsect ..	4	0	18	0	8	0	9	0	15	0	7	0	6	0	4	....	50	15,000	124	
R. C	0	5	0	20	0	45	.....	.....	.....	.....	0	3	.....	.....	3	....	1,420	500,000	125
Nonsect ..	1	6	2	19	42	57	1	1	.....	.....	1	4	1	2	4	....	75	.....	126
Cong	1	1	0	20	10	25	0	10	.....	.....	.....	.....	.....	.....	4	....	300	75,000	127
M. E.	(a)																				
Nonsect ..	4	3	16	0	16	0	7	0	0	0	0	0	0	0	4	....	1,000	.....	128
Nonsect ..	2	5	0	37	0	24	0	8	0	0	0	1	0	1	4	....	.....	.....	129
R. C	0	2	10	20	75	80	.....	.....	.....	.....	0	3	0	3	4	....	640	42,000	130
R. C	0	2	0	14	25	50	.....	.....	.....	.....	0	0	.....	.....	3	....	350	.....	131
R. C	2	4	1	15	34	65	8	9	.....	.....	0	10	0	3	2	....	150	.....	132
Nonsect ..	2	1	15	30	50	54	0	0	6	0	15	25	.....	.....	3	....	800	.....	133
R. C	3	0	36	0	220	0	11	0	25	0	3	0	3	0	4	....	600	25,000	134	
R. C	0	2	0	25	0	175	0	0	0	0	0	8	.....	.....	4	....	100	.....	135
R. C	0	3	0	20	50	110	.....	.....	0	0	0	2	0	2	4	....	.....	.....	136
Nonsect ..	2	7	1	20	16	56	0	2	0	0	.....	.....	.....	.....	4	....	.....	.....	137
R. C	0	17	0	90	.....	.....	.....	.....	.....	.....	0	9	.....	.....	.....	....	2,400	.....	138
Nonsect ..	5	0	42	27	0	0	2	1	36	23	16	11	16	11	3	....	300	700	139	
R. C	0	3	0	20	20	150	.....	.....	.....	.....	0	3	0	3	4	....	1,500	.....	140
Nonsect ..	4	10	0	70	0	30	0	4	0	2	0	12	0	4	4	....	1,500	.....	141
P. E	0	3	0	40	36	105	0	15	.....	.....	0	8	0	4	4	....	1,500	60,000	142
Nonsect ..	1	6	0	40	0	30	0	0	0	6	0	4	0	2	4	....	2,000	.....	143
R. C	0	3	0	11	214	225	0	0	0	0	0	0	0	0	3	....	714	30,000	144	

a See University Table for statistics of Chaffey College.

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.		Name.	Principal.
1		2	3
CALIFORNIA—continued.			
145	San Francisco (1901 Powell st.).	Presentation Convent	Mother M. Josephine
146	San Francisco (Eddy and Larkin sts.).	Sacred Heart College	Brother Erminold
147	San Francisco (1623 Broadway st.).	St. Brigid's School	Sister M. Valentina
148	San Francisco (671 Mission st.).	St. Vincent's School	Sister Mary Vincent
149	San Francisco (3300 Washington st.).	Trinity School	Rev. E. B. Spalding, L. H. D. ...
150	San Francisco (2124 California st.).	Urban School	C. Brier
151	San Francisco (2014 Van Ness ave.).	West's (Miss) School	Miss Mary B. West
152	San Francisco (1718 Sacramento st.).	Ziska Institut	Mme. B. Ziska, A. M.
153	San Jose (San Fernando st., bet. Market and 1st sts.).	St. Joseph's College	Rev. D. J. Mahoney, S. J.
154	San Luis Obispo	Academy of Immaculate Heart of Mary.	Sister Mencia
155	San Mateo	St. Margaret's School	Rev. George Wallace, A. M. ...
156	do	St. Mathew's School	Rev. Alfred Lee Brewer, D. D. ...
157	San Rafael	Mount Tamalpais Military Academy.	Arthur Crosby, A. M.
158	do	San Rafael College	Mother Louis
159	Santa Barbara	Collegiate Institute	T. H. McCune
160	Santa Clara	Notre Dame Academy	Sister Angela Marie
161	Santa Cruz	School of the Holy Cross	Sister Mary Joseph
162	Santa Rosa	Ursuline Academy	Sister Agatha
163	Shorb	Convent of the Holy Names	Sister Mary Delphine
164	Stockton	St. Agnes Academy	Sister Mary Rose, O. S. D.
165	Temescal (North)	Sacred Heart School*	Sister M. Gabriel
166	Vallejo (Florida st.)	St. Vincent's Convent School	Sister M. Agnes Cahill
167	Woodland	Holy Rosary Academy	Sisters of the Holy Cross
COLORADO.			
168	Boulder	St. Gertrude's Academy*	Sister Mary Thecla
169	Canon City	Mount St. Scholastica's Academy.	Sister M. Callista, directress ..
170	Del Norte	The Presbyterian College of the Southwest.	Enos P. Baker
171	Denver	Wolfe Hall*	Miss Anna L. Wolcott
172	Leadville	St. Mary's School	Rev. J. M. Brown
173	Montclair (P. O. box 1185) ..	Jarvis Hall Military Academy ..	George Clarke, Ph. D.
174	Pueblo	Loretto Academy*	Sister Ann Joseph Mattingly ..
CONNECTICUT.			
175	Baltic	Academy of the Holy Family	Sister M. Carine
176	Black Hall	Black Hall School for Boys	Charles G. Bartlett
177	Bridgeport (89 Courtland Hill)	Courtland School for Girls*	Miss Frances A. Marble
178	Bridgeport (176 Park ave.) ..	Park Avenue Institute	Seth B. Jones
179	Bridgeport (416 Fairfield ave.) ..	The University School	Vincent C. Peck
180	Brookfield Center	Curtis School for Boys	Fredk. S. Curtis
181	Cheshire	Episcopal Academy of Connecticut	Eli D. Woodbury
182	Clinton	Morgan School	Dwight Holbrook
183	Colchester	Bacon Academy	James R. Tucker
184	Cornwall	Housatonic Valley Institute	H. B. MacFarland, S. B.
185	Easton	Easton Academy	Wm. M. Gallup
186	Fairfield	Fairfield Academy	Francis H. Brewer

*Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.							
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	19	20					21	22
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
R. C	0	1	0	18	.....	.....	0	18	.....	.....	0	3	.....	.....	3	.....	4,000	.....	145
R. C	10	0	140	0	250	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	146
R. C	0	2	0	13	170	243	.....	.....	.....	.....	0	3	.....	.....	.....	.....	1,000	.....	147
R. C	0	4	0	27	360	486	.....	.....	.....	.....	0	7	.....	.....	3	.....	2,000	\$50,000	148
Epis	9	0	57	0	33	0	5	0	20	0	7	0	7	0	4	.....	250	40,000	149
Nonsect ..	2	2	28	0	29	0	.....	.....	18	0	4	0	4	0	4	.....	50	200	150
Nonsect ..	2	9	0	74	8	58	0	9	0	1	0	6	6	0	4	.....	.....	42,000	151
Nonsect ..	1	3	0	15	0	30	0	3	.....	.....	0	2	.....	.....	3	.....	.....	.....	152
R. C	5	0	73	0	72	0	47	0	26	0	2	0	.....	.....	.....	.....	300	.....	153
R. C	0	2	0	20	60	111	0	0	0	0	0	0	0	0	4	.....	.....	.....	154
P. E	0	2	0	10	4	7	0	3	.....	.....	0	1	0	1	.....	.....	.....	.....	155
P. E	5	0	45	0	55	0	5	0	25	0	7	0	6	0	4	45	1,000	175,000	156	
Presby ..	8	1	35	0	45	0	11	0	20	0	5	0	5	0	4	35	500	44,000	157	
R. C	0	5	0	37	0	23	0	36	.....	.....	7	3	2	0	4	.....	550	7,000	158
Nonsect ..	2	2	17	4	9	7	1	0	6	1	0	4	0	4	3	.....	600	.....	159
R. C	0	3	0	20	0	130	0	3	0	0	0	4	0	4	3	.....	.....	.....	160
R. C	0	2	0	25	0	200	0	20	.....	.....	0	3	0	3	4	.....	500	.....	161
R. C	0	5	0	13	0	12	.....	.....	.....	.....	0	0	.....	.....	.....	.....	400	30,000	162
R. C	0	5	0	40	.....	.....	.....	.....	.....	.....	0	2	.....	.....	4	.....	500	.....	163
R. C	0	2	0	25	0	292	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	164
R. C	0	1	0	12	0	101	.....	.....	.....	.....	0	0	.....	.....	3	.....	300	.....	165
R. C	0	3	14	29	170	202	.....	.....	.....	.....	1	16	.....	.....	3	.....	500	.....	166
R. C	0	2	0	13	0	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	775	.....	167
R. C	0	1	0	20	0	4	.....	.....	.....	.....	0	2	.....	.....	4	.....	.....	.....	168
R. C	0	3	0	20	0	18	0	12	0	8	0	0	.....	.....	.....	.....	800	25,000	169
Nonsect ..	4	1	40	16	25	1	2	2	.....	.....	0	6	0	0	4	.....	2,668	11,162	170
Epis	1	5	0	85	0	90	0	15	.....	.....	0	3	0	1	4	.....	2,000	275,000	171
R. C	0	8	25	25	300	350	15	10	10	10	1	6	.....	.....	4	.....	375	25,000	172
Epis	6	0	26	0	2	0	4	0	8	0	2	0	2	0	4	26	1,700	160,000	173	
R. C	0	4	0	40	0	58	0	20	0	20	0	4	0	4	4	.....	300	50,000	174
R. C	0	3	0	30	0	45	0	35	.....	.....	0	4	.....	.....	4	.....	1,000	.....	175
Epis	5	1	30	0	10	0	.....	.....	.....	.....	3	0	7	0	4	.....	1,000	.....	176
Nonsect ..	0	6	0	36	1	39	0	3	0	0	0	3	0	0	5	.....	.....	20,600	177
Nonsect ..	2	0	31	0	21	0	10	0	11	0	14	0	7	0	4	.....	2,000	28,000	178
Nonsect ..	5	1	53	0	30	0	30	0	23	0	5	0	5	0	5	.....	800	30,000	179
Nonsect ..	1	2	12	0	10	0	7	0	5	0	.....	.....	.....	.....	.....	.....	340	.....	180
P. E	4	0	37	0	3	0	10	0	17	0	5	0	5	0	4	.....	400	50,000	181
Nonsect ..	3	3	41	38	102	98	5	7	3	0	11	4	6	2	4	.....	3,000	50,000	182
Nonsect ..	1	1	24	27	0	0	4	3	0	0	2	2	0	0	4	.....	410	5,000	183
Nonsect ..	2	1	16	9	0	0	3	1	2	0	0	0	0	0	4	.....	50	35,000	184
Nonsect ..	1	0	11	7	4	5	3	0	0	0	0	0	0	0	4	.....	308	.....	185
Nonsect ..	2	1	4	8	10	12	4	0	3	1	0	0	0	0	4	.....	100	2,000	186

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	CONNECTICUT—continued.		
187	Falls Village	Hunt's (David M.) School	Frederick T. Persons, B. A.
188	Farmington	Porter (Miss) and Dow's (Mrs.) School.*	Miss Porter and Mrs. Dow ...
189	Glastonbury.....	Glastonbury Academy.....	S. Archibald Smith, B. A.
190	Greenwich.....	Greenwich Academy	J. H. Root
191	Hartford (1204 Asylum ave.)	Woodside Seminary	Miss Sara J. Smith
192	Lakeville	The Hotchkiss School.....	Edward G. Coy, M. A.
193	do	The Taconic School for Girls	Miss Eliza Hardy Lord
194	Lyme.....	"Boxwood" School.....	Mrs. Richard Sill Griswold ..
195	Mystic	Mystic Valley English and Clas- sical Institute.	John K. Bucklyn
196	New Canaan.....	New Canaan Institute.....	Mrs. E. F. Ayres.....
197	New Haven (High st.)	Hopkins Grammar School	George L. Fox
198	New Haven (97 Whitney ave.)	Johnstone's (Miss) School	Miss Mary Sibyl Johnstone ..
199	New Haven (890 Chapel st.)	New Grammar School	Joseph Gile
200	New Haven (57 Elm st.)	Orton and Nichols (Misses) School ..	Miss Rebecca Orton and Miss Emily R. Nichols.
201	New Haven (56 Hillhouse st.)	West End Institute.....	Mrs. and Miss Cady
202	New Haven (420 Temple st.)	Willard's (Miss) School.....	Miss Charlotte A. Willard
203	New London	Bulkeley School	Walter A. Towne.....
204	do	Williams Memorial Institute	Colin S. Buell.....
205	New Milford	Ingleside Private School *	Mrs. William D. Black
206	do	Rectory School	Rev. Haynes L. Everest, M. A.
207	New Preston	Upson Seminary.....	Henry Upson
208	Norfolk	The Robbins School	Howard W. Carter, A. M.
209	North Stonington.....	The Edgar Wheeler School	H. S. Young, A. B.
210	Norwalk.....	Baird's (Miss) Institute	Miss Cornelia F. Baird
211	do	Norwalk Preparatory (Military) School.	Carl A. Harstrom, A. M.
212	Norwalk (Hillside)	Young Ladies Seminary	Mrs. Melville Emory Mead ...
213	Norwich (280 Broadway)	Norwich Free Academy	Robert P. Keep
214	Putnam	Academy of Our Lady of Perpet- ual Succor.	Sister Mary Gonzaga.....
215	Redding	Hill Academy	W. C. James
216	Saybrook	Shepard's (Miss) F. C., Private School.	Miss F. C. Shepard.....
217	Simsbury	McLean Seminary.....	J. B. McLean
218	Stamford	Aiken's (Miss) School for Young Ladies.	Mrs. Harriet B. S. Devan.....
219	Stamford (5 and 7 Willow st.)	Low's (Miss) Boarding and Day School for Girls.	Miss Low and Miss Haywood ..
220	Stamford	School for Boys	Hiram U. King.....
221	Suffield	Connecticut Literary Institution ..	Harry L. Thompson, P. B.
222	Wallingford	Rosemary Hall	Miss Caroline Runtz-Rees ...
223	Washington	The Gunnery	John C. Brinsmade
224	Waterbury	Academy of the Congregation de Notre Dame.	Sister St. Stanislaus
225	Waterbury (cor. Grove and Cook sts.)	St. Margaret's Diocesan School ...	Miss Mary R. Hillard.....
226	Watertown	Taft's School for Boys.....	Horace D. Taft, A. M.
227	Westport	Staples High School	Henry S. Pratt.....
228	Wilton	Wilton Academy	Edward Olmstead
229	do	Wilton Educational School	Charles W. Whitlock
230	Winsted.....	Gilbert School.....	John E. Clarke, Ph. D.
231	Woodbury	Parker Academy.....	Edward S. Boyd, M. A.
232	Woodstock	Woodstock Academy.....	E. R. Hall, A. B.

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomina- tion.	Sec- ond- ary in- struct- ors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, build- ings, furni- ture, and sci- entific apparatus.
			Second- ary stu- dents.		Elemen- tary stu- dents.		Preparing for college.				Grad- uates in 1897.		College prepara- tory stu- dents in the class that gradu- ated in 1897.							
							Clas- sical course.		Scien- tific course.											
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Nonsect ..	1	1	7	16	4	1	4	1							4		2,000	187		
Nonsect ..	4	11	0	120	0	0	0	0	0	0								188		
Nonsect ..	1	1	21	40	19	21	0	0	0	0	0	4	0	1	4		102	\$3,000	189	
Nonsect ..	3	1	8	4	21	15	3	3	2	0	2	0	2	0	4			5,000	190	
Epis	0	7	0	25										0	0		1,000		191	
Cong	8	0	110	0	0	0	80	0	30	0	34	0	34	0	4		1,000	420,000	192	
Nonsect ..	0	3	0	12	9	12	0	3	0	4					4		400	2,500	193	
Nonsect ..	2	5	0	23														30,000	194	
Nonsect ..	1	2	9	12	12	8	3	2	1	0	1	1	0	0	4	21	500	10,000	195	
Nonsect ..	0	2	10	10	6	2	4	4			0	0			4			6,000	196	
Nonsect ..	3	1	85	0	10	0	62	0	23	0	8	0	8	0	4		200		197	
Nonsect ..	2	7	0	29	0	17	0	1	0	1	0	3	0	2	4		100		198	
Nonsect ..	1	0	20	0	40	0	2	0	4	0	0	0	0	0	4		200		199	
Nonsect ..	0	6	0	29	0	11	0	2			0	3	0	1	4				200	
Nonsect ..	0	8	0	69	0	20					0	14	0	4					201	
Nonsect ..	0	3	0	17	0	2	0	0			0	0	0	0	4				202	
Nonsect ..	4	0	98	0	0	0	44	0	54	0	27	0	2	0	3	0	400	40,000	203	
Nonsect ..	1	7	0	173	0	0	0	16	0	5	0	33	0	2	4	0	800	100,000	204	
Epis	0	3	0	40	0	14					0	10						100,000	205	
P. E	4	0	33	0							3	0	3	0			250		206	
Cong	1	0	11	6	4	0	1	1	2	0	4	1	1	0	3		400		207	
Nonsect ..	2	3	20	12	0	0	5	0	3	0	4	2	3	0	4		250	30,000	208	
Nonsect ..	1	0	4	4	9	2	2	1	0	0	0	0	0		3		50		209	
Epis	0	7	0	35	0	13	0	4			0	3							210	
Epis	2	0	6	0	2	0	1	0	5	0	1	0	1	0	3		200	20,000	211	
Nonsect ..	1	9	0	29	3	12	0	17			0	7	0	7	4		2,000	25,000	212	
Nonsect ..	7	6	133	168	0	0	49	35	11	3	14	18	6	6	4		10,600	244,000	213	
R. C	0	6	0	12	0	48					0	1			4		350		214	
Nonsect ..	1	0	13	11	0	0					0	0	0	0					215	
Nonsect ..	0	1	2	6	4	8	2	8	0	0	2	4	2	4	4		375	5,000	216	
Nonsect ..	1	4	6	33	0	3	0	2	0	6	0	5	0	1	4		1,000	18,000	217	
Nonsect ..	3	8	0	21	9	31	0	4			0	1	0	1	4				218	
Epis	0	10	0	53	0	12	0	12											219	
Nonsect ..	2	0	33	0	22	0	14	0	10	0	10	0	10	0	6		250	25,000	220	
Bapt	4	0	39	13	7	5	15	0	2	0	6	0	6	0	4		2,000	150,000	221	
Epis	0	7	0	29	0	5	0	6	0	0	0	2	0	0	5			15,000	222	
Nonsect ..	3	2	33	5	18	6	12	1	14	0	3	0	3	0	4				223	
R. C	2	4	0	60	12	125	0	10	0	5	0	7	0	1	4		2,300	80,000	224	
Epis	0	6	0	94		68	0	6			0	11	0	2	5				225	
Nonsect ..	6	0	60	0	0	0	31	0	27	0	12	0	12	0	5		400	35,000	226	
Nonsect ..	1	1	17	13	23	30	2	3	1	0	3	2	1	0	4		2,500	30,000	227	
Nonsect ..	1	0	8	4	2	1	4	2											228	
Nonsect ..	0	20	0	20	0	10	0	8	0	4	0	3	0	3	3		500	20,000	229	
Nonsect ..	2	4	54	79	0	0	5	8	2	2	9	1	3	4			3,300	105,000	230	
Nonsect ..	2	0	17	21	0	0	4	6	1	1	4	2	1	1	4		200	1,800	231	
Nonsect ..	1	3	42	24	0	0	3	2	6	0	7	4	6	2	4		600	20,000	232	

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	DELAWARE.		
233	Dover	Wilmington Conference Academy.	W. L. Gooding.....
234	Newark	Academy of Newark and Delaware Normal School.	J. David Jaquette, M. S.
235	Wilmington	Friends School.....	Isaac T. Johnson, M. A.
	DISTRICT OF COLUMBIA.		
236	Washington (8th st. SW. and Maryland ave.)..	Academy of the Sacred Heart*..	Sister M. Wilfrid, O. S. D.....
237	Washington	Academy of the Visitation	Mother Mary Agnes Mathaney
238	Washington (1335 H st. NW.)..	Columbian Academy*	Wm. Allen Wilber, dean.....
239	Washington (514 14th st. NW.)..	Emerson Institute	Charles B. Young
240	Washington (1811 I st. NW.)..	Friends Select School	T. W. Sidwell
241	Washington (1212-1214 14th st. NW.)..	Gunston Institute for Girls.....	B. R. Mason
242	Washington (1208½ N st. NW.)..	Hamner Home School*	Miss Salley B. Hamner
243	Washington (1312 Massachusetts ave.)..	Holy Cross Academy	Sister M. Angelica.....
244	Washington (1623 N. st. NW.)..	McDonald Ellis School	Edwin R. Lewis, A. M., M. D..
245	Washington (1100 M. st. NW.)..	Mount Vernon Seminary	Mrs. Elizabeth J. Somers
246	Washington (822 Connecticut ave.)..	National Capital University School.	Warren Waverly Phelan, A. M.
247	Washington (1761 N. st.) ..	Norwood Female Institute	Mrs. Wm. D. Cabell
248	Washington (1206 18th st.)..	Olney Institute	Miss Virginia Mason Dorsey ..
249	Washington (601 East Capitol st.)..	St. Cecilia's Academy.....	Sister Superior
250	Washington (1225 Vermont ave.)..	St. John's College.....	Rev. Brother Fabrician
251	Washington	School of Notre Dame	Sister Mary Euphrasia
252	Washington (1823 Jefferson place).	The University School (boys)....	Robert L. Preston, A. B.
253	Washington (3d and T sts. NE.)..	Washington College for Young Ladies.	F. Menefee.....
254	West Washington	Linthicum Institute	R. C. Balingier, secretary ..
	FLORIDA.		
255	Gainesville	Tebeau's (Miss) Boarding and Day School.	Miss Tebeau.....
256	Jacksonville	Cookman Institute*	Miss Lillie M. Whitney.....
257	do	Edward Waters College	J. H. L. Watkins.....
258	do	St. Joseph's Academy.....	Mother M. Claverie.....
259	Key West	Convent of Mary Immaculate ..	Sister Mary Florentine, superior.
260	St. Augustine	St. Joseph's Academy*	Rev. Mother M. Lazarus
261	Tampa	Convent of the Holy Names	Sister M. Theophile, superior.
	GEORGIA.		
262	Arabi	Houston High School.....	J. E. Powell.....
263	Athens (312 Prince ave.)..	Home School for Young Ladies..	Miss C. Sosnowski.....
264	Athens	Jeruel Academy	Prof. J. H. Brown
265	do	Knox Institute	L. S. Clark, A. M.
266	Atlanta	Atlanta Baptist College.....	Rev. George Sale, B. A.
267	Atlanta (69 Leonard st.)..	Spelman Seminary	Miss Harriet E. Giles.....

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.							
	Male.	Female.					Male.	Female.	Male.	Female.					Male.	Female.					Male.	Female.
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Meth.....	4	2	60	45	35	32	15	1	2	0	8	3	4	1	3	.....	1,000	\$75,000	233
Nonsect..	2	1	21	14	0	0	.....	.....	.....	.....	3	4	3	0	3	.....	.....	.....	234
Friends...	4	3	40	30	53	35	4	4	5	1	0	3	0	1	4	.....	700	50,000	235
R. C.....	0	2	0	12	0	38	0	0	0	0	0	4	0	2	4	.....	800	100,000	236
R. C.....	0	6	0	80	0	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	237
Bapt.....	7	0	50	0	5	0	18	0	26	0	8	0	8	0	4	.....	.....	50,000	238
Nonsect..	3	0	40	0	20	0	.....	.....	.....	.....	6	0	6	0	4	.....	400	30,000	239
Friends...	9	3	32	30	71	46	9	2	1	0	1	2	1	2	4	.....	.....	.....	240
Nonsect..	5	15	0	52	.....	.....	.....	.....	.....	.....	0	5	0	2	.....	.....	.....	.....	241
Nonsect..	0	2	0	15	0	5	0	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	242
R. C.....	0	7	0	40	0	70	.....	.....	.....	.....	0	2	.....	.....	4	.....	3,000	.....	243
Nonsect..	0	10	0	42	0	16	0	0	0	1	.....	.....	.....	.....	.....	.....	1,200	.....	244
Nonsect..	0	4	0	80	0	45	0	5	.....	.....	0	13	.....	.....	.....	.....	2,000	.....	245
Epis.....	4	0	22	0	2	0	22	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	246
Nonsect..	4	8	0	40	0	0	.....	.....	.....	.....	0	7	0	0	4	.....	2,500	0	247
Nonsect..	1	7	0	14	0	6	0	6	0	0	0	3	0	3	4	.....	500	2,500	248
R. C.....	0	5	0	30	0	166	.....	.....	.....	.....	0	3	.....	.....	4	.....	1,052	.....	249
R. C.....	6	0	81	0	64	0	66	0	0	0	20	0	15	0	3	.....	2,500	175,000	250
R. C.....	3	9	0	40	98	416	0	5	0	5	0	5	0	5	4	.....	3,000	.....	251
Nonsect..	3	0	19	0	8	0	2	0	4	0	0	0	0	0	.....	.....	0	.....	252
Nonsect..	.....	10	.....	45	.....	.....	.....	.....	.....	.....	0	1	.....	.....	.....	.....	1,000	125,000	253
Nonsect..	5	0	110	0	170	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	75,000	254
Epis.....	0	2	0	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	10,000	255
M. Epis...	1	3	16	14	92	114	16	14	.....	.....	3	4	3	4	4	.....	1,000	25,000	256
A. M. E..	1	3	16	19	.....	.....	.....	.....	7	11	0	0	0	0	.....	.....	500	25,000	257
R. C.....	0	2	0	26	56	135	0	0	0	0	0	1	0	0	4	.....	300	50,000	258
R. C.....	0	2	0	23	153	429	.....	.....	.....	.....	0	2	.....	.....	.....	.....	300	75,000	259
R. C.....	0	2	0	28	34	84	.....	.....	.....	.....	0	8	0	8	3	.....	1,000	300	260
R. C.....	0	4	5	45	201	279	.....	.....	.....	.....	0	3	.....	.....	4	.....	475	16,000	261
Bapt.....	0	3	0	73	0	125	.....	.....	.....	.....	2	6	2	6	.....	.....	300	2,000	262
Nonsect..	0	7	0	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	263
Bapt.....	2	1	23	27	51	86	0	0	0	0	4	3	0	0	5	.....	208	6,500	264
Cong.....	2	1	7	9	110	176	7	9	.....	.....	1	0	1	0	3	.....	100	7,000	265
Bapt.....	2	0	34	0	90	0	24	0	0	0	5	0	4	0	4	.....	3,000	56,650	266
Bapt.....	0	9	0	69	0	505	0	7	.....	.....	0	13	0	2	4	.....	3,000	150,000	267

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
GEORGIA—continued.		
268 Atlanta.....	Washington Seminary.....	Mrs. W. T. Chandler.....
269 Auburn.....	Perry-Rainey College.....	Wm. Henry Strickland, president.
270 Augusta.....	Academy of Richmond County ..	Charles H. Withrow.....
271 ..do.....	The Payne Institute.....	George Williams Walker.....
272 ..do.....	St. Mary's Academy.....	Sister Mary Rose.....
273 ..do.....	St. Patrick's Commercial Institute	Brother A. Odon.....
274 ..do.....	Summerville Academy.....	Arthur Grabowskie, Ph. D.....
275 Augusta (1321 Mangest.)..	Walker Baptist Institute.....	G. A. Goodwin, A. M.....
276 Birmingham.....	Birmingham Institute.....	J. T. Lin, A. M.....
277 Blue Ridge.....	Blue Ridge High School.....	W. W. Gaines.....
278 Canton.....	Etowah Military Institute.....	C. L. Gunnels.....
279 Carnesville.....	Carnesville High School *	W. H. Cobb.....
280 Cartersville.....	West End Institute.....	Mrs. Florence C. Harris.....
281 Cedartown.....	The Samuel Benedict Memorial School.	Ernest M. Benedict, A. B.....
282 Cleveland.....	Cleveland Academy.....	L. J. Smith.....
283 Cochran.....	New Ebenezer College.....	A. M. Duggan.....
284 Columbus (217 12th st.) ..	Columbus College or Home School*	Miss B. Waddell.....
285 Columbus.....	Moore's (Miss Ruth) School.....	Miss Ruth Moore.....
286 ..do.....	Wynnton College.....	James E. McRee.....
287 Cooksville.....	Cooksville High School *	G. W. St. John.....
288 Crawfordville.....	Stephen's (A. H.) School *	L. A. McLaughlin.....
289 Dalton.....	McLellan School.....	J. G. McLellan.....
290 Decatur.....	Agnes Scott Institute.....	Miss Nannette Hopkins.....
291 ..do.....	Donald Fraser High School for Boys.	George H. Gardner, A. B.....
292 Delmar.....	Marietta Camp Ground High School.*	Rev. J. F. Tyson.....
293 Dixie.....	Dixie Academy.....	L. K. Benson.....
294 Ellijay.....	Ellijay Seminary *	Prof. R. A. Simonds.....
295 Everett Springs.....	Everett Springs Seminary.....	W. J. Moore.....
296 Fairmount.....	Fairmount College.....	J. A. Sharp.....
297 Flowery Branch.....	Flowery Branch Academy.....	N. A. Moss.....
298 Forsythe.....	Banks Stephens Institute.....	Carle K. Thompson.....
299 Gillsville.....	Gillsville High School *	D. G. Bickers.....
300 Glenn.....	Glenn High School *	J. C. C. Freeman.....
301 Greensboro.....	Thomas Stock's Institute.....	N. H. Ballard.....
302 Halcyondale.....	Leo Evan's Institute.....	Miss Nettie Evans.....
303 Hamilton.....	West Georgia Agricultural and Mechanical College.	T. Lewis.....
304 Hartwell.....	Hartwell Institute.....	M. L. Parker, A. M.....
305 Hiawassee.....	High School *.....	A. B. Greene, A. B.....
306 Irwinton.....	Talmage Institute.....	L. O. Freeman.....
307 Jackson.....	Jackson Institute.....	James C. Blasingame, president.
308 Jefferson.....	Martin Institute.....	C. B. La Hatto, Ph. D.....
309 La Grange.....	Park High School.....	Robert E. Park, jr., A. M.....
310 Lavonia.....	Lavonia Institute.....	A. K. Snead.....
311 Leo.....	Mossy Creek Academy.....	J. W. Smith.....
312 Lexington.....	Meson Academy.....	Joel Cloud.....
313 Lincolnton.....	Lincolnton High School.....	Professor Simpson.....
314 McIntosh.....	Dorchester Academy.....	Fred. W. Foster.....
315 Macon.....	Ballard Normal and Industrial School.	Geo. C. Burrage.....
316 ..do.....	St. Stanislaus Novitiate.....	Rev. John Brislan, S. J.....
317 Monroe.....	Johnston Institute.....	John Gibson.....
318 Monticello.....	Male and Female Academy.....	William J. Bryan.....
319 Mount Zion.....	Mount Zion Seminary.....	R. C. Bramlett, A. B.....
320 Oakland.....	Anna Dill Institute *	Wm. H. Ferguson, A. B.....
321 Oliver.....	Oliver High School.....	H. A. Heidt.....

* Statistics of 1895-96.

TABLE 13.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
GEORGIA—continued.		
322 Penfield	Mercer High School*	John S. Callaway
323 Pinehurst	Pinehurst Academy*	Milo H. Massey
324 Powder Springs	Powder Springs High School*	L. S. Selman
325 Ringgold	Literary and Normal Institute	W. E. Bryan
326 Rock Mart	Piedmont Institute*	Rev. E. W. Ballenger
327 Royston	Male and Female School*	Morgan H. Looney
328 Rutledge	Rutledge High School*	W. C. Latimer
329 Savannah (30 Harris st.)	Beach Institute	Miss Julia B. Ford
330 Savannah (184 Drayton st.)	Oglethorpe Seminary (girls)*	Mary Stuart Young
331 Savannah (334 Bull st.)	Savannah Academy	John Taliaferro
332 Shellman	Shellman Institute	Chas. R. Jenkins
333 Stellaville	Stellaville High School	Thos. J. Davis
334 Sumach	Sumach Seminary	Miss O. A. Henry
335 Sylvania	Sylvania Academy	A. F. Hill, A. B.
336 Talbotton	Le Vert College*	W. J. McKernie
337 Tennille	Tennille Institute	Z. I. Fitzpatrick
338 Thomaston	R. E. Lee Institute	Henry A. Hayes
339 Thomasville	South Georgia College	E. H. Merrell and A. G. Miller
340 Thomson	Geo. F. Pierce Collegiate Institute	Isaac A. Gibson, A. M., M. D.
341 Warrenton	Warrenton Academy	J. E. Purks
342 Washington	St. Joseph's Academy	Mother Clemence
343 Waynesboro	Waynesboro Academy	N. B. F. Close
344 Weston	Weston High School	P. E. Morton
345 Whitesburg	Hutcheson Collegiate Institute	R. F. Hodnett
346 Winterville	Winterville Academy*	H. L. Brock
IDAHO.		
347 Boise	St. Teresa's Academy	Sister Francis Clare
348 Caldwell	College of Idaho	William Judson Boone
349 Lewiston	Episcopal School	J. D. McConkey
350 do	St. Aloysius College	Rev. M. Meyer
351 Paris	Bear Lake Stake Academy	Prof. E. Maesen, B. Pd
352 Preston	Oneida Stake Academy	Josiah E. Hickman
353 Rexburg	Bannock Stake Academy	George Cole
ILLINOIS.		
354 Albion	Southern Collegiate Institute	Rev. Frank B. Hines
355 Alton	Ursuline Academy of Holy Family	Mother Theresa Gillespie
356 Anna	Union Academy of Southern Illinois	John C. Ransmeier, Ph. B.
357 Ashmore	Lee's Academy	Geo. W. Lee
358 Bourbonnais	Notre Dame Academy	Sister St. Mary
359 Bunker Hill	Bunker Hill Military Academy	S. L. Stiver
360 Cairo	Chase Academy*	Miss J. Chase
361 do	St. Joseph's Female Academy	Sister Mary Thomas
362 Chicago (4568 Oakenwald ave.)	Ascham Hall	Kate Byam Martin
363 Chicago (2141 Calumet ave.)	Dearborn Seminary	Mrs. J. F. Purington
364 Chicago (Wabash ave. and 35th st.)	De La Salle Institute	Brother Pius
365 Chicago (479-481 Dearborn ave.)	Girls' Collegiate School	Miss Rebecca S. Rice, A. M.
366 Chicago (249 Dearborn ave.)	Grant Collegiate Institute	Miss Mary A. Mineah
367 Chicago (2101 Indiana ave.)	The Harvard School	John J. Schobinger and John C. Grant
368 Chicago (46 East 47th st.)	Kenwood Institute	Miss Annie Bradford Butts
369 Chicago (40 Scott st.)	Kirkland School	Emma S. Adams
370 Chicago (2535 Prairie ave.)	The Loring School	Mrs. Stella Dyer Loring
371 Chicago (1357 Sheffield ave.)	Miller's (Mrs.) Seminary, Girls	Mrs. R. T. Miller
372 Chicago (2834 Wabash ave.)	St. Francis Xavier's Academy	Rev. Mother Mary Genevieve

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.							
	Male.	Female.	Male.	Female.	Male.	Female.	Classical course.	Scientific course.	Male.	Female.	Male.	Female.	Male.	Female.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Baptist...	0	1	8	12	20	30	4	6	4	6	0	0	0	0	0	0	0	\$1,000	322	
Nonsect...	1	0	11	6	19	5	3	4	0	0	0	0	0	0	0	4	0	750	323	
Nonsect...	1	0	11	9	30	25	3	5	4	0	1	0	0	0	0	4	0	1,000	324	
Nonsect...	1	2	16	19	57	46	3	3	0	0	0	0	0	0	0	4	75	3,000	325	
M. E. So...	2	2	56	32	140	98	31	19	3	19	3	3	0	0	0	4	350	16,000	326	
Nonsect...	2	2	30	25	50	55	10	0	0	0	10	0	0	0	0	4			327	
Nonsect...	1	1	34	30	31	29	1	2	0	0	0	0	0	0	0			1,200	328	
Cong...	0	3	8	35	104	141	0	0	1	4	0	11	1	4	2	2	762	12,258	329	
Nonsect...	1	4	0	16	0	13	0	10	0	0	0	2	0	2	4	4	350	11,000	330	
Nonsect...	2	0	12	0	18	0	12	0	0	0	0	0	0	0	4	4	300	10,000	331	
Nonsect...	1	1	24	13	36	37			4	6	1	3	0	2	3	3	0	3,000	332	
Nonsect...	1	1	17	24	30	32	6	10							4	4		2,500	333	
Nonsect...	2	1	31	18	60	56	7	2	2	0	3	1	2	1	3	3	40	2,000	334	
Nonsect...	1	1	14	12	41	14	9	7	0	0	1	4	1	4	3	3	0	1,000	335	
Nonsect...	0	1	17	26	48	59	0	5	1	0	0	8	0	3	3	3		1,800	336	
Nonsect...	0	3	33	35	45	55	25	20	0	3	6	5			4	4	500	15,000	337	
Nonsect...	1	5	40	39	73	97					1	2			4	4	350	10,000	338	
Nonsect...	1	6	70	30	30	17	60	28	0	0	0	0	0	0	4	4	100	30,000	339	
Nonsect...	0	5	30	34	52	63	24	28			2	1	2	1	4	4	250	4,000	340	
Nonsect...	1	2	26	42	48	34	12	20			2	10	2	10	3	3	250	6,000	341	
R. C...	0	4	0	27	0	37	0	2			0	5	0	2	4	4	800		342	
Nonsect...	1	0	17	20	58	55	10	16	1	2					2	2	125	9,000	343	
Nonsect...	2	0	12	12	35	23	0	1										800	344	
Nonsect...	1	1	50	30	80	50	40	30	6	4					3	3	250	4,000	345	
Nonsect...	1	0	14	11	47	31	14	10	0	1	0	0	0	0	4	4	3	1,500	346	
R. C.....	1	3	2	14	15	61	0	0	0	0	0	1	0	0	4	4	324	18,000	347	
Presb...	2	1	21	29	6	26					3	3	3	3	4	4	2,000	5,000	348	
P. E.....	1	0	3	2	6	5	0	0	0	0	0	0	0	0			0		349	
R. C.....	1	0	10	0	15	0	2	0	0	0	0				4	4	20		350	
L. D. S...	1	0	29	0	130	92					0	0					60		351	
L. D. S...	3	0	22	8	96	92									3	3	1,000	52,000	352	
L. D. S...	1	1	21	8	55	47					16	6						3,000	353	
Cong.....	2	1	32	12	58	64	3	0			1	5	1	4	4	4	1,300	1,200	354	
R. C.....	0	1	0	30	0	50	0	0	0	0	0	3	0	0	4	4			355	
Presb...	0	2	28	17	9	15	4	3	4	0	3	3	2	2	4	4	500	10,000	356	
Nonsect...	1	0	17	8	9	3	2	0	8	2	1	0					570	1,200	357	
R. C.....	0	3	0	35	0	125					0	2			4	4	600	16,000	358	
Nonsect...	2	0	20	0	10	0	10	0	8	0	3	0				20	500	25,000	359	
Nonsect...	1	2	10	15	50	65									4	4	105		360	
R. C.....	0	6	0	72	69						0	0			3	3	300	13,500	361	
Nonsect...	0	5	0	20	15	45	0	6							4	4	500		362	
Nonsect...	0	8	0	60	0	30	0	30			0	12	0	5			1,000		363	
R. C.....	10	0	150	0	175	0			50	0					4	4	3,600	200,000	364	
Nonsect...	1	8	3	46	11	29	3	1	0	28	0	4	0	3	4	4	2,600	2,000	365	
Nonsect...	0	7	0	32	6	8	0	6			0	6	0	4	4	4	1,200		366	
Nonsect...	7	0	70	0	45	0	40	0	30	0	12	0	12	0	4	4	350	28,000	367	
Nonsect...	4	14	0	215							0	29	0	29			1,000		368	
Nonsect...	0	10	0	75	15	75	0	2	0	12	0	8	0	4	4	4	800	50,000	369	
Nonsect...	0	10	0	39	0	56	0	39			0	13	0	7	4	4	2,000	2,000	370	
Nonsect...	1	2	0	12	1	8	1	5	0	2	0	0	0	0	4	4	1,200		371	
R. C.....	0	10	0	60	0	240	0	10	0	10	0	11	0	0	4	4	5,000		372	

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	ILLINOIS—continued.		
373	Chicago (1401-1403 Wash- ington boulevard).	St. Margaret's School.....	Virginia Sayre.....
374	Chicago.....	St. Stanislaus College.....	Rev. J. Kruszynski, C. R.....
375	Chicago (399 Dearborn ave.)	University School.....	E. C. Coulter, A. M.....
376	Creal Springs.....	Creal Springs College.....	Mrs. G. B. Murrah.....
377	Dakota.....	College of Northern Illinois.....	Rev. H. L. Beam, A. M.....
378	Decatur.....	St. Theresa's Academy.....	Mother Lucy.....
379	Evanston.....	The Winchell Academy.....	S. Robertson Winchell, A. M.....
380	Fairfield.....	Hayward College and Commercial School.	I. M. Walker.....
381	Galesburg (Knox and Academy sts.).	St. Joseph's Academy.....	Sister Theodata.....
382	Geneseo.....	Geneseo Collegiate Institute.....	Norbury W. Thornton, A. M.....
383	Godfrey.....	Monticello Female Seminary.....	Harriet N. Haskell.....
384	Greenville.....	Greenville College.....	Wilson T. Hogg, president.....
385	Highland Park.....	Northwestern Military Academy*	H. P. Davidson, president.....
386	Joliet.....	St. Francis Academy.....	Sister M. Stanislas Droessler.....
387	Kankakee.....	St. Joseph's Seminary.....	Sister St. Zephyrina.....
388	Kenilworth.....	Kenilworth Hall*.....	Mrs. Mary Keyes Babcock.....
389	Knoxville.....	St. Albans School.....	A. H. Noyes, B. A.....
390	La Harpe.....	Gittings Seminary.....	J. W. Gray.....
391	Longwood.....	Institute of our Lady of the Sa- cred Heart.	Mother Seraphina.....
392	Marissa.....	Marissa Academy.....	H. W. Speer, A. B.....
393	Media.....	Wever-Media Academy.....	H. W. Bowersmith, M. S., A. B.....
394	Mendota.....	Mendota College.....	G. V. Clum, A. B., president.....
395	Morris.....	St. Angela's Academy.....	Sister M. Jerome.....
396	Mount Carroll.....	Frances Shimer Academy of the University of Chicago.	Frank Justus Miller, Ph. D.....
397	Mount Morris.....	Mount Morris College.....	J. G. Royer.....
398	Nauvoo.....	St. Mary's Academy.....	Mother Mary Ottilia, O. S. B.....
399	Oak Park (Scoville place).....	Classical Home and Day School.....	Mrs. Helen E. Starrett.....
400	Onarga.....	Grand Prairie Seminary.....	Samuel Van Pelt, A. M.....
401	Ottawa.....	St. Francis Xavier's Academy.....	Sister M. Paula.....
402	Paxton.....	Rice Collegiate Institute*.....	R. H. H. Blome.....
403	Port Byron.....	Port Byron Academy.....	Henry A. Ruger, A. B.....
404	Princeville.....	Princeville Academy.....	Ernest W. Cushing.....
405	Quincy.....	St. Mary's Institute.....	Mother M. Boniface.....
406	Springfield.....	Academy of Our Lady of the Sa- cred Heart.	Mother Mary Agnes.....
407	do.....	Bettie Stuart Institute.....	Mrs. A. M. Brooks.....
408	do.....	Concordia Seminary.....	Reinhold Pieper, A. B.....
409	do.....	St. Agatha's School*.....	Mrs. L. A. Smith.....
410	Sycamore.....	Waterman Hall.....	B. F. Fleetwood, D. D.....
411	Toulon (P. O. box 33).....	Toulon Academy.....	G. F. Loomis, B. A.....
412	Upper Alton.....	Western Military Academy.....	A. M. Jackson.....
413	Vermilion Grove.....	Vermilion Academy.....	George H. Moore.....
414	Waynesville.....	Waynesville Academy.....	W. H. Smith.....
	INDIANA.		
415	Bloomington.....	Friends Bloomington Academy.....	A. F. Mitchel.....
416	Collegeville.....	St. Joseph's College.....	Aug. Seifert.....
417	Elkhart.....	Elkhart Institute.....	Willis E. Tower, B. S.....
418	Fairmount.....	Fairmount Academy and Normal School.	Elwood O. Ellis.....
419	Fort Wayne.....	St. Augustine's Academy.....	Mother M. Ephrem.....
420	do.....	Westminster Seminary.....	Miss Carrie B. Sharp and Mrs. D. B. Wells.
421	Indianapolis.....	Classical School for Girls.....	Mrs. May Wright Sewall.....
422	do.....	Knickerbacker Hall.....	Mary Helen Yerkes.....

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary instructors.		Students.															Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.								
	Classical course.						Scientific course.														
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
Epis	0	4	0	34	13	23	0	4	0	0	0	6	0	0	4	....	150	.....	373
R. C	5	0	60	0	0	0	....	....	....	....	6	0	0	0	4	....	60	.....	374
Nonsect ..	10	2	90	0	50	0	60	0	23	0	9	0	9	0	5	90	....	....	375
Bapt	0	2	35	33	47	46	25	23	1	2	....	....	....	....	....	....	350	\$12,000	376
Reformed.	2	0	19	21	....	....	....	0	0	....	1	3	0	0	4	....	500	7,000	377
R. C	0	2	20	35	90	100	....	....	....	....	....	....	....	....	....	....	....	....	378
Nonsect ..	4	1	24	26	36	35	3	1	0	0	....	....	....	....	4	....	2,000	15,000	379
Meth	1	2	30	16	45	34	5	0	30	10	14	4	4	1	....	....	200	10,000	380
R. C	0	4	0	28	60	112	0	18	0	10	0	6	0	6	4	....	100	....	381
Presb.	6	3	50	95	10	15	5	4	....	....	4	16	1	3	4	....	300	30,000	382
Nonsect ..	0	16	0	150	0	0	....	....	....	....	0	18	....	....	....	....	3,000	500,000	383
Meth	4	5	16	13	46	80	5	6	1	2	6	7	1	3	3	....	700	30,000	384	
Nonsect ..	6	2	27	0	30	0	0	0	10	0	4	0	4	0	3	27	1,000	75,000	385		
R. C	0	1	0	13	0	37	....	....	....	....	....	....	....	....	4	....	....	....	386
R. C	0	5	0	36	0	251	....	....	....	....	0	3	....	....	4	....	680	35,680	387
Nonsect ..	0	3	6	18	6	11	0	1	0	3	0	0	0	0	4	....	1,000	20,000	388	
Epis	2	0	43	0	7	0	8	0	21	0	6	0	6	0	4	43	850	61,000	389		
M. E	1	1	35	42	16	14	6	10	4	3	4	5	3	5	4	....	....	27,000	390
R. C	0	4	0	19	0	60	....	....	....	....	0	4	....	....	4	....	3,500	60,000	391
U. Presb. .	1	1	17	16	6	6	....	....	....	....	3	1	3	1	3	....	25	....	392
Nonsect ..	3	2	20	22	14	8	....	....	....	....	4	5	....	....	4	....	25	6,000	393
Adventist	5	1	24	14	1	16	....	....	7	5	2	0	....	....	3	....	400	4,000	394
R. C	0	5	0	30	0	30	0	8	....	....	0	3	....	....	....	....	....	....	395
Nonsect ..	1	5	0	21	0	39	0	4	0	0	0	5	0	2	4	....	....	25,000	396
Ger. Bapt.	1	1	156	104	25	18	....	....	....	....	23	18	23	18	4	....	20,000	75,000	397
R. C	0	5	0	40	0	36	0	1	0	0	0	5	....	....	2	....	....	....	398
Nonsect ..	0	6	0	30	0	45	....	....	....	....	0	8	0	6	4	....	600	....	399
M. E	1	1	20	26	105	99	10	6	15	6	4	11	4	5	4	....	1,000	40,000	400	
R. C	0	2	0	30	0	120	0	9	0	9	0	9	....	....	4	....	400	60,000	401
Cong	3	1	25	26	....	....	2	1	6	11	....	....	....	....	....	....	100	15,000	402
Cong	2	1	11	6	15	2	5	1	4	5	1	0	....	....	3	....	200	5,000	403
Nonsect ..	1	2	21	13	0	0	6	4	14	8	0	1	0	1	4	13	200	2,500	404		
R. C	0	2	0	20	0	180	....	....	....	....	0	5	....	....	4	....	500	....	405
R. C	0	3	0	19	0	36	....	....	....	....	0	7	....	....	4	....	306	40,000	406
Presb.	0	3	0	40	0	85	0	25	0	15	0	7	....	....	4	....	1,200	20,000	407
Ev. Luth.	3	0	192	0	0	0	....	....	....	....	27	0	14	0	2	....	2,200	125,000	408
Epis	2	1	0	15	0	15	0	8	0	7	0	1	....	....	4	....	300	20,000	409
P. E	0	6	0	42	0	37	0	1	....	....	0	8	0	2	....	....	2,500	80,000	410
Nonsect ..	1	4	22	34	0	0	1	5	9	6	3	9	3	9	4	....	50	10,000	411	
Nonsect ..	7	0	64	0	10	0	....	....	10	0	8	0	3	0	4	64	1,000	70,000	412
Friends...	1	1	23	23	6	7	....	....	....	....	2	2	1	8	3	....	400	5,000	413
Presb.	1	1	16	9	8	6	2	2	4	0	2	1	1	1	4	....	50	5,000	414	
Friends...	1	2	21	23	19	21	1	2	....	....	5	3	6	5	3	....	800	10,000	415
R. C	13	0	105	0	14	0	....	....	....	....	15	0	....	....	49	....	....	....	416
Mennonite	5	1	120	90	0	0	....	....	....	....	....	....	....	....	3	....	400	10,000	417
Friends...	4	2	88	85	0	0	4	2	....	....	10	7	4	2	3	....	500	20,000	418
R. C	0	2	0	29	0	311	....	....	....	....	0	3	....	....	4	....	....	....	419
Presb.	0	11	0	39	0	0	....	....	....	....	0	6	....	....	4	....	1,500	30,000	420
Nonsect ..	1	13	0	85	0	50	0	65	....	....	0	7	0	7	5	....	500	25,000	421
P. E	0	6	0	18	0	18	0	5	....	....	0	3	....	....	5	....	....	30,000	422

TABLE 43.—*Statistics of private high schools, endowed academics, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	INDIANA—continued.		
423	Indianapolis (1350 N. Meridian).	St. Agnes Academy	Sister Mary Raphael
424	Indianapolis	St. John's Academy	Sister Superior
425	Lafayette (229 Columbia st.).	St. Ignatius' Academy	Sister Domitilla
426	La Porte	St. Rose's Academy	Sisters of the Holy Cross
427	Lima	Howe Military School	Rev. J. H. McKenzie, rector
428	Michigan City	St. Mary's School	Sister M. Emerita
429	New Albany (171 Market st.).	Holy Trinity Academy	E. S. Young
430	North Manchester	Manchester College	St. Mary's Academy
431	Notre Dame	St. Mary's Academy	Oakland City College *
432	Oakland City	Oakland City College *	William Prentice Dearing
433	Oldenburg	Academy of the Immaculate Conception.	Sister M. Veronica
434	Plainfield	Central Academy	Robert L. Kelly
435	do	Sugar Grove Academy	James W. Edgerton
436	St. Marys	St. Mary's Academic Institute	Sisters of Providence
437	South Bend	St. Joseph's Academy *	Sister M. Ambrose
438	Spiceland	Spiceland Academy	Isadore Wilson
439	Vincennes	St. Rose's Academy	Sister St. Cyrilla
440	do	Vincennes University	Albert H. Yoder
	INDIAN TERRITORY.		
441	Atoka	Baptist Academy	E. H. Rishel
442	Cameron	Cameron Presbyterian Institute	Rev. T. B. Lunsford
443	Chelsea	Chelsea Academy	Thos. L. Bates
444	McAlester	McAlester Academy *	L. W. Williams
445	Muscogee	Harrell International Institute	W. R. Thornton, president
446	Ryan	Ryan College *	W. A. Erwin
447	Vinita	Willie Halsell College	W. L. Chapman, A. M., Ph. D.
448	do	Worcester Academy	L. A. Ellis
	IOWA.		
449	Ackley	Graves' Academic School	G. A. Graves
450	Ackworth	Ackworth Academy	Samuel A. Jackson
451	Birmingham	Birmingham Academy	J. W. Wolf
452	Bode	Lutheran High School	L. O. Lillegaard
453	Boone	Sacred Heart School	Sister Superior
454	Cedar Rapids	St. Joseph's Academy	Sister Mary
455	Centerdale	Scattergood Seminary	Henderson H. McKinney
456	Charles City	Immaculate Conception Academy	Sister Mary Bernardine
457	Clarinda	Clarinda Educational Institute *	D. A. Cooper
458	Clinton	Mount St. Clair Academy	Mother Mary Agnes Mooney
459	Corning	Corning Academy	T. D. Ewing, D. D.
460	Council Bluffs	St. Francis Academy	Sister Mary Marcellina
461	do	St. Joseph's Academy	Very Rev. Patrick Smyth
462	Davenport	Immaculate Conception Academy	Sister Mary Editha
463	do	St. Ambrose Academy	J. T. A. Flanagan, president
464	Decorah	Decorah Institute	J. Breckonridge
465	Denmark	Denmark Academy	J. E. Conner
466	Des Moines (566 15th st.)	Clarke's (Miss) School	Miss Rachael C. Clarke
467	Dubuque (West Hill)	Presentation Convent	Presentation Nuns
468	Dubuque	St. Joseph's College	Rev. John P. Carroll, D. D.
469	Earlham	Earlham Academy	H. Etta McCarroll
470	Elkhorn	Elkhorn Academy	Rev. P. L. C. Hansen
471	Emmetsburg	St. Mary's College *	Sister Superior
472	Epworth	Epworth Seminary	W. S. Lewis, D. D.
473	Fort Dodge	Tobin College	T. Tobin, A. M.

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Sec-ond-ary in-struct-ors.	Students.																				
		Second-ary stu-dents.	Elemen-tary stu-dents.		Preparing for college.				Gradu-ates in 1897.	College prepa-ratory stu-dents in the class that gradu-ated in 1897.												
			Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.	Male.	Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
R. C	0	2	0	18	0	78					0	3			4			423				
R. C	0	5	0	110	0	215	0	80	0	30	0	14	0	14	4			424				
R. C	0	3	0	25	110	100	0	25							4			425				
R. C	0	1	0	5	15	55					0	1			4			426				
P. E	2	0	47	0	21	0	2	0	10	0	5	0	3	0	4	47	1,000	427				
R. C	0	4	15	25	135	140									4			428				
R. C	0	1	0	15	120	115					0	3			4		200	429				
Ger. Bapt.	2	1	58	31	167	69	10	4	5	0	0	40	3	3				430				
R. C	0	3	0	78	0	119					0	11			4		5,000	431				
Bapt.	3	0	40	20	23	18	15	3	0	0	3	2	2				3,000	432				
R. C	0	6	0	55	0	25					0	5			4		2,500	433				
Friends...	1	1	52	47	15	24	5	8	2	0	3	7	2	6	3		300	434				
Friends...	1	1	5	8	5	30	2	2	0	0	3	2	1	1	5		60	435				
R. C	0	7	0	85	0	90					0	13	0	13	4		2,500	436				
R. C	0	3	0	35	0	80												437				
Friends...	2	2	50	51	0	0					2	12			3		3,000	438				
R. C	0	3	0	45	204	251	15	0						6	0	4		439				
Nonsect ..	13	4	49	49	2	7	0	1						6	2		72	440				
Baptist...	1	1	24	21	63	55											300	441				
Presb.	1	0	10	7	53	53												442				
Cum. Presb.	1	2	11	10	58	36	11	10			0	1			3		20	443				
Presb.	1	1	5	10	25	25											100	444				
M. E. So ..	2	2	60	40	60	60					0	6	0	6	2		60	445				
Cum. Presb.	2	1	20	32	50	53	18	22			0	0			4			446				
M. E. So ..	1	2	12	20	66	71					1	0			4		300	447				
Cong.	1	2	20	25	50	55	3	5	7	4	0	0	0	0	3			448				
Nonsect ..	1	0	28	13	0	0	0	0	1	1	1	1	1	1	4			449				
Friends...	1	2	15	31	5	8	2	10	0	0	0	6			4		600	450				
Nonsect ..	1	0	8	4	7	6											100	451				
Luth.	1	1	17	6	8	4											20	452				
R. C	0	3	11	9	02	68									4		200	453				
R. C	0	5	16	33	70	75					1	4			4			454				
Friends...	1	1	5	10	0	0	0	0	0	0	1	5	0	0	3		400	455				
R. C	1	5	18	24	45	64	4	0			0	2			4		100	456				
Nonsect ..	3	2	50	47	0	0	25	32									800	457				
R. C	0	2	0	15	0	20					0	3	0	0	3		500	458				
Presb.	3	5	40	80	0	0	10	5	15	8	6	12	6	12	3		0	459				
R. C	0	2	0	36	0	139	0	4	0	22	0	6			4			460				
R. C	0	3	0	35	0	0	0	0	0	0	4	0			4		100	461				
R. C	0	4	0	31	0	132					0	3			4			462				
R. C	5	0	75	0	8	0	0	0	1	0	12	0			4			463				
Nonsect ..	2	1	21	15	145	74					4	3						464				
Cong.	1	2	14	18	45	54	1	2			1	1	1	1	4		1,500	465				
Nonsect ..	0	3	6	11	2	6	3	0			0	2	0	2	4		1,000	466				
R. C	0	4	0	50	100	50									3		100	467				
R. C	6	0	100	0														468				
Friends...	1	2	33	24	8	6	2	1			6	6	6	6	4		300	469				
Luth.	2	3	89	40	146	13	34	15			23	8	6	2	4	125	1,560	470				
R. C	0	1	10	15	70	105					0	1			3		300	471				
M. E.	2	3	29	31							10	6			4		1,600	472				
Nonsect ..	4	3	40	20	100	140	11	3	4	0	13	3	5	0	3		500	473				

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
IOWA—continued.		
474 Hartland	Hartland Academy.....	Barclay C. Winslow, B. S.....
475 Hull	Hull Educational Institute.....	James F. Eaton, D. D.....
476 Humboldt	Humboldt College	J. P. Peterson, president.....
477 Iowa City	Iowa City Academy.....	W. A. Willis.....
478 Jewell	Jewell Lutheran College.....	Meyer Brandvig.....
479 Keokuk	St. Vincent's Academy.....	Sister Clarisse.....
480 Lamoini	Graceland College.....	Prof. T. J. Fitzpatrick.....
481 Le Grand	Friends Academy.....	J. H. Hadley.....
482 ..do.....	Palmer College.....	D. M. Helfinstine.....
483 New Providence.....	New Providence Academy.....	Laurence T. Kersey, Ph. B.....
484 Nora Springs.....	Nora Springs Seminary and Business College.....	J. F. Mitchell.....
485 Orange City	Northwestern Classical Academy.....	Rev. James F. Zwemer, A. M.....
486 Osage	Cedar Valley Seminary.....	Alonzo Abernethy, A. M. Ph. D.....
487 Pleasant Plain.....	Pleasant Plain Academy.....	J. E. Roberts.....
488 St. Ansgar	St. Ansgar Seminary and Institute.....	J. O. Sethre, A. M.....
489 Salem	Whittier College.....	W. C. Pidgeon.....
490 Vinton	Tilford Collegiate Institute.....	Thomas Francis Tobin.....
491 Washington.....	Washington Academy.....	J. T. Matthews.....
492 Waukon	Sacred Heart School.....	Sister M. Margaret.....
493 Wilton Junction.....	Wilton German-English School.....	E. G. L. Mannhardt.....
KANSAS.		
494 Arkansas City.....	Arkansas City Academy and Business Training School.....	L. E. Eddy, M. S.....
495 Atchison	Mount St. Scholastica's Academy.....	Mother Aloysia.....
496 Concordia	Nazareth Academy.....	Sister Mary Stanislaus.....
497 Eureka	Southern Kansas Academy.....	Thaddeus H. Rhodes.....
498 Haviland	Haviland Academy.....	Harvey D. Crumly, B. S.....
499 Hesper	Hesper Academy.....	Henry H. Townshend, B. S.....
500 Hiawatha	Hiawatha Academy.....	L. E. Tupper, A. M.....
501 Leavenworth.....	Mount St. Mary's Academy.....	Mother Mary Peter.....
502 Lincoln	Kansas Christian College.....	O. B. Whitaker, A. M., Pd., president.....
503 McPherson	McPherson College*.....	S. Z. Sharp, A. M.....
504 Newton	Bethel College.....	Rev. Cornelius H. Wedel.....
505 North Branch.....	North Branch Academy.....	C. W. Marshall.....
506 Salina	St. John's Military School.....	Charles E. Barber, M. Sc.....
507 Stockton	The Stockton Academy.....	Rev. F. E. Sherman.....
508 Tonganoxie.....	Tonganoxie Academy.....	Irving King, A. B.....
509 Washington.....	Friends Academy.....	A. W. Jones, A. M.....
510 Wichita	All Hallows Academy.....	Sister Mary Anaceta.....
511 ..do.....	Lewis Academy.....	James M. Naylor, Ph. D.....
KENTUCKY.		
512 Albany	Albany High School.....	L. E. Gray.....
513 Anchorage	Bellewood Female Seminary.....	W. G. Lord.....
514 Auburn	Auburn Seminary.....	P. A. Lyon, Jr.....
515 Bardstow	Male and Female Institute*.....	A. M. Vardeman.....
516 Beattyville	Beattyville Episcopal High School.....	Rev. J. E. H. Galbraith.....
517 Blandville	Blandville Baptist College*.....	W. H. Wetty.....
518 Boston	Boston Male and Female Academy*.....	L. E. Cleland.....
519 Bremen.....	Bremen College and Perryman Institute.....	Peter G. Shaver.....
520 Buffalo	East Lynn College.....	J. C. Pirtle, A. B.....
521 Cadiz	Cadiz High School*.....	H. L. Holt.....
522 Campbellsburg.....	Campbellsburg School.....	J. W. Pearcy.....
523 Campbellsville.....	Campbellsville High School.....	Rice Miller.....

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Sec-ond-ary in-struct-ors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, build-ings, furni-ture and sci-entific appa-ratus.
			Second-ary stu-dents.		Elemen-tary stu-dents.		Preparing for college.				Grad-uates in 1897.		College prepa-ratory stu-dents in the class that gradu-ated in 1897.							
							Clas-sical course.		Scien-tific course.											
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Friends...	0	1	13	9	3	2	0	2	1	0	0	2	0	0	4	...	...	\$1,500	474
Cong...	2	1	16	23	11	19	1	10	2	4	1	4	1	4	3	...	1,200	10,000	475	
Nonsect	5	2	32	0	...	...	...	...	10	2	10	4	...	...	...	...	2,500	50,000	476
Nonsect	3	5	84	53	31	16	...	...	42	24	26	20	18	6	3	...	200	...	477
Luth	1	1	37	16	30	24	3	0	4	0	4	1	1	0	4	...	300	24,000	478	
R. C.	0	2	0	15	0	210	0	0	0	0	0	10	0	0	...	...	...	...	479
L. D. S.	1	1	10	5	21	55	4	0	6	4	...	...	...	...	3	...	1,000	50,000	480
Friends...	3	1	40	30	0	0	...	...	...	...	4	3	4	3	...	...	500	...	481
Nonsect	5	3	50	30	...	...	10	7	...	...	14	5	5	3	4	...	1,000	25,000	482
Friends...	1	1	30	20	4	11	...	...	...	...	6	2	6	2	3	...	600	10,000	483
Nonsect	7	7	213	220	0	0	5	7	3	6	24	33	8	13	2	80	200	10,000	484	
Reformed.	3	2	51	23	0	0	...	...	...	...	13	4	...	...	...	...	2,400	25,000	485
Bapt...	4	1	75	48	75	48	...	...	...	...	12	10	10	4	4	25	2,000	25,000	486
Friends...	1	2	33	35	0	0	4	4	12	9	1	1	1	1	4	...	300	2,000	487	
Luth	5	2	36	7	35	15	0	0	7	3	9	0	2	0	3	...	300	1,200	488	
Friends...	3	1	59	53	5	3	8	7	6	4	3	3	3	3	4	...	500	10,000	489	
Nonsect	4	2	42	26	126	75	12	8	9	6	12	6	10	6	...	...	1,000	30,000	490
Nonsect	2	2	40	43	0	0	28	31	11	13	9	11	8	6	4	...	...	15,000	491
R. C.	0	2	16	36	49	49	0	10	...	...	...	...	...	...	2	...	...	12,000	492
Cong	5	2	76	63	76	63	23	6	8	7	8	5	5	3	...	40	2,000	25,000	493	
Nonsect ..	2	3	58	60	12	5	2	3	...	...	9	12	4	8	3	...	100	...	494
R. C	0	6	0	90	0	37	...	...	...	...	0	1	...	...	...	...	...	...	495
R. C.	0	7	0	75	0	25	...	...	...	...	0	4	...	...	...	...	...	30,000	496
Cong	2	2	26	27	0	0	4	1	26	22	4	4	4	4	4	...	1,000	20,000	497	
Friends...	1	1	25	20	7	8	...	...	...	...	2	3	2	3	3	...	500	4,000	498
Friends...	1	1	26	5	0	0	25	5	...	...	0	0	0	0	4	...	500	3,500	499
Nonsect	2	4	56	38	2	3	10	6	...	...	8	5	7	3	5	...	300	25,000	500
R. C.	0	4	0	25	0	40	...	...	...	...	0	2	...	...	...	...	...	...	501
Christian	2	3	30	25	30	25	15	10	20	10	8	3	4	2	4	...	3,000	12,000	502	
Ger. Bapt.	5	1	41	22	67	59	8	4	18	7	10	2	6	2	...	...	1,200	60,000	503
Mennonite	2	1	30	11	45	10	8	0	...	...	4	0	...	...	...	...	1,000	50,000	504
Friends...	1	2	22	20	0	0	2	2	0	0	0	4	0	2	4	...	110	2,000	505	
P. E.	8	0	35	0	4	0	2	0	4	0	1	0	...	...	4	35	500	100,000	506
Cong	2	2	10	20	14	63	8	4	0	7	2	3	2	3	3	...	1,200	13,400	507	
Friends...	1	1	11	11	12	11	0	0	3	6	0	1	0	0	3	...	400	2,000	508	
Friends...	2	0	6	12	44	48	0	3	1	2	0	4	0	3	3	...	200	3,000	509	
R. C.	0	2	0	16	0	19	4	0	...	...	...	...	...	...	4	...	500	8,500	510
Presb.	2	5	50	65	49	68	20	30	30	35	6	5	...	...	4	...	300	72,050	511
Bapt.....	1	1	30	39	44	51	...	...	...	...	0	2	0	0	4	...	15	2,000	512
Presb.....	0	4	5	29	11	20	1	0	0	0	3	2	0	0	4	...	500	8,000	513	
Cum.Presb	2	0	26	24	42	37	...	...	...	...	...	...	...	...	...	...	...	8,000	514
Bapt.....	2	2	26	40	7	19	6	4	0	0	2	1	2	0	3	...	532	7,500	515	
Epis.....	1	0	4	4	9	6	0	1	0	0	...	...	...	...	...	...	200	2,500	516
Bapt.....	1	1	30	31	20	20	10	10	0	0	0	0	0	0	4	...	2	6,500	517	
Nonsect ..	1	0	8	6	10	18	1	5	...	...	0	0	...	...	3	...	0	...	518
M. E.....	2	0	12	15	25	16	0	0	12	15	...	...	...	...	...	...	...	3,000	519
Nonsect	8	1	175	125	25	25	12	8	20	15	10	3	10	3	4	...	1,000	50,000	520	
Nonsect	2	1	22	5	50	44	...	...	...	...	0	0	...	...	...	...	0	2,500	521
Nonsect	1	2	10	15	39	41	...	...	...	...	2	2	...	...	3	...	75	4,125	522
Presb.	2	0	20	15	...	...	6	7	...	...	0	0	0	0	...	...	0	3,500	523

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
KENTUCKY—continued.		
524 Carrollton	St. John's Select School.....	Rev. I. M. Ahmann
525 Clinton	Clinton College*	E. K. Chandler.....
526 ..do	Marvin College	J. C. Dean
527 Corinth	Northern Kentucky Normal School and Academy.....	Marion Pfanstiel
528 Covington	Dodd Classical High School	T. J. Dodd, D. D.
529 ..do	Notre Dame Academy	Sister Mary Armella..
530 ..do	Rugby Preparatory School	K. J. Morris, A. M.
531 Cynthiana	Harrison Female College	J. A. Brown
532 ..do	Smith's Classical School	N. F. Smith
533 Danville	Hogsett Military Academy	James C. Dolly, A. M., dean ..
534 Elizabethtown	Hardin Collegiate Institute	L. W. Doolan, A. B., president.
535 Elktion	Vanderbilt Training School	R. E. Crockett
536 Flippin	Monroe Normal School	E. T. Thomas
537 Frankfort	St. Joseph's Academy	Sister Lignori
538 Fulton	Fulton Normal and Business Col- lege.....	B. H. Vance
539 Gethsemani	Gethsemani College.....	Rev. B. M. Cyprian
540 Glasgow	Liberty Coeducational College	H. J. Greenwell, president ..
541 Glendale	Lynnland Male and Female Insti- tute.....	W. B. Gwynn
542 Greenville	Greenville Ladies' College and College for Men.*	Mrs. Sarah T. Hall.....
543 Hampton	Hampton Academy*	C. C. Howard
544 Harrodsburg	Harrodsburg Academy	Boyer and Hill
545 Hartford	Hartford College	T. J. Morton
546 Hazel Green	Hazel Green Academy	Wm. H. Cord
547 Henderson	Henderson Female Seminary	Sue Starling Towles
548 ..do	Henderson High School	W. B. Tharp
549 ..do	Home School for Girls*	Miss Mary Stewart Bunch ..
550 Hindman	Hindman School	George Clarke
551 Hodgenville	Kenyon College	T. J. Neafus, Ph. B., P. B.
552 Hopkinsville	High School	James O. Ferrell
553 Hyden	Hyden Academy	James M. Walton
554 Independence	Independence High School	G. W. Dunlap
555 Kirksville	Elliott Institute	Clarence H. Poage, A. B.
556 La Grange	Funk Seminary*	Thad. Wilkerson, B. S., I. S.
557 Lebanon	St. Augustine's Academy	Sister M. Kevin
558 Lexington	St. Catherine's Academy	Mother M. Cleophas Mills ..
559 Livermore	Livermore High School	M. H. Newton
560 Loretto	Loretto Literary and Benevolent Institute.....	Mother Mary Prades
561 Louisville	Almond's University School	Marcus Blakey Almond
562 ..do	Cedar Grove Academy	Sister Mary Flaget
563 ..do	Flexner's School	Abraham Flexner
564 ..do	Kentucky Home School for Girls ..	Miss Belle S. Peers
565 ..do	Louisville Training School for Boys.....	H. K. Taylor, A. M.
566 ..do	Presentation Academy	Sister Eutropia
567 ..do	St. Xavier's College	Rev. Brother Stanislaus
568 ..do	Semple Collegiate School	Mrs. Patty B. Semple
569 ..do	University School of Kentucky	D. A. Chenault
570 Lyndon	Kentucky Military Institute	C. W. Fowler, M. A., C. E.
571 Magnolia	Magnolia Classical and Normal College.*	R. Van der Maaten
572 Mayfield	West Kentucky College*	Milton Elliott
573 Maysville	Haywood Female Seminary	Rev. John S. Hays, D. D.
574 ..do	St. Frances De Sales Academy* ..	Mother M. Dolores
575 Millersburg	Millersburg Training School for Boys and Young Men.....	Carl M. Best
576 Mount Sterling	Goodwin's High School*	M. J. Goodwin

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Second-ary in-struct-ors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, build-ings, furni-ture, and sci-entific appar-atus.				
			Second-ary stu-dents.		Elemen-tary stu-dents.		Preparing for college.				Gradu-ates in 1897.		College prepar-atory stu-dents in the class that gradu-ated in 1897.													
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22								
R. C	1	2	26	24	14	26	0	2	0	0	6	11	0	2	4	....	75	\$5,000	524						
Bapt.....	1	2	20	20	60	60	....	....	....	....	5	1	5	1	4	....	1,200	20,000	525			
Meth.....	2	0	40	45	10	5	8	5	....	....	5	1	....	....	4	....	300	15,500	526			
Christian..	1	2	28	31	64	45	4	2	0	0	0	0	0	0	....	....	12	4,000	527					
Nonsect ..	2	0	13	2	6	0	0	0	0	0	0	0	0	0	4	....	....	....	528				
R. C	0	5	6	24	45	54	0	0	0	0	0	0	1	0	3	....	0	....	529					
Nonsect ..	2	0	10	0	17	0	2	0	4	0	2	0	2	0	4	10	....	....	530					
Nonsect ..	0	1	0	40	75	23	0	15	0	25	0	5	0	5	3	....	500	12,000	531						
Nonsect ..	0	1	28	15	7	15	15	3	5	0	....	....	....	....	3	....	500	2,500	532			
Nonsect ..	1	0	45	0	10	0	9	0	30	0	2	0	2	0	4	....	500	35,000	533						
Nonsect ..	3	2	35	11	18	11	24	9	8	2	1	1	1	1	4	46	47	15,000	534							
M. E. So.	3	0	62	8	0	0	....	....	0	0	10	0	10	0	4	....	1,200	20,000	535				
Nonsect ..	2	1	70	35	20	15	....	....	....	....	....	....	....	....	....	....	....	2,500	536			
R. C	0	1	0	8	60	57	0	0	0	0	0	0	0	0	2	....	0	....	537					
Nonsect ..	1	1	12	5	13	13	....	....	....	....	....	....	....	....	....	....	....	2,500	538			
R. C	3	0	19	0	45	0	8	0	....	....	....	....	....	....	4	....	300	25,000	539			
Bapt.....	2	4	25	30	23	23	5	0	....	....	0	0	....	....	5	....	....	25,000	540			
Bapt.....	1	1	17	20	7	12	5	12	7	8	0	2	0	2	4	....	500	25,000	541						
M. E. So.	1	2	6	19	15	10	0	0	6	9	0	3	0	0	....	....	200	12,000	542					
Nonsect ..	2	0	16	18	10	6	5	4	5	14	....	....	....	....	....	....	30	....	543			
Nonsect ..	2	0	25	5	25	8	10	2	12	3	0	0	0	0	4	....	....	....	544				
Nonsect ..	1	1	11	14	....	....	....	....	....	....	3	4	....	....	4	....	250	10,000	545			
Christian..	1	1	40	8	50	45	1	0	....	....	1	0	1	0	3	....	400	8,000	546				
Nonsect ..	2	4	0	26	0	24	....	....	....	....	0	7	0	7	4	....	500	5,000	547			
Nonsect ..	1	3	64	33	0	0	....	....	....	....	6	4	3	0	4	....	400	15,000	548			
Nonsect ..	0	5	0	20	10	20	....	....	....	....	0	4	....	....	4	....	200	....	549			
Nonsect ..	2	1	30	10	125	95	....	....	....	....	12	1	....	....	1	....	....	8,000	550			
Nonsect ..	2	0	38	20	62	89	2	1	0	0	0	0	0	0	4	....	....	15,000	551					
Nonsect ..	1	0	33	0	0	0	....	....	....	....	0	0	....	....	....	....	....	....	552			
Presb.....	2	0	5	2	63	64	4	2	....	....	....	....	....	....	4	....	150	2,500	553			
Nonsect ..	2	2	30	22	9	13	1	0	0	0	0	0	0	0	4	....	500	2,500	554						
Nonsect ..	1	1	4	6	....	....	2	0	0	0	0	0	0	0	....	....	....	....	555			
Nonsect ..	2	0	18	15	50	40	1	2	0	1	....	....	....	....	3	....	100	5,000	556			
R. C	0	4	0	20	44	50	....	....	....	....	0	0	0	0	....	....	100	10,000	557			
R. C	0	3	0	20	36	64	10	10	0	0	0	4	0	4	3	....	600	....	558					
Nonsect ..	2	0	7	10	16	16	1	0	2	3	0	0	0	0	4	....	0	....	559					
R. C	0	4	0	28	0	12	0	10	0	6	0	4	0	4	4	....	6,000	351,500	560						
Nonsect ..	2	0	17	0	0	0	14	0	3	0	....	....	....	....	4	....	....	....	561			
R. C	0	3	0	15	0	55	0	0	....	....	6	4	....	....	4	....	1,200	40,000	562			
Nonsect ..	1	1	16	3	4	2	10	2	4	0	4	0	4	0	....	....	....	....	563			
Epis.....	0	6	0	47	0	50	....	....	....	....	0	2	....	....	4	....	....	....	564			
Nonsect ..	2	1	30	2	20	6	4	1	3	0	2	0	2	0	4	....	500	10,000	565						
R. C	0	6	0	24	35	99	....	....	....	....	0	0	....	....	4	....	500	100,000	566			
R. C	9	0	105	0	75	0	0	0	0	0	12	0	0	0	4	....	2,000	....	567					
Nonsect ..	0	6	0	84	0	61	0	12	....	....	0	2	0	2	4	....	300	....	568			
Nonsect ..	2	1	20	4	8	2	14	2	2	2	9	3	9	3	4	....	2,500	1,500	569						
Nonsect ..	4	0	25	0	15	0	2	0	1	0	2	0	0	0	4	25	....	....	570					
Nonsect ..	1	0	20	25	20	25	1	1	0	0	....	....	....	....	4	....	....	3,000	571			
Christian..	2	1	35	40	85	110	5	2	10	15	3	0	1	0	4	....	200	40,000	572						
Nonsect ..	1	3	3	18	5	32	0	0	0	0	0	4	....	....	....	....	200	10,000	573			
R. C	0	6	0	25	0	55	0	15	....	....	0	1	....	....	....	....	....	....	574			
M. E. So.	2	1	39	0	8	0	5	0	12	0	4	0	3	0	4	....	300	10,000	575						
Nonsect ..	1	0	31	0	0	0	24	0	6	0	2	0	2	0	....	....	350	2,600	576					

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	KENTUCKY—continued.		
577	Mount Vernon	Mount Vernon Collegiate Institute.	Luther M. Scroggs.....
578	Nazareth	Nazareth Literary and Benevolent Institution.	Mother Helena Torney
579	Newport	Mount St. Martin's Seminary	Mother Mary Leo, C. D. P.
580	North Middletown	Classical and English Business College.*	Thomas Curran
581	Owenton	Owenton High School*.....	H. Clay Smith
582	Paducah	St. Mary's Academy *	Sister Isabel
583	Paris	Classical Institute*.....	Mrs. M. W. Berry.....
584	do	Tipton's (Miss) Select School*.....	Miss M. S. Tipton
585	do	Yerkes, W. L., Private School	W. L. Yerkes
586	Pikeville	Pikeville Collegiate Institute.....	Rev. J. Harvey Hammet, A. M.
587	Princeton	Princeton Collegiate Institute.....	Rev. John M. Richmond, D. D.
588	Russellville	Sevier's (Miss) School	Miss Elizabeth Sevier
589	St. Joseph	Mount St. Joseph Academy	Mother Florence
590	St. Vincent	St. Vincent's Academy	Sister Mary David
591	Sharpsburg	Sharpsburg College	Mrs. Fannie B. Talbot
592	Shelbyville	Science Hill School	Mrs. Wiley T. Poynter.....
593	do	The Shelbyville Academy*.....	Geo. L. Sampson and James Henry.
594	Slaughtersville	Van Horn Institute*.....	J. L. Tait, A. M.
595	Stanford	Stanford Male Academy.....	F. J. Duffy
596	Taylorsville	Spencer Institute	Geo. F. Winston
597	Vanceburg	Riverside Seminary	Lawrence Rolfe, A. B.
598	Versailles	Rose Hill Seminary	Mrs. Gillie B. Crenshaw
599	Vine Grove	Vine Grove High School.....	Professor Cordwell
600	White Mills	Lynnvale Academy*.....	W. E. Madderra.....
601	Williamsburg	Williamsburg Academy	Charles M. Stevens
602	Wilmore	Asbury College	Rev. J. W. Hughes.....
	LOUISIANA.		
603	Arcadia	E. A. Seminary	R. A. Smith.....
604	Baldwin	Gilbert Academy and Industrial College.	A. E. P. Albert, A. M., D. D. ..
605	Clinton	Clinton Female Academy	Mrs. S. E. Munday.....
606	Colfax	Colfax High School	S. M. Collins
607	Coushatta	Coushatta Male and Female College.*	W. D. Powell
608	Donaldsonville	St. Vincent's Institute.....	Sister M. Clotilda.....
609	Franklinton	Franklinton Central Institute.....	G. D. Free, A. M.
610	Gibsland	Gibsland Institute*.....	G. L. Wren
611	Grand Coteau	Sacred Heart Convent*.....	Madam E. Chaudet
612	Houma	Houma Academy	D. F. Ross, A. B., A. M., LL.B.
613	Jackson	Feliciana Female Collegiate Institute.	Miss L. J. Catlett
614	Mount Lebanon	Mount Lebanon College	J. N. Robinson
615	Mount Zion	Mount Zion Academy*.....	J. P. Durham
616	New Iberia	Fasnacht Graded Institute	Miss Marie Louise Fasnacht ..
617	New Orleans	Academy of the Sacred Heart	Madam E. Deighton
618	do	Carnatz Institute	Miss Leoline de Varenne.....
619	New Orleans (185 N. Rampart st.)	Columbian Institute*.....	Miss H. Fitz Gerald
620	New Orleans (1727 Carondelet st.)	Dykers Institute	Miss Harriet V. Dykers
621	New Orleans(1456 Camp st.)	Home Institute	Miss Sophie B. Wright
622	New Orleans (2308 Esplanade st.)	Matthey-Picard Institute	Mrs. E. H. Matthey
623	New Orleans	St. Aloysius Commercial Institute	Brother Charles
624	do	St. Joseph's Academy *	Sister Maria

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Secondary instructors.		Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.									
							Classical course.		Scientific course.													
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	19	20	21	22			
Presb.....	2	2	7	10	48	50	10	10					1	1			3		200	\$3,500	577	
R. C	0	5	0	32	0	43							0	3			4		5,000		578	
R. C	0	2	0	20	0	36							0	0							579	
Christian ..	1	4	20	29	4	3	4	3	6	7							4		800	12,000	580	
Nonsect ..	2	0	29	22	11	6											4			4,000	581	
R. C	2	2	6	20	64	70							0	0	0	0	4		300	5,000	582	
Nonsect ..	0	3	0	25	0	39							0	4						15,000	583	
Nonsect ..	0	3	0	30	0	25	0	4	0	1			0	0	0	0	4		600	3,000	584	
Nonsect ..	1	0	21	11	3	0	12	4					5	0	5	0				2,500	585	
Presb.....	0	1	15	15	10	20	5	8					3	2	3	0	3			160	15,000	586
Presb.....	6	2	21	22	30	38							2	5			4		2,000	42,250	587	
Epis.....	0	1	3	14	2	0	1	1													588	
R. C	0	3	0	20	0	25				0	20		0	3	0	3	4		1,300		589	
R. C	0	4	0	17	0	63							0	4			4		1,000		590	
Nonsect ..	1	2	0	17			1	0					0	3			4				591	
Nonsect ..	0	7	0	79	0	48							0	4	0	2	4		1,500	25,000	592	
Nonsect ..	2	0	31	0	15	0	20	0	4	0			16	0			4			3,000	593	
Nonsect ..	2	1	35	39	41	34				4	0	0	0	0	0	0	4	35	456	3,800	594	
Nonsect ..	1	0	25	0	15	0	25	0	0	0			5	0	5	0	3		0	5,000	595	
Nonsect ..	1	1	11	23	4	32							0	3							596	
Nonsect ..	1	1	12	4	23	17							0	0						3,000	597	
Nonsect ..	1	2	10	15	20	30	1	0	0	0			0	1			4		500	8,000	598	
Nonsect ..	1	0	8	12	4	5				1	1								150	1,500	599	
Nonsect ..	1	1	21	11	14	15	1	1	0	0			0	0	0	0	6		0	1,000	600	
Cong.....	0	5	24	25	100	134							3	0			4		1,500	10,000	601	
M. E. So ..	0	2	79	47	18	13							3	3					100	10,000	602	
Nonsect ..	1	1	17	22	26	20	11	13	6	0	6	3	6	3	4			300	2,000		603	
M. E.....	3	3	10	15	112	118	10	15	2	0	2	1	2	1	3			1,000	60,000		604	
Nonsect ..	0	1	2	14	14	18															605	
Nonsect ..	1	0	10	10	30	30					1	0	0	0	0	6					606	
Nonsect ..	1	0	24	10	29	38	16	18	0	0	0	0	0	0	0	4		200	2,500		607	
R. C	0	3	0	27	0	45												1,000			608	
Nonsect ..	1	0	21	26	39	44	15	18	6	8	3	1				3		40	3,500		609	
Nonsect ..	1	1	12	15	17	24	2	1	1	0						4		300	4,000		610	
R. C	0	8	0	28					0	0	0	0						400			611	
Bapt.....	2	1	18	20	15	25	3	2	5	2	1	2	1	1	4		21	7,000			612	
Nonsect ..	0	5	9	38	11	22					0	13						10,000			613	
Bapt.....	2	2	26	35	34	35	12	14	15	20	2	3	2	3	4	18	250	10,000			614	
Nonsect ..	1	1	15	15	40	30	4	3			0	0	0	0							615	
Nonsect ..	0	2	10	10	14	10										3		200	2,500		616	
R. C	0	6	0	22	15	38	0	0	0	0	0	5	0	0	4		1,000				617	
Nonsect ..	0	2	0	10	0	20	0	5	0	5	0	5	0	5	4						618	
R. C	0	2	0	14	0	51										3		300	11,000		619	
Nonsect ..	0	2	2	13	5	10					0	1				3		250			620	
Nonsect ..	0	6	0	62	12	58	0	15	0	0	0	15	0	15	3		500	12,000			621	
R. C	3	6	25	10	0	65	25	10			0	3	0	1	2		120				622	
R. C	2	0	17	0	155	0					12	0			3		300	25,000			623	
R. C	0	8	0	30	0	54					0	4			3		5,000				624	

TABLE 43.—*Statistics of private high schools, endowed academics, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
LOUISIANA—continued.		
625 New Orleans	St. Simeon's School	Sister Adelaide
626 New Orleans (St. Charles and Lafayette sts.)	Soulé's Commercial College and Literary Institute	Geo. Soulé
627 New Orleans (1923 Coliseum st.)	University School	T. W. Dyer
628 New Orleans	Ursuline Convent	Mother St. Stanislaus
629 New Roads	Poydras Academy	Charles Cholet
630 Olla	Olla Male and Female Institute	S. N. Young, president
631 Opelousas	Academy of the Immaculate Conception	Sister Mary of St. Veronica
632 Ruston	Ruston College	Thos. R. Hardin
633 Spearsville	Everett Institute	Geo. W. Mason, B. A
MAINE.		
634 Athens	Somerset Academy	L. C. Williams
635 Bangor	Classical and English School	Helen L. Newman
636 Bethel	Gould Academy	Frank E. Hanscom
637 Blue Hill	Blue Hill Academy	Frank E. Briggs
638 Bucksport	East Maine Conference Seminary	Rev. A. F. Chase, Ph. D.
639 Charleston	Higgins Classical Institute	H. Warren Foss
640 Cherryfield	Cherryfield Academy	Leroy S. Dewey
641 Cumberland Center	Greely Institute	Edgar L. Pennell
642 Dresden Mills	Bridge Academy	A. W. Morelen
643 East Machias	Washington Academy	Fred. O. Small
644 Farmington	Abbott Family School	A. H. Abbott, A. M.
645 Gray	Pennell Institute	W. B. Andrews, A. M.
646 Hampden	Hampden Academy	George C. Webber, A. B.
647 Houlton	Ricker Classical Institute	Arthur M. Thomas, A. M.
648 Kents Hill	Kents Hill Seminary	Rev. Chas. W. Gallagher, D. D.
649 Lewiston	Bates College	Ivory F. Frisbee
650 Limerick	Limerick Academy	Willis B. Moore, A. B.
651 Limington	Limington Academy	H. L. Whitman, A. B.
652 Litchfield Corners	Litchfield Academy	Thomas C. Tooker
653 New Castle	Lincoln Academy	George H. Larrabee, A. M.
654 New Gloucester	Stevens School	M. B. and S. P. Stevens
655 North Anson	Anson Academy	Walter W. Poore
656 North Bridgton	Bridgton Academy	C. C. Spratt, A. B.
657 Paris	Paris Hill Academy	James M. Pike
658 Pittsfield	Maine Central Institute	O. H. Drake, A. M.
659 Portland	St. Elizabeth's Academy	Mother M. Teresa
660 Saco	Thornton Academy	Edwin P. Sampson, A. M.
661 Sebago	Potter Academy	E. P. Barrell, A. M.
662 South Berwick	Berwick Academy	Geo. A. Dickey
663 South China	Erskine Academy	W. J. Thompson
664 Vassalboro	Oak Grove Seminary	Wilbur A. Estes, A. B.
665 Waterville	Douglass Seminary	Miss H. E. Douglass
666 Waterville	Coburn Classical Institute	Franklin W. Johnson
667 Wilton	Wilton Academy	Drew T. Harthorn, A. B.
668 Yarmouth	North Yarmouth Academy	Rev. B. P. Snow, A. M.
MARYLAND.		
669 Baltimore (604 Park ave.) ..	Baltimore Academy of the Visitation	Mother Mary Leonard Nease ..
670 Baltimore (870 Linden ave.) ..	The Boys' Latin School	Jas. A. Dunham, A. B.
671 Baltimore (8 East Franklin st.) ..	Boys' School of St. Paul's Parish ..	Rev. E. de S. Juny
672 Baltimore (Cathedral and Preston sts.) ..	Bryn Mawr School for Girls *	Ida Wood, Ph. D., secretary ..
673 Baltimore (Cathedral and Mulberry sts.) ..	Calvert Hall College	Brother Denis

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Second-ary in-struct-ors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, build-ings, furni-ture, and sci-entific appa-ratus.				
			Second-ary stu-dents.		Elemen-tary stu-dents.		Preparing for college.				Gradu-ates in 1897.		College prepar-atory stu-dents in the class that gradu-ated in 1897.													
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22								
R. C.	0	3	0	35	45	165	—	—	—	—	0	9	0	8	—	—	—	—	—	—	—	625				
Nonsect ..	2	0	28	2	342	96	0	0	0	0	4	0	—	—	—	2	—	—	2,205	—	—	626				
Nonsect ..	4	1	72	0	88	0	5	0	48	0	11	0	8	0	3	72	500	\$20,000	—	—	—	627				
R. C.	0	13	0	53	0	5	—	—	—	0	3	0	3	—	—	—	—	—	—	—	—	628				
Nonsect ..	0	3	10	10	40	30	4	5	—	—	—	—	—	—	—	—	—	—	—	—	—	629				
Nonsect ..	1	1	21	31	24	25	7	10	—	—	—	0	0	0	0	3	—	—	—	75	3,000	630				
R. C.	0	2	15	15	25	30	—	—	—	—	—	0	0	0	0	—	—	—	—	150	6,000	631				
Nonsect ..	1	1	20	25	37	33	10	15	1	0	1	0	—	—	—	3	—	—	—	140	5,000	632				
Bapt.	0	2	19	24	24	22	4	2	0	0	2	1	—	—	—	4	—	—	—	0	2,000	633				
Nonsect ..	0	1	24	31	2	3	5	6	—	—	0	0	0	0	4	—	—	—	—	16	3,000	634				
Nonsect ..	0	3	3	4	7	23	3	4	—	—	—	—	—	—	—	—	—	—	—	—	—	635				
Nonsect ..	3	2	33	43	0	0	14	6	6	0	0	2	0	1	4	21	700	8,000	—	—	—	636				
Cong.	1	1	26	24	14	9	0	0	2	0	5	6	0	0	4	—	—	—	—	—	1,000	637				
M. E.	5	3	135	128	0	0	18	6	34	0	20	13	6	2	4	—	—	—	—	—	6,000	30,000	638			
Bapt.	2	2	48	37	0	0	15	6	—	—	12	9	7	2	4	—	—	—	—	—	1,300	7,000	639			
Nonsect ..	1	2	33	51	18	15	3	4	—	—	4	12	0	1	4	—	—	—	—	—	—	3,000	640			
Nonsect ..	1	1	36	35	4	3	2	3	5	0	4	3	4	1	4	—	—	—	—	—	800	6,800	641			
Nonsect ..	1	1	19	19	6	6	3	4	4	0	5	1	—	—	4	—	—	—	—	—	265	16,000	642			
Nonsect ..	4	1	33	41	0	0	10	2	2	0	6	7	1	0	4	—	—	—	—	—	500	3,500	643			
Nonsect ..	4	1	15	0	20	0	10	0	6	0	2	0	2	0	4	—	—	—	—	—	3,000	—	644			
Nonsect ..	1	3	29	39	5	6	5	15	1	0	8	4	2	1	4	—	—	—	—	—	550	10,000	645			
Nonsect ..	1	1	25	10	10	30	6	2	4	0	—	—	—	—	4	—	—	—	—	—	700	—	646			
Bapt.	3	2	111	130	4	6	—	—	—	—	4	15	3	1	4	—	—	—	—	—	1,000	60,000	647			
M. E.	4	2	147	61	7	15	—	—	—	—	23	11	8	2	4	—	—	—	—	—	7,000	130,000	648			
Free Bapt.	5	0	71	0	0	0	71	0	—	—	17	0	17	0	3	—	—	—	—	—	1,400	—	649			
Cong.	1	2	68	160	0	0	3	4	3	0	3	12	1	6	—	—	—	—	—	—	40	2,500	650			
Nonsect ..	1	1	35	31	0	0	9	4	7	0	1	2	0	0	4	—	—	—	—	—	100	—	651			
Cong.	1	1	10	25	4	1	3	5	1	0	0	6	0	0	4	—	—	—	—	—	—	2,000	652			
Nonsect ..	1	4	48	37	0	0	4	4	—	—	4	7	2	1	4	—	—	—	—	—	325	6,000	653			
Nonsect ..	0	7	2	23	0	0	0	1	0	2	0	3	0	2	4	—	—	—	—	—	400	—	654			
Nonsect ..	1	2	37	30	0	0	15	13	5	0	5	9	0	1	4	—	—	—	—	—	1,500	2,000	655			
Nonsect ..	3	2	32	34	0	0	5	5	8	0	3	9	1	3	4	—	—	—	—	—	500	8,000	656			
Nonsect ..	1	2	17	10	11	8	1	1	—	—	2	1	—	—	4	—	—	—	—	—	300	7,000	657			
Free Bapt.	2	4	100	130	0	0	30	7	—	—	16	11	5	1	4	—	—	—	—	—	800	40,000	658			
R. C.	0	3	0	60	0	25	—	—	—	—	0	9	—	—	—	—	—	—	—	—	600	—	659			
Nonsect ..	4	7	84	108	0	0	22	27	5	0	11	13	5	3	4	22	2,165	50,000	—	—	—	660				
Nonsect ..	1	2	24	32	16	5	1	4	0	0	0	1	0	0	4	—	—	—	—	—	75	7,500	661			
Nonsect ..	2	2	63	67	6	4	20	6	0	0	12	4	—	—	4	—	—	—	—	—	3,500	100,000	662			
Nonsect ..	1	2	20	25	12	8	0	0	8	6	2	3	0	0	3	—	—	—	—	—	350	3,500	663			
Friends ..	2	4	46	53	4	5	10	1	1	0	7	3	1	0	4	—	—	—	—	—	800	20,000	664			
Cong.	0	4	2	15	3	5	1	0	0	2	0	0	0	0	4	—	—	—	—	—	—	2,500	665			
Bapt.	3	6	87	91	0	0	50	38	16	14	20	11	17	8	4	—	—	—	—	—	1,900	7,500	666			
Nonsect ..	2	2	59	45	0	0	16	22	3	0	13	7	2	2	4	—	—	—	—	—	650	12,500	667			
Nonsect ..	1	3	7	20	2	9	2	5	2	1	1	3	1	1	3	—	—	—	—	—	1,000	18,000	668			
R. C.	0	14	0	100	0	0	—	—	—	—	0	7	—	—	—	—	—	—	—	—	2,000	—	669			
Nonsect ..	6	0	45	0	8	0	40	0	5	0	2	0	1	0	4	—	—	—	—	—	—	4,000	670			
Epis.	2	0	7	0	23	0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	600	0	671			
Nonsect ..	0	13	0	79	0	44	—	—	—	—	0	7	0	7	—	—	—	—	—	—	1,243	337,000	672			
R. C.	9	0	101	0	101	0	—	—	—	—	1	0	—	—	—	—	—	—	—	—	4,415	175,000	673			

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	MARYLAND—continued.		
674	Baltimore (608 N. Eutaw st.).	Deichmann's Gymnasium School.	Edward Deichmann
675	Baltimore (Highland Park)	Epiphany Apostolic College.....	Rev. J. A. St. Laurent
676	Baltimore (1005 McCulloh st.).	Friends' Elementary and High School.	Eli M. Lamb
677	Baltimore (St. Paul and 24th sts.).	Girls' Latin School.....	William H. Shelley
678	Baltimore (310 W. Hoffman st.).	Milton Academy.....	J. F. Springer
679	Baltimore (Station G).....	Mount de Sales Academy of the Visitation.	Superioress of the Academy ..
680	Baltimore (Station D).....	Mount St. Joseph's College	Brother Joseph
681	Baltimore (21 Mount Vernon place).	Mount Vernon School for Girls*..	The Misses Bond.....
682	Baltimore (1732 St. Paul st.)	Pen Lucy School*	E. E. Johnston
683	Baltimore (1405 Park ave.)	Randolph-Harrison School.....	Mrs. Jane R. H. Randall.....
684	Baltimore (915-917 N. Charles st.).	Southern Home School.....	Mrs. W. M. Cary, Miss Cary ..
685	Baltimore	The University School for Boys ..	W. S. Marston
686	Baltimore (909 Cathedral st.).	Wilford Home School.....	Mrs. Waller R. Bullock
687	Brookeville.....	Brookeville Academy.....	H. S. Houskeeper, M. A.
688	Brunswick	Brunswick Seminary	J. J. Shenk
689	Catonville	Mount de Sales Academy	Superioress of the convent ..
690	Charlotte Hall.....	Charlotte Hall School	George M. Thomas, A. M.
691	Colora	West Nottingham Academy.....	John G. Conner, A. M.
692	Darnestown	Andrew Small Academy.....	William Nelson
693	Emmitsburg.....	St. Joseph's Academy	Sister Augustine Park
694	Forest Glen	National Park Seminary.....	J. A. J. Cassidy, president ..
695	Frederick	Frederick College	Lucian S. Tilton, A. B.
696	do	St. John's Literary Institute	Rev. W. H. Walsh
697	Glenwood	Glenwood Academy	Prof. I. D. Warfield
698	Hagerstown	Home and Day School for Girls..	S. Josephine Bacon
699	Hyattsville	Melrose Institute	The Misses Lewin
700	Leonardtown	St. Mary's Academy	Sisters of Charity
701	McDonogh	McDonogh Institute.....	James T. Edwards, D.D., LL. D.
702	Millersville	Anne Arundell County Academy.	William H. Thompson
703	Mount Washington.....	Mount St. Agnes' Collegiate Institute.	Sisters of Mercy
704	Port Deposit	The Jacob Tome Institute	W. P. Eveland, Ph.D., director
705	Reisterstown	The Hannah More Academy.....	Rev. Joseph Fletcher
706	Rising Sun	Friends' Normal School	Thomas D. Bowers, A. B.
707	Rockville	Rockville Academy	W. Pinckney Mason
708	St. George	St. George's Hall	James C. Kinear
709	St. Mary's City	St. Mary's Female Seminary.....	Miss L. R. Langley
710	Sandy Springs.....	Sherwood Friends' School	Mary S. Hallowell
711	Union Bridge	High School	Edward Reisler
	MASSACHUSETTS.		
712	Amherst	"Mount Doma" School for Girls ..	Edward C. Winslow
713	do	Mount Pleasant Institute.....	Wm. K. Nash, A. M.
714	do	Oak Grove Home School for Girls.	Miss Vryling W. Buffum
715	Andover.....	Abbot Academy	Miss Laura S. Watson
716	do	Phillips Academy	Cecil F. P. Bancroft, LL. D. ..
717	do	Punchard Free School.....	Frank O. Baldwin
718	Ashburnham	Cushing Academy	Hervey S. Cowell, A. M.
719	Belmont	The Belmont School	B. F. Harding, A. M.
720	Billerica	Howe High School.....	Albert M. Jones, A. B.
721	Boston (Back Bay)	Boston Academy of Notre Dame..	Sister Frances of the Sacred Heart.

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.							
							Classical course.		Scientific course.											
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Nonsect ..	6	0	35	0	40	0	20	0	10	0	18	0			4			674		
R. C	7	0	63	0	0	0					6	0					400	675		
Friends ..	5	4	70	50	66	55	12	10			0	3					4,000	676		
M. E	0	8	0	261	0	29	0	45			0	35	0	35	4		1,138	677		
Nonsect ..	2	0	13	0	3	0	0	0	3	0	1	0	1	0	4			678		
R. C	0	8	0	50							0	5					5,000	679		
R. C	4	0	27	0	68	0	16	0			2	0	0	0			5,500	680		
Nonsect ..	0	8	0	25	4	20	0	3							4		2,000	681		
Nonsect ..	2	0	5	7	10	8	2	0			0	1	0	1	5			682		
Nonsect ..	0	7	0	42	0	60	0	0	0	0	0	0	0	0	4			683		
Nonsect ..	0	8	0	96	0	44	0	1	0	0	0	8	0	1	4			684		
Nonsect ..	10	0	167	0	0	0	0	0	0	0	20	0	20	0	6			685		
Nonsect ..	1	0	0	40	10	0	0	15			0	2	0	1	4		300	686		
Nonsect ..	1	0	21	7	3	1	2	0			0	0	0	0	4			687		
Nonsect ..	1	2	9	10	43	54						5	0	0			300	688		
R. C	0	5	0	20	0	40					0	5			4		5,000	689		
Nonsect ..	3	0	28	0	19	0					5	0	0	0	4	12	1,000	690		
Nonsect ..	1	1	20	12	11	4	5	1	3	0	3	1	3	1			200	691		
Nonsect ..	0	2	7	5	26	8	3	0	3	0	3	0			2			692		
R. C	0	5	0	40	0	47					0	10	0	9			2,000	693		
Nonsect ..	0	16	0	80	0	20	0	2			0	4			5		80,000	694		
Nonsect ..	3	1	20	0	22	0	10	0			1	0	1	0	5		4,200	695		
R. C	2	0	10	0	70	0	4	0							10		500	696		
Nonsect ..	1	1	17	5	1	1												697		
Epis	0	2	0	25	0	17	0	5			0	3	0	3	4			698		
Nonsect ..	0	4	0	32	0	10					0	6			4		800	699		
R. C	0	3	0	37	10	0	0	6			0	3			4		440	700		
Nonsect ..	6	0	43	6	108	0	2	0	2	0	22	0	1	0	4	43	4,000	701		
Nonsect ..	1	0	10	5	7	2	1	0			2	2	0	0	4			702		
R. C	0	10	0	50	0	23	0	50			0	3	0	3	4		1,000	703		
Nonsect ..	5	7	32	33	289	287					0	0			4		3,206	704		
P. E	2	7	0	50	0	21	0	50			0	16			4			705		
Friends ..	1	1	4	6	8	12	1	0	1	0	2	2	2	0	3		20	706		
Nonsect ..	2	0	30	0	5	0					0	0	0	0			250	707		
Epis	2	1	20	0	0	0	3	0	3	0	4	0	3	0	4		1,000	708		
Nonsect ..	0	3	0	18	0	6											500	709		
Friends ..	0	2	9	3	4	4					0	0	0	0			100	710		
Nonsect ..	1	1	12	5	8	10									4		100	711		
Nonsect ..	1	1	0	3	4	1	0	0	0	1	0	0	0	0	4		1,000	712		
Nonsect ..	1	0	3	0	5	0	1	0	1	0	2	0	1	0	4			713		
Cong	0	3	0	10	0	0	0	5	0	5	0	2	0	2	4		500	714		
Nonsect ..	0	8	0	100	0	33	0	7	0	8	0	14	0	0			4,500	715		
Nonsect ..	21	0	406	0	0	0	231	0	170	0	107	0	65	0	4		3,100	716		
Nonsect ..	1	4	35	61	0	0	3	2	2	3	6	14	0	1	4		400	717		
Nonsect ..	5	5	53	54	44	50	21	5	32	45	0	11			3		1,135	718		
Epis	5	0	23	0	0	0	14	0	9	0	7	0	7	0	4		2,000	719		
Nonsect ..	2	1	26	22	0	0	1	2	0	0	0	2	0	0	4		50	720		
R. C	0	7	0	75	0	50					0	5			4		4,000	721		

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	MASSACHUSETTS—cont'd.		
722	Boston	Boston Female Academy of the Sacred Heart.	Madam C. M. Collins.....
723	Boston (252 Marlborough st.).	Bynner's (Miss) Private School...	Miss Caroline N. Bynner.....
724	Boston (253 Commonwealth ave.).	Chamberlayne's (Miss) School for Girls.	Miss Catharine J. Chamberlayne.
725	Boston (458 Boylston st.)...	Chauncy-Hall School	Taylor, DeMeritte, and Hagar
726	Boston (97 Beacon st.).....	Classical School.....	G. W. C. Noble and J. J. Greenough.
727	Boston (324 Commonwealth ave.).	The Commonwealth Avenue School.	Thos Misses Gilman (Hannah E. and Julia R.).
728	Boston (19 Newbury st.)...	Curtis's (Miss) Private School....	Miss Elizabeth Curtis
729	Boston (86 Beacon st.).....	The Hale School.....	E. D. Marsh, C. S. Sheet, R. F. Curtis.
730	Boston (25 Chestnut st.) ...	Hersey's (Miss) School for Girls..	Miss Heloise E. Hersey.....
731	Boston (18 Newbury st.)...	Home and Day School for Young Ladies.	Mrs Frances V. Emerson
732	Boston (Kearsarge ave.)...	Roxbury Latin School.....	Wm. C. Collar, A. M.....
733	Boston (21 Marlborough st.)	Winsor's (Miss) School.....	Miss Mary Pickard Winsor...
734	Bradford	Bradford Academy	Miss Ida C. Allen
735	Bradford (142 Main st.)....	Carleton School for Young Men and Boys.	Isaac N. Carleton, Ph. D.....
736	Brighton	Mount St. Joseph Academy	Superior of Sisters of St. Joseph.
737	Brimfield	Hitchcock Free Academy	George W. Earle, B. L.....
738	Cambridge	Browne and Nichols School for Boys.	George H. Browne, A. M., Edgar H. Nichols, A. B.
739	Cambridge (34 and 36 Concord ave.).	The Cambridge School.....	Arthur Gilman, A. M., director.
740	Cambridge (13 Buckingham st.).	Private School for Boys and Girls.	Miss K. V. Smith
741	Cambridgeport	Day and Family School for Boys..	Joshua Kendall.....
742	Concord	Concord Home School	James S. Garland
743	Conway	Hill-View School	Mrs. Elizabeth C. Perry.....
744	Danvers	Willard Hall School for Girls....	Mrs. Sarah M. Merrill.....
745	Deerfield	Deerfield Academy and Dickinson High School.	George A. Goodell, A. B.....
746	Dorchester	Shawmut School.....	Miss Ella Gilbert Ives.....
747	Dudley	Nichols Academy	Alfred G. Collins, A. M.....
748	Duxbury	The Alden School	Mary T. Jenkins
749	do	Partridge Academy	Thos. H. H. Knight, A. B.....
750	do	Powder Point School.....	Frederick B. Knapp, S. B.....
751	Easthampton	Williston Seminary	Joseph H. Sawyer, A. M.....
752	East Northfield.....	Northfield Seminary.....	Miss Evelyn S. Hall, A. B.....
753	Everett	Home School	Mrs. A. P. Potter
754	Franklin	Dean Academy	Arthur W. Peirce, A. B.....
755	Great Barrington.....	Housatonic Hall School.....	Miss Fanny M. Warren.....
756	do	Sedgwick Institute	Edward J. Van Lennep, A. M.
757	Greenfield	Prospect Hill School	Miss Ida F. Foster
758	Groton	Groton School	Endicott Peabody, LL. M.....
759	Hadley	Hopkins Academy	H. Milton Thayer
760	Harvard	Bromfield School	Miss Lilla N. Frost
761	Hatfield	Smith Academy	Howard W. Dickinson.....
762	Hingham	Derby Academy	Miss Sarah G. Robinson.....
763	Leicester	Leicester Academy	Corwin F. Palmer, M. A.....
764	Lowell	Roger Hall, School for Girls	Mrs. Eliza P. Underhill, M. A.
765	Marion	Tabor Academy	Dana Marsh Dustan, A. M.....
766	Middleboro	Eaton School	Amos H. Eaton
767	Milton	Milton Academy	Harrison O. Apthorp, A. M.....
768	Monson	Monson Academy	Arthur N. Burke
769	Mount Hermon.....	Mount Hermon School (Boys).....	Henry F. Cutler, B. A.....

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.							
	Male.	Female.					Male.	Female.	Male.	Female.					Male.	Female.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
R. C.	0	8	0	56	0	14	0	6									1,350	\$65,300	722	
Nonsect ..	0	11	0	45	0	11	0	15			0	8	0	1	4			40,000	723	
Nonsect ..	0	7	0	21	0	4											1,000	50,000	724	
Nonsect ..	5	4	51	28	42	10					26	8	5	4	4		750	600	725	
Nonsect ..	6	0	80	0	70	0	80	0		0	15	0	15	0					726	
Nonsect ..	0	7	0	21	0	10	8	4	0	0	0	1							727	
Nonsect ..	0	7	0	50	30	30	0	10			0	3	0	3					728	
Nonsect ..	4	0	20	0	30	0	20	0	8	0	20	0	20	0	4		250		729	
Nonsect ..	0	12	0	82	0	14					0	14							730	
Nonsect ..	1	8	0	34	0	2	0	3											731	
Nonsect ..	8	0	107	0	50	0	103	0	4	0	17	0	17	0	6		2,500		732	
Nonsect ..	0	12	0	64	0	14					0	6	0	1	5				733	
Nonsect ..	3	10	0	108	0	0	0	5	0	2	0	21			4		5,480	180,000	734	
Cong.	2	1	16	0	2	0	6	0										15,000	735	
R. C.	0	5	0	15	0	49	0	0	0	0	0	2	0	0	4		1,500	130,000	736	
Nonsect ..	2	1	25	30	0	0	10	20	0	0	0	8	0	3	4		2,000	12,000	737	
Nonsect ..	7	0	59	0	14	0	41	0	8	0	14	0	14	0	5		300	35,000	738	
Nonsect ..	2	10	0	69	0	14	0	37			0	13	0	13			1,000		739	
Nonsect ..	0	3	1	5	4	2	1	4							6				740	
Nonsect ..	1	1	4	0	0	0	4	0	0	0									741	
Nonsect ..	3	0	9	0	2	0	6	0	2	0	2	0			4		2,000	40,000	742	
Nonsect ..	0	2	0	12	0	0	0	3	0	9	0	3	0	3				3,500	743	
Cong.	0	7	0	21			0	1	0	3	0	3	0	3	4		550	15,000	744	
Nonsect ..	1	2	18	21	0	0	2	2	5	0	1	6	0	1	4		3,000		745	
Nonsect ..	0	5	0	15	0	3					0	1	0	1	4				746	
Nonsect ..	2	2	30	38	0	0	20	10	15	4	2	2	1	1	4		3,000	150,000	747	
Nonsect ..	0	2	1	5	5	2	0	0	0	0	0	0	0	0	4		700	12,000	748	
Nonsect ..	1	1	14	22	9	8	0	1	0	0	0	4	0	1	3	22	500	7,000	749	
Nonsect ..	4	1	25	0	10	0	8	0	14	0	6	0	4	0	4		1,000		750	
Cong.	10	0	104	0	0	0	50	0	25	0	27	0	20	0	4		2,500	170,000	751	
Nonsect ..	0	23	0	228	0	127	0	25	0	37	0	27	0	9	4		5,298	355,197	752	
Bapt.	1	5	0	25	0	10	0	6			0	5	0	3	4		500	20,000	753	
Univ.	5	7	46	41	0	0	10	6	8	0	9	7	7	0	4			132,000	754	
Nonsect ..	0	2	0	13	3	24	0	3			0	2							755	
Nonsect ..	4	3	19	0	8	0	9	0	10	0	7	0	4	0				30,000	756	
Nonsect ..	0	3	0	11	0	8	0	1							4		335	25,000	757	
P. E.	14	0	116	0	0	0	116	0			20	0	19	0	4		3,000	300,000	758	
Nonsect ..	1	1	19	27	0	0	3	10	3	4	0	4	0	1	4		300		759	
Nonsect ..	0	3	13	22	0	0					3	3	1	0	4		2,000		760	
Nonsect ..	1	2	18	29	0	0	2	2	5	2	1	3	1	1	4				761	
Unitarian.	0	2	0	10	14	15	0	1										5,000	762	
Nonsect ..	3	4	39	40	0	0	10	4	7	8	8	3	5	2	5	39	300	25,000	763	
Nonsect ..	3	7	0	31	0	1			0	21	0	5	0	5			325	25,000	764	
Nonsect ..	3	3	27	30	0	0	7	3	6	0	3	1	0	0	4		1,153	20,000	765	
Nonsect ..	1	2	5	5	20	10	0	1	2	0								9,000	766	
Nonsect ..	9	1	83	14	20	13	29	2	20	0	9	2	9	2	4		1,500	100,000	767	
Nonsect ..	2	4	54	67	0	0	14	10	19	27	4	4	1	2	4		1,942	20,000	768	
Nonsect ..	10	5	152	0	223	0	75	0	40	0	17	0	10	0	4		4,956	281,208	769	

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
MASSACHUSETTS—cont'd.		
770 Nantucket.....	Admiral Sir Isaac Coffin's Lancasterian School.	Edmund B. Fox.....
771 Natick.....	Walnut Hill School for Girls.....	Florence Bigelow, A. M., Charlotte H. Conant, B. A.
772 New Bedford.....	Friends' Academy.....	Thomas H. Eckfeldt.....
773 ..do.....	Home Preparatory School.....	Charles E. E. Mosher.....
774 Newton (429 Center st.) ..	Cutler's Preparatory School.....	Edward H. Cutler, A. M.....
775 Newton.....	Newton Private School.....	Miss Elizabeth Spear.....
776 Northampton.....	Mary A. Burnham School for Girls.	Miss B. T. Capen.....
777 Norton.....	Wheaton Female Seminary.....	Miss A. Ellen Stanton.....
778 Pittsfield.....	The Berkshire School.....	Arthur J. Clough, A. M.....
779 ..do.....	Family and Day School for Girls..	Miss Mary E. Salisbury.....
780 Quincy.....	Adams Academy.....	William Royall Tyler, A. B..
781 ..do.....	Woodward Institute for Girls.....	Miss Carrie E. Small.....
782 Roxbury.....	Notre Dame Academy.....	Sister Julia.....
783 Shelburne Falls.....	Arms Academy*.....	C. A. Holbrook.....
784 Sherborn.....	Savin Academy and Dowse High School.	Andrew P. Averill.....
785 Southboro.....	St. Mark's School.....	Wm. Greenough Thayer, A. M.....
786 South Braintree.....	Thayer Academy.....	Wm. Gallagher, Ph. D.....
787 South Byfield.....	Dummer Academy.....	Perley Leonard Horne.....
788 South Lancaster.....	South Lancaster Academy.....	Joseph H. Haughey.....
789 South Worthington.....	Conwell Academy.....	A. S. Burnham.....
790 Springfield.....	"The Elms" Home and Day School for Girls.	Miss Charlotte W. Porter.....
791 ..do.....	McDuffie School.....	John McDuffie, Ph. D.....
792 Taunton.....	Bristol Academy.....	Wm. A. Lackey.....
793 Waban.....	Waban School.....	Charles Everett Fish, A. M.....
794 Waltham.....	Waltham New Church School.....	Benjamin Worcester.....
795 Wellesley.....	Dana Hall School.....	Miss Julia A. Eastman.....
796 ..do.....	Wellesley School for Boys.....	Edward A. Benner.....
797 West Boxford.....	Barker Free School*.....	N. B. Sargent.....
798 West Bridgewater.....	Howard Seminary.....	Ralph Waldo Gifford.....
799 Westford.....	Westford Academy.....	Wm. E. Frost, A. M.....
800 West Newton.....	English and Classical School.....	Nathaniel T. Allen.....
801 Wilbraham.....	Wesleyan Academy.....	William Rice Newhall.....
802 Winchendon.....	Murdock School.....	Warren F. Gregory.....
803 Wollaston.....	Quincy Mansion School.....	Horace Mann Willard, A. M.....
804 Worcester.....	The Dalzell School for Boys.....	Geo. A. Sterns, jr.....
805 ..do.....	The Dalzell School for Girls.....	Rachel C. Fish.....
806 ..do.....	Highland Military Academy.....	Joseph Alden Shaw, A. M.....
807 ..do.....	Kimball's (Miss) School for Girls.	Miss E. A. Kimball.....
808 ..do.....	Worcester Academy.....	D. W. Abercrombie, A. M.....
MICHIGAN.		
809 Adrian.....	Raisin Valley Seminary.....	J. M. Hadley.....
810 Ann Arbor.....	St. Thomas' Private School.....	Rev. E. Kelley.....
811 Benton Harbor.....	Benton Harbor College.....	G. J. Edgecombe, A. M., Ph. D.
812 Detroit (322 Jefferson ave.) ..	Academy of the Sacred Heart.....	Augusta Pardow, superior
813 Detroit (732 Stimson place) ..	Detroit Home and Day School.....	Miss Ella M. Liggett, A. B.....
814 Detroit (36 Putnam st.).....	Detroit School for Boys.....	Frederick Whitton.....
815 Detroit (645 Jefferson st.) ..	Detroit Seminary.....	Misses Cutcheon and Pope.....
816 Escanaba.....	St. Joseph's High School.....	Sister M. Lignorla.....
817 Grand Haven (Washington st.) ..	Akeley Institute.....	James E. Wilkinson, Ph. D.....
818 Grand Rapids (76 Jefferson ave.) ..	Powell's School for Boys and Girls.	Rev. Isaac P. Powell.....
819 Grosse Pointe.....	Sacred Heart Academy*.....	Madam Isabelle Gavin.....

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.									
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Nonsect ..	1	2	10	31	2	10	1	4	1	1	3	17	1	3	4	....	1,500	\$10,000	770			
Nonsect ..	0	11	0	35	0	0	0	20	.....	.....	0	4	0	4	4	....	2,000	25,000	771	
Nonsect ..	2	5	13	19	6	18	12	15	1	0	4	3	4	0	4	....	1,000	25,000	772			
Nonsect ..	1	4	21	12	13	16	10	7	6	0	9	1	4	0	4	....	.....	.....	773	
Nonsect ..	1	2	16	4	11	5	12	2	4	2	3	2	1	2	4	....	.....	.....	774	
Nonsect ..	1	7	7	15	23	20	3	2	1	0	2	0	2	0	4	....	.....	.....	775	
Nonsect ..	5	14	0	170	0	0	0	8	0	85	0	35	0	35	....	.....	.....	.....	776
Nonsect ..	0	3	0	39	0	10	0	1	.....	.....	0	3	.....	.....	.....	.....	5,320	100,000	777
Nonsect ..	2	4	18	6	6	2	9	5	2	0	4	0	4	0	4	....	500	35,000	778			
Nonsect ..	0	4	0	27	6	32	.....	.....	0	6	0	2	0	2	5	....	1,200	3,000	779	
Nonsect ..	3	0	30	0	0	0	0	0	1	0	8	0	8	0	4	....	1,100	.....	780		
Nonsect ..	0	11	0	110	0	0	0	6	0	32	8	6	0	2	5	....	550	47,420	781			
R. C	0	4	0	45	0	45	.....	.....	.....	.....	0	4	.....	.....	.....	....	5,000	184,241	782
Cong	1	3	49	63	0	0	5	5	4	9	1	8	1	3	4	....	300	25,000	783			
Nonsect ..	1	2	9	6	7	7	0	0	0	0	3	0	0	0	4	....	100	20,000	784			
P. E	10	0	110	0	12	0	90	0	20	0	16	0	16	0	6	....	3,500	300,000	785			
Nonsect ..	5	2	57	50	0	0	.....	.....	.....	.....	8	4	8	4	4	....	1,100	107,000	786
Nonsect ..	3	0	19	4	3	0	10	0	5	0	4	0	4	0	4	....	1,000	50,000	787			
7 D. Adv.	4	3	27	17	.....	.....	.....	.....	.....	.....	2	1	.....	.....	.....	....	700	35,000	788
Nonsect ..	1	0	23	8	0	0	1	0	1	0	1	0	1	0	.....	.....	50	2,500	789		
Nonsect ..	5	8	0	32	4	13	2	18	.....	.....	0	5	0	5	4	....	3,000	.....	790
Nonsect ..	0	4	0	59	0	21	0	4	0	0	0	5	0	0	5	....	1,000	20,000	791			
Nonsect ..	1	1	6	10	30	20	3	1	1	0	1	2	1	1	4	....	100	.....	792		
Nonsect ..	5	0	35	0	0	0	20	0	15	0	10	0	10	0	4	....	1,000	50,000	793			
N. J. Ch.	1	1	12	16	13	18	3	3	4	0	.....	.....	.....	.....	.....	....	500	52,500	794
Nonsect ..	0	18	0	75	0	22	0	12	0	63	0	25	0	25	4	....	.....	.....	795	
Nonsect ..	1	1	6	0	5	0	.....	.....	3	0	3	0	3	0	4	....	500	7,000	796	
Nonsect ..	1	0	15	11	0	0	0	0	0	0	3	3	0	0	4	....	50	12,000	797			
Nonsect ..	1	10	0	26	0	1	0	4	1	.....	0	3	0	1	4	....	3,500	100,000	798		
Nonsect ..	1	1	21	15	0	0	5	2	1	1	8	7	4	2	4	....	125	5,250	799			
Nonsect ..	2	3	39	10	18	2	16	2	10	0	6	2	.....	.....	.....	....	5,000	40,000	800
Nonsect ..	2	7	39	35	27	29	5	3	15	0	12	17	19	6	4	....	6,500	156,220	801			
Nonsect ..	4	5	0	24	0	2	0	8	0	1	0	6	0	5	.....	....	300	150,000	802		
Nonsect ..	3	4	14	0	6	0	12	0	2	0	2	0	2	0	5	....	.....	4,000	804		
Nonsect ..	2	4	0	21	0	6	0	8	0	0	0	2	0	2	5	....	.....	4,000	805		
P. E	7	0	40	0	10	0	10	0	10	0	8	0	4	0	3	37	800	35,000	806				
Nonsect ..	0	5	0	29	0	6	.....	.....	0	0	0	0	.....	.....	.....	....	.....	.....	807
Nonsect ..	13	0	190	0	32	0	37	0	33	0	22	0	22	0	4	....	2,000	520,000	808			
Friends ..	1	2	23	19	0	0	.....	.....	.....	.....	1	2	.....	.....	.....	....	625	2,000	809
R. C	0	4	5	18	79	82	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	800	150,000	810
Nonsect ..	8	8	168	162	26	54	26	42	40	32	12	14	7	9	4	42	2,920	65,000	811				
R. C	0	10	0	35	0	21	.....	.....	.....	.....	0	0	0	0	.....	....	2,000	.....	812
Nonsect ..	0	9	0	82	10	144	0	0	.....	.....	0	13	0	9	4	....	1,000	50,000	813	
Nonsect ..	8	0	43	0	35	0	2	0	5	0	9	0	7	0	4	....	600	60,000	814			
Nonsect ..	0	5	0	40	0	79	0	0	0	6	0	11	0	3	4	....	500	.....	815		
R. C	0	8	15	20	287	278	4	6	0	0	0	3	0	3	4	....	300	8,000	816			
Epis	1	4	0	23	0	16	0	3	0	0	0	8	0	1	4	....	500	75,000	817			
Nonsect ..	1	1	7	7	9	11	7	4	.....	.....	.....	.....	.....	.....	.....	....	.....	6,000	818
R. C	0	12	0	61	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	1,500	250,000	819

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
MICHIGAN—continued.		
820 Hancock.....	St. Patrick's School.....	Sister M. Casilda.....
821 Ishpeming.....	St. John's School.....	Rev. J. M. Langan.....
822 Kalamazoo.....	Michigan Female Seminary.....	Fannie Ruth Robinson, A. M.....
823 Marquette.....	St. Joseph's Academy.....	Sister M. Agnes.....
824 Monroe.....	St. Mary's Academy.....	Mother M. Justina.....
825 Orchard Lake.....	Michigan Military Academy.....	Col. J. Sumner Rogers.....
826 Saginaw (West Side).....	St. Andrew's Academy.....	Sister Mary Matthew.....
827 Spring Arbor.....	Spring Arbor Seminary.....	David S. Warner, A. M.....
MINNESOTA.		
828 Albert Lea.....	Luther Academy.....	L. S. Swenson.....
829 Duluth.....	Institute of the Sacred Heart.....	Mother Scholastica, O. S. B.....
830 do.....	The Maynard School.....	Laura A. Jones.....
831 Faribault.....	Bethlehem Academy.....	Dominican Sisters.....
832 do.....	St. Mary's Hall.....	Miss Caroline Wright Eells.....
833 do.....	Shattuck School.....	Rev. James Dobbin, D. D.....
834 Fergus Falls.....	Park Region Lutheran College.....	Edwin G. Mellem.....
835 Madison.....	Lutheran Normal School.....	O. Lo' Kengsgaard.....
836 Minneapolis.....	Academy of the Holy Angels.....	Sister Frances Clare.....
837 do.....	Minneapolis Academy.....	Thomas Peebles.....
838 Minneapolis (2118-2122 Pleasant ave.).....	Stanley Hall.....	Olive Adele Evers.....
839 Minneapolis.....	Wraaman's Academy*.....	W. W. Wraaman.....
840 Montevideo.....	Windom Institute.....	C. W. Headley.....
841 Owatonna.....	Pillsbury Academy.....	James W. Ford, Ph. D.....
842 Red Wing.....	Red Wing Lutheran Seminary.....	H. H. Bergsland.....
843 Rochester.....	Academy of Our Lady of Lourdes.....	Mother M. Augustine.....
844 St. Joseph.....	St. Benedict's Academy.....	Sister Pius, O. S. B.....
845 St. Paul (459 Portland ave.).....	Baldwin Seminary.....	Clinton J. Backus, A. M.....
846 St. Paul (370 Selby ave.).....	Barnard School for Boys.....	Charles N. B. Wheeler.....
847 St. Paul (Merriam Park).....	College of St. Thomas*.....	Very Rev. James C. Byrne.....
848 St. Paul.....	Creton High School.....	Brother Emery.....
849 St. Paul (Western ave., No. 137).....	St. Catherine's School.....	Morelli S. Dusingberre.....
850 St. Paul (Western ave. and Nelson street).....	St. Joseph's Academy.....	Sister Hyacinth.....
851 St. Paul.....	St. Paul's College.....	C. W. Hertzler, A. M., president.....
852 do.....	Visitation Convent.....	M. C. Shepherd.....
853 Sauk Center.....	Sauk Center Academy and Business College.....	Lewis H. Vath.....
854 Waseca.....	Waseca Academy of the Holy Child Jesus.....	Mother M. Wenceslaus.....
855 Wilder.....	The Breck School.....	Frederick Joubert.....
856 Willmar.....	Willmar Seminary.....	H. S. Hilleboe.....
857 Winona.....	The Winona Seminary.....	Sister M. Th. Aquin, directress.....
MISSISSIPPI.		
858 Abbeville.....	Abbeville Normal School.....	E. T. Keeton.....
859 Binnsville.....	Fairview Training School.....	James F. Boydstun.....
860 Braxton.....	Braxton Collegiate Institute.....	J. H. Venable.....
861 Buena Vista.....	Buena Vista Normal College*.....	H. D. Fetzor, president.....
862 Eyalala.....	Kate Tucker Institute.....	Kate E. Tucker.....
863 do.....	Waverly Institute.....	E. H. Randle, A. M.....
864 Cascilla.....	Cascilla Normal College*.....	W. H. Lambert.....
865 Chalysate.....	Chalysate Springs Institute*.....	H. P. Walker.....
866 Chatawa.....	St. Mary's Academy.....	Sister Mary Florence.....
867 Chester.....	Chester Normal High School*.....	G. F. Black.....
868 Clarkson.....	Woodland Academy.....	Daniel Richards.....

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Sec- ond- ary in- struct- ors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, build- ings, furni- ture, and sci- entific appa- ratus.
			Second- ary stu- dents.		Elemen- tary stu- dents.		Preparing for college.				Gradu- ates in 1897.		College preparatory students in the class that graduated in 1897.									
							Classical course.		Scientific course.													
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
R. C.	0	1	3	20	127	170	3	0			1	8			4		350	820				
R. C.	0	6	0	17	168	177					0	4			4		300	821				
Nonsect ..	0	3	0	37	0	6	0	6			0	3	0	1				822				
R. C.	0	8	10	50	190	200									4			823				
R. C.	0	6	0	46	0	117	0	1	0	0	0	4	0	1	4		2,921	\$96,119				
Nonsect ..	6	0	94	0	48	0	11	0	30	0	17	0	15	0	4	35	8,000	824				
R. C.	0	2	0	34	100	266									4			825				
FreeMeth	2	1	27	14	25	20	3	0			6	4	2	1	4		600	826				
																		827				
Luth.	4	2	20	20	60	40	0	0	0	0	7	10			2		1,400	828				
R. C.	1	4	0	25	0	50	0	10	0	6	0	2	0	0	4		1,500	829				
Nonsect ..	0	6	0	22	9	33	0	4	0	0	0	1	0	1	4		200	830				
R. C.	0	1	0	15	0	45					0	0	0	0				831				
Epis.	0	11	0	40	0	20					0	5	0	3			3,000	832				
Epis.	12	1	165	0	20	0					29	0	15	0	4			833				
Luth.	5	1	12	6	83	32	12	4			13	2	5	1	4		312	834				
Luth.	3	0	11	7	51	24	2	2	0	0	1	3	1	2	2		300	835				
R. C.	0	3	0	26	0	88	0	6			0	2			4		500	836				
Ref. Presb	4	2	63	20	15	2	7	2	56	18	18	4	18	4	3		500	837				
Nonsect ..	5	9	5	33	5	30									4			838				
Nonsect ..	1	0	9	5	34	34												839				
Cong.	2	2	60	65	0	0			3	2	4	2	4	2	4		156	840				
Bapt.	5	2	77	90	42	83					17	20	14	8	4	167	2,150	841				
Ev. Luth.	4	0	53	0	67	0					16	0	18	0	4		800	842				
R. C.	6	5	20	36	60	114			4	14	10	5			4		700	843				
R. C.	0	6	0	30	0	66					0	2	0	2	6		1,500	844				
Nonsect ..	1	3	12	21	4	5	2	0	2	0	2	3	0	2	4		1,000	845				
Nonsect ..	2	0	16	0	4	0	10	0	3	0	1	0	0	0	5		600	846				
R. C.	2	0	81	0	36	0	25	0	15	0	14	0	14	0	6		2,000	847				
R. C.	3	3	78	0	276	0					11	0			3		600	848				
Epis.	0	9	0	28	0	39	0	0	0	0	0	5	0	0	4		600	849				
R. C.	2	5	0	90	0	120					0	4			4		800	850				
M. E.	3	5	28	11	45	24	3	3	1	1	14	4	1	0	3			851				
R. C.	0	4	0	45	0	39	0	32			0	3	0	2	4		1,765	852				
Nonsect ..	2	0	45	27	40	5					10	6			3		200	853				
R. C.	0	1	0	10	50	90	0	10			0	1			4		500	854				
P. E.	1	2	7	12	87	35									2		50	855				
Luth.	4	1	68	62	75	25	5	3	6	0	4	0	0	0	4			856				
R. C.	0	5	0	18	0	37	0	2			0	1	0	1	4		950	857				
Nonsect ..	1	2	23	31	70	80	2	1							3		200	858				
Nonsect ..	1	1	20	20	32	40	1	0			2	1	2	1	3		200	859				
Nonsect ..	2	1	12	8	60	75									3		200	860				
Nonsect ..	0	3	18	23	47	57									4	40	800	861				
Nonsect ..	1	1	3	27			1	8			0	1	0	1	3		800	862				
Nonsect ..	1	1	31	32	31	50					3	8	4	1	4		1,200	863				
Nonsect ..	1	2	20	15	70	67	6	2	11	10	2	2	2	2	3		200	864				
Nonsect ..	2	3	10	2	80	90	0	0	4	1	0	0	0	0	5		50	865				
R. C.	0	2	0	16	9	21									4			866				
Nonsect ..	0	1	9	4	25	26	2	1	2	1					5			867				
M. E.	1	1	2	4	43	51	2	4							3			868				

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	MISSISSIPPI—continued.		
869	Clinton	Mount Hermon Female Seminary.	Sarah A. Dickey
870	College Hill	College Hill Presbyterian School.	Rev. L. B. Chaney
871	Columbia	Columbia High School	J. T. Calhoun
872	Dixon	Dixon High School	G. W. Huddleston, A. M.
873	East Fork	Mississippi Male and Female College.*	L. H. Turner
874	Edinburg	Edinburg High School*	H. Lamar Ray
875	French Camp	French Camp Academy	Jackson Reeves
876	Gatewood	Walthall High School	A. M. Beauchamp
877	Grenada	Grenada Collegiate Institute	J. W. Malone, A. M., president.
878	Harperville	Harperville College	F. B. Woodley, A. M., president.
879	Holly Springs	Epworth College	Rev. J. W. Howell
880	.....do	North Mississippi Presbyterian College.*	Mrs. E. T. Taliaferro
881	.....do	St. Thomas Hall	P. G. Sears, president
882	Kilmichael	Kilmichael High Schools	Vernon D. Rowe
883	Kosciusko	Kosciusko Male and Female Institute.*	Miss Ellen McNulty
884	Kossuth	Kossuth High School	C. D. Garrett
885	Liberty	Liberty Male and Female College.	Rev. N. Smylie
886	Louisville	Louisville Normal School	J. F. McIntosh
887	Meridian	Lincoln School	Mrs. Harriet I. Miller
888	.....do	Meridian Academy*	J. L. Wilson
889	Montrose	Brandon District High School	Geo. W. Burton
890	Moss Point	Moss Point Academy	T. C. Reese, A. M.
891	Natchez	Cathedral School	Brother Celestine
892	.....do	Natchez College*	S. H. C. Owen
893	.....do	St. Joseph's School	Sister Theresa
894	.....do	Stanton College for Young Ladies.	Miss Mary L. Prince
895	Nettleton	Providence College*	M. B. Turman
896	New Albany	New Albany High School*	W. T. Smith
897	Paris	Paris Normal Academy	T. M. Anderson
898	Plattsburg	Winston Normal School*	H. L. McCleskey, B. S.
899	Poplar Springs	Poplar Springs High School*	John H. Mitchell
900	Ripley	Male and Female College*	J. B. T. Moss
901	Rose Hill	Rose Hill Institute*	Homer Hunt
902	Saltillo	Saltillo High School	J. S. Threlkeld
903	Senatobia	Blackbourn College	Mrs. Thida D. Moore
904	Sherman	Mississippi Normal College*	D. H. Davis
905	Shubuta	Shubuta High School	C. W. Anderson
906	Shuqualak	Shuqualak Male and Female College.	H. L. McCleskey
907	Slate Springs	Slate Springs Academy*	W. A. Rogers
908	Sylvarena	Sylvarena High School	W. S. Huddleston, A. M.
909	Tilden	Tilden High School	H. M. Fowler
910	Union Church	Union Church High School	Rev. C. W. Grafton
911	Vaiden	Vaiden Male and Female Institute	J. H. Martin, A. B.
912	Washington	Jefferson Military College*	Joseph S. Raymond
913	Water Valley	Hamilton College	Mrs. Eva B. Wilkinson and Miss Kittie Bowen.
914	Waynesboro	Waynesboro Collegiate Institute.	J. N. Powers
915	West Point	Mary Holmes Female Seminary	Rev. H. N. Payne, D. D.
916	Yazoo City	St. Clara's Academy	Sister Emerentia
	MISSOURI.		
917	Appleton City	Appleton City Academy	G. A. Theilmann
918	Arcadia	Ursuline Academy	Mother Marian
919	Ashley	Watson Seminary	A. R. Coburn
920	Boonville	Kemper School	T. A. Johnston
921	.....do	Megquier Seminary	Miss Julia Megquier

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.				
	Second-ary in-struct-ors.		Second-ary stu-dents.		Elemen-tary stu-dents.		Preparing for college.				Gradu-ates in 1897.		College prepa-ratory stu-dents in the class that gradu-ated in 1897.											
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22						
Nonsect ..	0	2	0	18	11	51	...	...	...	...	0	9	...	...	...	...	400	\$25,000	869
Presb.....	1	1	20	17	20	18	5	8	10	10	...	...	...	...	...	...	100	5,000	870
Nonsect ..	2	1	25	20	68	90	...	...	...	...	2	1	2	1	4	...	500	5,000	871	
Nonsect ..	1	1	35	23	35	45	2	0	...	...	...	...	...	...	...	...	...	3,000	872
Bapt.....	1	0	11	12	39	33	...	...	...	...	0	0	...	...	...	3	200	1,500	873
Nonsect ..	1	1	20	25	55	40	...	...	4	3	0	0	0	0	4	...	0	1,000	874			
Presb.....	2	1	35	0	9	0	20	0	0	0	7	0	5	0	4	...	...	4,500	875			
Nonsect ..	1	1	35	36	22	13	5	0	3	0	4	3	2	1	3	...	250	2,000	876					
M. E. So ..	0	10	0	157	0	40	...	...	...	...	0	16	...	...	5	...	600	40,000	877
Nonsect ..	2	2	60	54	35	31	10	8	...	...	...	...	...	...	...	...	1,500	2,000	878
M. E. So ..	0	3	0	50	10	50	...	...	...	...	0	12	...	...	...	...	100	10,000	879
Presb.....	0	8	0	50	0	48	0	0	...	...	0	7	...	...	5	...	200	...	880	
P. E.	5	0	46	0	14	0	46	0	0	0	7	0	7	0	5	46	...	25,000	881					
Nonsect ..	1	1	20	30	30	30	20	30	...	...	1	0	...	...	...	...	...	800	882
Nonsect ..	1	2	26	20	12	8	...	...	...	...	...	...	...	...	...	...	300	1,200	883
Nonsect ..	1	1	29	33	44	27	1	1	...	...	1	0	1	0	3	...	...	800	884	
Nonsect ..	1	2	20	21	25	25	...	...	...	...	...	...	...	...	5	...	...	3,000	885
Nonsect ..	3	2	35	75	40	30	3	5	10	15	0	0	...	...	4	...	200	1,000	886			
Cong	0	4	50	70	75	80	30	30	20	40	10	4	4	6	...	...	300	2,500	887			
M. E.	2	3	29	42	40	89	...	...	...	...	...	...	...	...	...	...	...	3,000	888
Meth	1	1	25	25	40	40	...	...	...	...	1	1	1	1	4	...	20	1,000	889	
Nonsect ..	1	1	20	10	15	30	4	0	...	...	4	0	4	0	3	...	300	4,000	890			
R. C.	3	0	30	0	145	0	5	0	0	0	9	0	3	0	4	...	1,000	50,000	891					
Bapt.....	1	2	18	21	35	61	2	1	...	...	3	8	...	...	...	...	...	10,000	892
R. C.	0	2	0	24	0	90	...	...	...	...	0	3	...	...	4	...	...	...	893
Nonsect ..	1	10	10	110	10	10	0	1	...	...	...	...	0	1	...	...	45	50,000	894
Nonsect ..	1	1	100	90	40	62	3	2	...	...	2	1	2	1	3	...	600	3,000	895			
Nonsect ..	1	1	21	20	80	90	12	7	12	9	...	...	...	...	4	...	250	3,000	896	
Nonsect ..	1	1	25	15	33	41	0	1	2	5	0	0	...	...	4	...	...	300	897	
Nonsect ..	1	1	30	5	25	20	...	...	...	...	0	0	0	0	3	...	...	3,000	898
Nonsect ..	1	1	14	19	60	67	...	...	...	...	...	...	...	...	3	...	250	4,000	899
Nonsect ..	1	2	20	35	60	65	10	15	...	...	...	...	...	...	4	...	...	2,000	900
Nonsect ..	1	0	1	6	43	38	0	0	0	0	0	0	0	0	1	...	0	2,000	901					
Bapt.....	1	1	10	10	30	50	...	...	...	...	...	...	...	...	...	...	...	800	902
Nonsect ..	0	2	0	32	0	65	...	...	...	...	...	...	...	...	3	...	100	5,000	903
Nonsect ..	2	1	20	8	105	100	3	1	4	4	3	0	2	0	3	...	600	2,500	904					
Nonsect ..	1	0	9	10	21	10	...	...	...	...	1	1	...	...	3	...	...	2,500	905
Nonsect ..	1	1	15	28	19	22	...	...	...	...	...	...	...	...	4	...	50	10,000	906
Nonsect ..	1	0	5	9	75	65	0	2	...	...	0	0	...	...	...	...	...	300	907
Nonsect ..	2	1	33	26	19	24	...	...	...	...	...	...	...	...	3	...	400	1,000	908
Nonsect ..	1	1	32	39	48	16	5	2	...	...	14	7	14	7	4	...	1,700	1,500	909			
Nonsect ..	1	1	6	12	19	23	1	2	1	2	...	...	...	...	3	...	25	5,000	910	
Nonsect ..	1	2	20	24	25	25	...	...	...	...	0	0	0	0	4	...	...	5,000	911
Nonsect ..	4	0	13	0	30	10	0	0	0	0	0	0	0	0	4	13	2,500	20,000	912					
Nonsect ..	0	10	0	95	0	15	0	2	...	...	0	4	0	2	4	...	400	22,000	913			
Nonsect ..	1	1	65	50	20	30	3	3	0	0	0	3	0	3	...	...	...	4,000	914		
Presb.....	1	4	0	11	0	80	0	0	0	0	0	0	0	0	4	...	700	45,000	915					
R. C.	0	3	0	18	41	50	...	...	...	...	...	...	...	...	...	...	1,500	15,500	916
Nonsect ..	3	3	25	33	50	32	...	...	...	...	3	8	3	8	4	40	367	4,000	917	
R. C.	0	1	0	24	0	9	0	13	...	...	0	1	...	...	...	...	1,200	...	918
Nonsect ..	0	1	27	24	23	16	25	20	...	...	0	1	...	...	4	...	1,225	10,000	919	
Nonsect ..	4	0	43	0	10	0	0	0	0	0	4	0	2	0	4	43	2,000	50,000	920					
Nonsect ..	0	4	2	24	7	36	3	4	...	...	0	8	0	3	4	...	300	9,000	921			

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	MISSOURI—continued.		
922	Brookfield	Brookfield College	Harry C. Myers, A. M.
923	Butler	Butler Academy	John W. Richardson.
924	Caledonia	Bellevue Collegiate Institute	J. V. Curlin, president.
925	Camden Point	Camden Point Military Institute	W. N. Stagner, president.
926	.....do	Female Orphan School and Chris- tian College.	A. O. Riall
927	Chillicothe	St. Joseph's Academy	Sisters of St. Joseph.
928	Clarence	Macon District High School *	Joel J. Pritchett.
929	Clarksburg	Clarksburg College	T. M. Netherton
930	.....do	Hooper Institute *	Sebring and Gray
931	Clinton	Baird College	Mrs. H. T. Baird
932	College Mound	McGee College *	J. B. Creighton.
933	Columbia	Missouri University Academy	George H. Beasley, S. B. Pe. B.
934	Conception	Conception College	Rt. Rev. Frowin Conrad, presi- dent.
935	Concordia	St. Paul's College	J. H. C. Kaepfel.
936	Dadeville	Dadeville Academy	H. S. Bruce
937	Excelsior Springs	Haynes Academy	Anthony Haynes
938	Farmington	Carleton College	G. W. Crow, B. S.
939	.....do	Elmwood Seminary	Miss S. H. Holliday
940	.....do	Farmington Baptist College	E. J. Jennings
941	Frederickton	Marvin Collegiate Institute	Rev. Nelson B. Henry
942	Fulton	The Orphan School of the Chris- tian Church of Missouri.	James E. Jones
943	Gallatin	Grand River College	W. Pope Yeaman, president ..
944	Gravelton	Concordia College	L. M. Wagner, A. M.
945	Holden	St. Cecilia's Academy	Sister of Charity
946	Humphreys	Chillicothe District High School	L. H. Gehman, A. M., president ..
947	Iberia	Iberia Academy	G. Byron Smith
948	Independence	Woodland College	Geo. S. Bryant
949	Jackson	Carlisle Training School	Willis Carlisle
950	Joplin	Academy of Our Lady of Mercy	Mother Superior
951	Kansas City	St. Teresa's Academy	Sister Rose Vincent
952	Kidder	Kidder Institute	G. M. Shaw, A. M.
953	Kirkwood	Kirkwood Military Academy and Glendale Institute.	Edward O. Haight
954	Labaddie	Labaddie Academy	Wm. S. Allen
955	Ladsonia	Collins Seminary	E. A. Collins
956	Lawson	Presbyterian Academy of Upper Missouri.	Carleton B. Marsh
957	Lexington	Wentworth Military Academy	Sanford Sellers.
958	Marble Hill	Mayfield-Smith Academy	Miss Jennie Satterfield
959	Marionville	Marionville Collegiate Institute	M. L. Curl
960	Marshall	St. Savior's Academy	Sister Loretto
961	Maryville	Maryville Seminary	Geo. E. Moore, A. M., president ..
962	Mexico	Missouri Military Academy *	A. F. Fleet
963	Moberly	St. Mary's Academy	Sisters of Loretto
964	Moundville	Cooper College	C. H. Miles, president
965	Mount Vernon	Mt. Vernon Academy	G. H. Pollard
966	Nevada	Nevada Seminary	Mrs. Lulu G. Elliott
967	Odessa	Odessa College	J. R. McChesney
968	O'Fallon	Woodlawn Institute	Rev. W. T. Howison, A. M.
969	Olney	Olney Institute	Mrs. Belinda N. Jones
970	Otterville	Otterville College	P. A. Grove
971	Palmyra	Centenary College *	Charles R. Forster, president.
972	Paynesville	Sunshine School *	J. P. Davis
973	Piedmont	Wayne Academy *	J. M. Iticks
974	Pierce City	Pierce City Baptist College	Richard D. Swaim, A. M., president.
975	Pilot Grove	Pilot Grove Academy	J. L. Green
976	Platte City	Gaylord Institute *	Mrs. T. W. Park

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.				
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.											
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22						
Presb.....	3	2	20	22	26	49	.....	.....	.....	.....	0	2	.....	.....	.....	.....	450	\$20,000	922
Presb.....	2	2	20	10	25	10	6	4	4	2	6	4	6	4	.....	4	300	6,500	923				
Meth.....	2	1	17	24	50	36	.....	.....	.....	.....	3	1	.....	.....	.....	.....	300	.....	924
Nonsect ..	2	1	34	0	6	0	.....	.....	.....	.....	3	0	2	0	.....	4	64	3,500	925
Christian ..	0	6	0	70	0	12	0	17	0	13	0	5	0	5	.....	4	500	28,000	926				
R. C.....	0	2	0	30	0	20	.....	.....	0	3	0	5	0	3	.....	4	40	.....	927	
M. E. So..	0	3	25	38	40	32	15	18	4	0	2	3	.....	.....	.....	.....	500	25,000	928	
Bapt.....	2	1	15	20	20	33	.....	.....	.....	.....	0	.....	.....	.....	.....	.....	1,000	3,000	929
Nonsect ..	4	0	22	18	43	37	0	0	0	0	6	5	0	0	.....	40	1,000	10,000	930				
Nonsect ..	0	4	0	60	2	65	.....	.....	.....	.....	0	16	.....	.....	.....	.....	1,000	65,000	931
Nonsect ..	1	1	8	12	40	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,000	932
Nonsect ..	6	1	102	13	8	2	65	10	25	4	16	2	16	2	3	.....	509	10,000	933				
R. C.....	10	0	44	0	0	0	.....	.....	.....	.....	0	.....	.....	.....	.....	6	5,000	.....	934
Ger. Ev. L.	5	0	58	0	0	0	58	0	.....	.....	19	0	19	0	.....	.....	300	25,000	935	
Nonsect ..	1	2	30	20	20	30	4	1	4	1	4	1	4	1	3	.....	300	150	936				
Nonsect ..	2	0	5	7	5	13	5	6	.....	.....	.....	.....	.....	.....	.....	.....	600	4,000	937
M. E.....	4	4	33	69	5	6	.....	.....	.....	.....	6	9	6	9	.....	.....	1,867	36,000	938
Presb.....	0	2	0	20	10	50	.....	.....	.....	.....	0	7	.....	.....	.....	.....	500	.....	939
Mis. Bapt.	2	0	24	24	11	5	13	7	10	4	0	0	.....	.....	.....	4	100	12,000	940		
M. E. So ..	3	4	60	45	15	10	.....	.....	.....	.....	0	0	0	0	.....	4	350	25,000	941
Christian ..	0	4	0	40	4	30	.....	.....	.....	.....	0	27	.....	.....	.....	.....	.....	50,000	942
Bapt.....	1	1	16	14	47	37	.....	.....	.....	.....	5	2	.....	.....	.....	.....	500	27,000	943
Nonsect ..	2	0	22	20	20	10	4	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	944
R. C.....	0	3	10	35	.....	.....	.....	.....	.....	.....	0	8	.....	.....	.....	4	.....	.....	945
M. E. So ..	2	1	23	17	17	18	8	3	.....	.....	.....	.....	.....	.....	.....	4	190	15,000	946
Cong.....	1	3	15	13	35	37	3	1	10	10	.....	.....	0	2	.....	4	1,500	5,000	947		
Christian ..	1	2	22	25	6	26	.....	.....	.....	.....	5	4	.....	.....	.....	4	2,000	20,000	948
Nonsect ..	3	0	46	26	9	2	4	3	2	0	0	1	0	1	.....	4	275	10,000	949				
R. C.....	0	4	0	10	10	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	120	.....	950
R. C.....	0	2	0	30	0	140	.....	.....	.....	.....	0	3	.....	.....	.....	4	200	.....	951
Cong.....	3	2	48	40	10	10	5	4	10	9	4	7	2	4	.....	4	1,500	28,000	952				
Nonsect ..	3	3	14	5	26	2	.....	.....	.....	.....	1	1	.....	.....	.....	4	200	25,000	953
Nonsect ..	1	0	9	15	16	15	8	6	0	0	0	0	0	0	.....	4	.....	3,600	954			
Nonsect ..	1	1	8	19	3	11	0	0	0	0	0	1	0	0	.....	4	350	2,500	955				
Presb.....	2	1	20	26	6	2	.....	.....	.....	.....	1	3	1	0	.....	4	600	20,000	956
Presb.....	7	0	90	0	25	0	20	0	20	0	10	0	5	0	.....	4	500	20,000	957				
Bapt.....	1	1	12	10	.....	.....	0	0	0	0	0	0	.....	.....	.....	.....	.....	.....	958
Meth.....	3	2	51	44	14	10	.....	.....	.....	.....	7	8	.....	.....	.....	3	550	10,450	959
R. C.....	0	2	0	40	0	20	.....	.....	.....	.....	0	2	.....	.....	.....	3	300	15,000	960
Meth.....	5	4	196	204	0	0	40	40	20	20	10	0	.....	.....	.....	4	1,000	18,000	961		
Nonsect ..	6	0	67	0	20	0	5	0	2	0	7	0	5	0	.....	4	350	90,000	962				
R. C.....	2	4	20	30	55	50	20	0	0	0	0	0	.....	.....	.....	.....	109	12,000	963	
Nonsect ..	2	1	20	18	25	28	.....	.....	9	12	1	4	1	.....	.....	4	125	6,000	964	
Presb.....	1	1	14	8	7	9	2	2	4	2	4	3	2	2	.....	3	0	5,000	965				
Nonsect ..	0	2	5	20	10	45	.....	.....	.....	.....	0	5	0	5	.....	4	500	.....	966
Nonsect ..	3	2	24	22	5	5	0	0	2	1	3	3	0	0	.....	4	200	6,500	967				
Presb.....	0	1	10	31	3	1	.....	.....	.....	.....	1	2	0	2	.....	4	300	6,800	968
Nonsect ..	0	2	12	9	4	7	0	0	0	0	0	0	0	0	.....	3	208	3,000	969				
Nonsect ..	1	1	18	10	12	10	4	4	.....	.....	8	7	8	7	.....	4	500	4,000	970		
M. E. So ..	2	3	19	29	21	33	.....	.....	.....	.....	0	3	.....	.....	.....	4	700	25,200	971
Nonsect ..	2	0	11	11	1	9	1	0	.....	.....	1	0	1	0	.....	2	.....	2,000	972	
Nonsect ..	2	2	24	30	26	46	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	500	10,000	973
Bapt.....	2	2	53	46	4	13	.....	.....	.....	.....	0	0	0	0	.....	5	1,000	20,000	974
Nonsect ..	2	3	34	52	6	18	.....	.....	.....	.....	1	1	.....	.....	.....	4	250	4,000	975
Nonsect ..	1	2	5	20	11	44	0	0	.....	.....	0	1	.....	.....	.....	.....	700	20,000	976

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	MISSOURI—continued.		
977	Plattsburg	Plattsburg College	J. W. Ellis, Ph. D.
978	Portland	St. Mark's School	Rev. F. E. Alleyne
979	Powersville	York Seminary	J. A. Cozad
980	Rensselaer	Van Rensselaer Academy	W. W. Barks
981	Richmond	Woodson Institute	B. G. Shackelford, A. M.
982	St. Charles	Academy of the Sacred Heart	A. Kavanagh
983	St. Joseph	do	Madame M. O'Meara
984	St. Louis (South)	do	do
985	St. Louis (1607-1617 Compton ave.)	Bishop Robertson Hall	Sister Catharine
986	St. Louis	Convent and Academy of the Visitation	Superior of the convent
987	St. Louis (4411 Washington ave.)	Edgar School *	Miss Anna Edgar
988	St. Louis (912 South 9th st.)	Educational Institute	J. Toensfeldt
989	St. Louis (3532 Washington ave.)	Harvard Academy *	John S. Molony
990	St. Louis (4296 Washington ave.)	Hosmer Hall	Miss Martha H. Mathews
991	St. Louis	Loretto Academy	Sister M. Louis
992	St. Louis (3817 Olive st.)	Rugby Academy	Denham Arnold
993	St. Louis	Smith Academy	Charles P. Card, A. M., Ph. D.
994	do	Ursuline Academy and Day School	Mother Seraphine
995	St. Louis (1033 South 8th st.)	Walther College	August C. Burgdorf, president
996	Salisbury	North Missouri Institute	G. C. Briggs
997	do	Salisbury Academy	Benj. Franklin Heaton
998	Sedalia	George K. Smith College	Rev. E. A. Robertson, A. M., president
999	Springfield	Loretto Academy *	Sister M. Flaget
1000	Spring Garden	Miller County Institute	J. Ivy Lumpkin
1001	Sweet Springs	Sweet Springs Academy	J. E. Barnett, A. M.
1002	Troy	Buchanan College	W. F. Roberts, A. B.
1003	Weaubleau	Weaubleau Christian College	J. Whitaker
1004	West Plains	West Plains College	J. P. Outen, president
	MONTANA.		
1005	Deer Lodge	St. Mary's Academy	Mother Josepha
1006	Helena	St. Vincent's Academy	Sister Mary Anacleta
1007	Miles City	Ursuline Convent	Ursuline nuns
1008	Missoula	Sacred Heart Academy	Sister Julian
	NEBRASKA.		
1009	Chadron	Chadron Academy	J. N. Bennett
1010	Columbus	St. Francis Academy	Very Rev. M. Kallmeyer
1011	Franklin	Franklin Academy	Alexis C. Hart
1012	Grand Island	Grand Island College	George Sutherland, A. M., B. D.
1013	Jackson	St. Catherine's Academy	Sister M. Walburger
1014	Kearney	Platte Collegiate Institute	Harry N. Russell
1015	Lincoln	Worthington Military School	Sam'l W. Murphy, A. M., M. D.
1016	North Platte	School of the Nativity	Sisters of St. Joseph
1017	Omaha	Academy of the Sacred Heart	Madame E. Miltenberger
1018	do	Brownell Hall	Robert Doherty
1019	do	St. Catherine's Academy	Sister Mary Xavier O'Keefe
1020	Pawnee City	Pawnee City Academy	Ross T. Campbell, A. M.
1021	Wahoo	Luther Academy	S. M. Hill, A. M.
1022	Weeping Water	Weeping Water Academy	Frank C. Taylor, A. B.
1023	York	School of the Holy Family	Superior of Ursuline Convent

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.									
							Classical course.		Scientific course.													
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Nonsect ..	0	1	23	20	20	30	11	6	12	14	3	2			4		3,200	\$300	977			
Epis ..	1	0	8	0	17	0											2,500		978			
Nonsect ..	2	1	20	20	0	0													979			
Presb ..	0	1	0	15	10	5	2	4								3		6,000		980		
M. E. So ..	4	1	60	87	25	28					4	4	2	0	4		1,500	45,000	981			
R. C ..	0	2	0	36	0	9	0	16			0	6	0	6	5		1,000		982			
R. C ..	0	8	0	41	0	55	0	35			0	10			4		3,000		983			
R. C ..	0	7	0	54	0	49					0	5			4		2,451		984			
Epis ..	0	4	0	30	0	40					0	6	0	1	4		3,000	60,000	985			
R. C ..	0	29	0	107							0	3					6,000		986			
Nonsect ..	1	3	1	10	7	22					0	2			4				987			
Nonsect ..	7	0	61	0	126	0			10	0	10	0			3		1,300	32,000	988			
Nonsect ..	1	1	8	0	11	0	6	0		0	0	0	0	0		8	600	13,000	989			
Nonsect ..	2	10	0	60	0	50	0	10	0	12	0	11	0	6	4		400	20,000	990			
R. C ..	0	3	0	18	0	72					0	2	0	2			2,000	50,000	991			
Nonsect ..	2	2	39	0	9	0	18	0	15	0	4	0	1	0	4		0	25,000	992			
Nonsect ..	10	5	208	0	100	0	185	0	23	0	33	0	33	0	5			225,000	993			
R. C ..	0	3	0	50	10	225					0	4	0	4	4		1,250	76,000	994			
Luth ..	5	1	70	22	15	8					18	2	3	0	4		400	60,000	995			
Nonsect ..	1	1	22	26	31	28					2	3			4	40	600	12,500	996			
Nonsect ..	4	3	54	60	6	9					2	2			4		1,000	15,000	997			
M. E.	5	4	45	55	21	35	3	5	7	5	3	6	3	6			2,150	60,000	998			
R. C ..	0	4	0	20	0	60					0	4	0	3	4		500	20,000	999			
Nonsect ..	1	1	9	12	11	10	1	0			0	0			3		100	2,500	1000			
Nonsect ..	3	1	31	24	4	1	3	2	5	5	0	0			3		300	2,500	1001			
Nonsect ..	2	1	41	37	21	44					2	5			4		400	15,000	1002			
Nonsect ..	1	1	44	35	22	15					2	4	4	0	3		400	6,000	1003			
Nonsect ..	1	1	35	30							4	2					200	6,000	1004			
R. C ..	0	4	0	55	20	15			0	55					4		200		1005			
R. C ..	0	2	0	10	0	150					0	0	0	0	4				1006			
R. C ..	1	0	17	0	0	25											230		1007			
R. C ..	0	2	2	15	87	77	1	7			0	4	0	4	3		225	40,000	1008			
Cong ..	1	3	20	20	10	20	0	3	1	4	0	7					200	10,000	1009			
R. C ..	1	2	2	16	102	98	0	0	0	0	1	3	0	0	4		275	30,000	1010			
Cong ..	4	2	44	65	4	21	14	6	14	8	9	6	7	5	4	25	3,100	20,500	1011			
Bapt ..	1	1	31	14	12	5	5	5	8	4	4	3	4	3	3		800	65,000	1012			
R. C ..	0	2	0	10	0	45					0	3			4		100	25,000	1013			
P. E.	3	0	13	14	9	10	1	0			1	0	1	0			50	25,000	1014			
Epis ..	3	0	15	0	10	0	0	0	15	0	0	0	0	0	3	15	450	100,000	1015			
R. C ..	0	2	22	16	53	39	0	0			1	1			4		150	3,000	1016			
R. C ..	0	7	0	12	0	22	0	0	0	0	0	2			4				1017			
P. E.	1	6	0	33	0	21	0	1			0	3			4		1,500	150,000	1018			
R. C ..	0	5	0	20	26	50	0	14			0	0		0	4		300	1,000	1019			
Presb ..	1	2	33	33	26	26					4	6	2	2	3		200	21,000	1020			
Ev. Luth ..	3	2	28	12	10	3	14	3			5	1	5	1	3		1,050	20,000	1021			
Cong ..	3	2	14	10	6	4	3	3	5	4	1	4	1	0	3		580	4,500	1022			
R. C ..	0	5	3	30	50	67						3					500		1023			

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	NEW HAMPSHIRE.		
1024	Andover.....	Proctor Academy.....	James F. Morton, A. M.....
1025	Atkinson.....	Atkinson Academy.....	Herman N. Dunham.....
1026	Canterbury.....	Kezer Seminary.....	Isaac H. Storer.....
1027	Center Strafford.....	Austin Academy.....	A. E. Thomas, A. M.....
1028	Concord.....	St. Mary's School.....	Miss Elizabeth M. Montague-Gainforth.....
1029	.....do.....	St. Paul's School.....	Rev. Jos. H. Coit, D. D., LL. D.
1030	Derry.....	Pinkerton Academy.....	G. W. Bingham.....
1031	Dover.....	St. Joseph's High School.....	Brother Rodolphus.....
1032	Exeter.....	The Phillips Exeter Academy.....	Harlan Page Amen, A. M.....
1033	.....do.....	Robinson Female Seminary.....	George W. Cross, A. M.....
1034	Francetown.....	Francetown Academy.....	Miss Maria Richardson.....
1035	Franconia.....	Dow Academy.....	Frederick W. Ernst.....
1036	Gilmanton.....	Gilmanton Academy.....	Elisabeth Colley, A. M.....
1037	Hampstead.....	Hampstead High School.....	F. E. Merrill.....
1038	Kingston.....	Sanborn Seminary.....	Frederic T. Farnsworth.....
1039	Manchester.....	St. Anselm's College.....	Very Rev. Father Sylvester, O. S. B.
1040	.....do.....	St. Joseph's High School for Boys.....	Brother Cantidius.....
1041	Meriden.....	Kimball Union Academy.....	W. H. Cummings, A. M.....
1042	Milton.....	Nute High School*.....	William K. Norton.....
1043	Mount Vernon.....	McCollum Institute.....	G. W. Cox, A. B.....
1044	New Hampton.....	New Hampton Literary Institution.....	Atwood E. Meservey, Ph. D., D. D.
1045	New London.....	Colby Academy*.....	Rev. Geo. W. Gile.....
1046	Northwood Center.....	Coe's Northwood Academy.....	Julius W. Brown.....
1047	Pembroke.....	Pembroke Academy.....	Isaac Walker, A. M.....
1048	Plymouth.....	Holderness School for Boys.....	Rev. Lorin Webster, M. A.....
1049	Portsmouth.....	The Morgan School.....	Miss Georgiana S. Woodbury.....
1050	Reeds Ferry.....	McGaw Normal Institute.....	Frank J. Sherman, A. M.....
1051	Wolfboro.....	Brewster Free Academy*.....	Edwin H. Lord.....
	NEW JERSEY.		
1052	Belvidere.....	Belvidere Classical Academy*.....	Sarah Cecilia Bale.....
1053	Beverly.....	Farnum Preparatory School.....	James B. Dilks, M. A.....
1054	Blairstown.....	Blair Presbyterial Academy*.....	W. S. Eversole, Ph. D.....
1055	Bloomfield.....	Academic Department of German Theological School of Newark, N. J.	Rev. Charles E. Knox, D. D.....
1056	Bordentown.....	Bordentown Military Institute.....	R. T. H. Landon, A. M.....
1057	.....do.....	St. Joseph's Academy.....	Sister Mary Raymond.....
1058	Bridgeton.....	Ivy Hall School for Girls.....	Mrs. J. Allen Maxwell.....
1059	.....do.....	South Jersey Institute.....	H. K. Trask, LL. D.....
1060	.....do.....	West Jersey Academy.....	Phœbus W. Lyon, A. M.....
1061	Burlington.....	Van Rensselaer Seminary.....	Helen M. Freeman.....
1062	Camden (419 Pennst.).....	Raymond Academy.....	Helen Tuxbury, A. M.....
1063	Cinnaminson.....	Westfield Friends' School*.....	Annie L. Croasdale.....
1064	Deckertown.....	Seeley's Home School.....	W. H. Seeley, A. M.....
1065	East Orange (63 Harrison st.).....	East Orange School.....	H. Louise Underhill.....
1066	Elizabeth (524 Westminster ave.).....	Pingry School.....	Wm. Herbert Corbin.....
1067	Elizabeth (279 N. Broad st.).....	Vail-Deane School.....	Miss Laura A. Vail.....
1068	Englewood (Lincoln Park).....	Collegiate School for Girls.....	Caroline M. Gerrish, A. B.....
1069	Englewood.....	Dwight School for Girls.....	Miss E. S. Creighton, Miss E. W. Warrar.....
1070	.....do.....	Englewood School for Boys.....	James B. Parsons, A. M.....
1071	Fort Lee.....	Institute of the Holy Angels.....	Sister Mary Nonna Dunphy.....
1072	Freehold.....	Young Ladies' Seminary.....	Misses Sewall.....
1073	Hackettstown.....	Centenary Collegiate Institute.....	Wilbert P. Ferguson, Ph. D.....

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Sec- ond- ary in- struct- ors.	Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, build- ings, furni- ture, and sci- entific appa- ratus.				
		Secondary students.				Elementary students.				Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.									
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Unitarian.	1	4	12	10	20	19	0	0	0	0	0	0	0	2	2	1	0	3	.....	1,444	1024			
Cong.....	1	0	9	4	5	1	0	0	0	1	0	0	0	0	0	0	0	4	.....	1,500	1025			
Free Bapt.	1	0	4	10	9	7	1	0	0	0	0	0	0	0	0	0	0	4	.....	80	1026			
Nonsect..	1	0	13	9	3	1	3	0	0	0	0	0	0	0	3	0	0	4	.....	0	1027			
P.E.....	1	6	0	32	.....	0	0	10	0	0	0	0	0	0	10	0	0	4	.....	900	1023		
Epis.....	31	0	246	0	91	0	192	0	54	0	0	63	0	62	0	0	0	3	.....	12,000	1029			
Nonsect..	33	3	35	42	15	22	12	18	6	12	4	4	4	3	3	3	3	4	.....	3,664	1030			
R.C.....	12	3	0	0	160	40	5	0	0	0	0	3	0	1	0	0	0	3	.....	400	1031			
Nonsect..	12	0	225	0	0	0	150	0	50	0	0	32	0	26	0	0	0	4	.....	1,600	1032			
Nonsect..	0	5	0	121	0	100	0	15	0	0	0	0	20	0	2	4	0	4	.....	800	1033			
Cong.....	0	1	6	10	0	0	0	0	0	0	0	0	0	0	0	0	0	.....	.....	10,000	1034		
Nonsect..	2	3	24	24	49	43	.....	.....	.....	.....	.....	3	2	3	1	4	0	4	.....	300	1035
Nonsect..	0	1	10	9	8	6	3	2	.....	.....	.....	0	0	0	0	0	0	4	.....	500	1036
Nonsect..	1	0	13	8	7	2	.....	.....	.....	.....	.....	7	2	3	0	0	0	3	.....	50	1037
Nonsect..	1	2	20	26	12	7	3	1	0	0	0	1	3	0	0	0	0	4	.....	1,600	1038			
R.C.....	10	0	70	0	18	0	0	0	17	0	0	13	0	0	0	0	0	5	.....	600	1039			
R.C.....	4	0	50	0	350	0	20	0	20	0	0	5	0	5	0	4	0	4	.....	1,000	1040			
Cong.....	2	6	90	76	0	0	28	8	27	7	4	10	2	3	4	0	0	4	.....	2,000	1041			
Nonsect..	1	1	12	23	0	0	1	1	.....	.....	.....	3	3	1	1	4	0	4	.....	1,000	1042
Nonsect..	1	1	8	12	0	0	1	1	.....	.....	.....	0	1	.....	.....	4	0	4	.....	1,000	1043
F.W.Bapt	6	5	124	88	8	15	11	1	2	0	0	24	4	8	0	3	0	3	25,000	1044			
Bapt.....	4	5	82	84	0	0	30	10	.....	.....	.....	17	11	12	9	4	0	4	.....	4,000	1045
Cong.....	2	1	10	0	3	7	1	0	0	1	0	0	1	0	0	0	0	4	.....	800	1046			
Nonsect..	2	1	18	27	0	0	3	2	.....	.....	.....	1	5	.....	.....	4	0	4	.....	1,600	1047
P.E.....	4	0	23	0	6	0	15	0	6	0	0	4	0	3	0	4	0	4	.....	1,700	1048			
Nonsect..	0	5	0	26	0	26	0	4	0	5	5	0	4	18,000	1049			
Nonsect..	1	2	13	18	0	0	0	0	0	0	0	1	0	0	0	0	0	4	.....	450	1050			
Nonsect..	4	3	66	65	0	0	13	19	4	15	4	4	4	3	1	4	0	4	.....	1,000	1051			
Nonsect..	1	1	5	8	1	2	2	0	0	0	0	2	3	2	0	0	0	4	.....	0	1052			
Nonsect..	1	3	17	39	39	25	1	2	.....	.....	.....	2	13	0	0	0	0	3	.....	20,000	1053
Presb.....	4	3	75	57	9	4	45	17	8	0	0	10	11	10	7	4	0	4	.....	1,200	1054			
Presb.....	5	0	21	0	0	0	0	.....	.....	.....	.....	4	0	4	0	.....	0	4	.....	4,000	1055
Nonsect..	5	0	64	0	8	0	10	0	15	0	0	9	0	4	0	64	0	4	.....	900	1056			
R.C.....	0	4	0	10	3	27	0	0	0	0	0	0	0	0	0	0	0	4	.....	250	1057			
Nonsect..	2	3	0	20	0	20	0	10	.....	.....	.....	0	9	0	3	4	0	4	.....	.....	1058
Bapt.....	2	1	80	41	50	10	30	10	0	40	14	12	10	5	4	4	0	4	.....	2,000	1059			
Presb.....	5	0	54	0	6	0	4	0	46	0	5	0	5	0	0	4	54	0	.....	.....	1060		
Presb.....	0	2	9	15	9	5	.....	.....	.....	.....	.....	0	2	0	0	0	0	.....	.....	.....	1061
Nonsect..	0	6	0	28	10	26	0	14	.....	.....	.....	0	4	0	1	5	0	.....	700	.....	1062
Friends..	0	1	1	7	3	9	0	3	.....	.....	.....	0	0	.....	.....	4	0	.....	35	2,500	1063
Nonsect..	0	1	4	10	9	7	1	5	0	0	.....	0	0	.....	.....	4	0	.....	.....	8,000	1064
Nonsect..	1	8	1	24	8	36	0	8	.....	.....	.....	0	4	0	2	5	15	.....	.....	15,300	1065
Nonsect..	7	1	75	0	80	0	31	0	24	0	0	8	0	4	0	5	.....	.....	600	45,000	1066		
Nonsect..	1	7	0	46	0	35	0	3	0	12	0	9	0	2	4	.....	.....	.....	800	.....	1067
Nonsect..	0	5	0	35	0	13	0	30	0	0	0	10	0	9	5	.....	.....	.....	500	.....	1068
Nonsect..	0	8	0	76	14	30	.....	.....	0	10	0	4	0	4	.....	.....	.....	.....	.....	30,000	1069
Nonsect..	4	0	40	0	8	0	.....	.....	.....	.....	.....	1	0	1	0	4	40	.....	.....	.....	1070
R.C.....	0	5	0	30	0	24	0	12	.....	.....	.....	0	3	0	3	4	.....	.....	1,500	.....	1071
Nonsect..	0	7	0	11	8	22	0	1	0	5	0	7	0	6	.....	.....	.....	.....	.....	.....	1072
Meth.....	8	4	96	45	77	54	23	2	7	6	41	20	21	6	4	.....	.....	.....	2,000	230,000	1073	

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW JERSEY—continued.		
1074	Hightstown	Peddie Institute.....	Joseph E. Perry
1075	Hoboken (Willow ave. and 5th st.).	Hoboken Academy	Ernst Richard, Ph. D., Pd. D. .
1076	Hoboken (285 Washington st.).	Sacred Heart Academy.....	Sisters of Charity
1077	Hoboken (River and 6th sts.).	Stevens School.....	Rev. Edward Wall, A. M.....
1078	Jersey City (cor. Crescent and Harrison aves.).	Hasbrouck Institute	Charles C. Stimets, A. M.....
1079	Jersey City (144 Grand st.).	St. Peter's College	Rev. J. Harpes, S. J.....
1080	Lakewood	Lakewood Heights School*	James W. Morcy
1081	.....do	The Oaks School.....	Miss E. T. Farrington
1082	Lawrenceville	Lawrenceville School.....	Rev. James Cameron Mackenzie, Ph. D. .
1083	Long Branch	"Star of the Sea" Academy.....	Sister M. Imelda.....
1084	Montclair (776 Bloomfield ave.).	Montclair Military Academy.....	John George MacVicar, A. M. .
1085	Moorestown	Friends' Academy (Orthodox)	Wm. F. Overman.....
1086	.....do	Friends' High School (Hicksite)	Charles Sumner Moore.....
1087	Morristown (163 South st.).	Dana's (Miss) School for Girls	Miss E. Elizabeth Dana.....
1088	Morristown	Morris Academy	Charles D. Platt, A. M.....
1089	.....do	St. Bartholomew's School	F. E. Edwards, A. B.....
1090	Mount Holly	Mount Holly Military Academy	Richard F. Loos
1091	.....do	Mount Holly Preparatory School for Young Ladies.*	C. Cotton Kimball
1092	Newark (544 High st.).	Newark Academy	Samuel A. Farrand
1093	Newark (993 Broad st.).	Newark Seminary for Young Ladies.	Miss Anna Frances Whitmore
1094	Newark (21 Walnut st.).	The Norwood School.....	Miss Caroline B. Sergeant and Misses Tyler.
1095	Newark (54 Park place)...	Townsend's (Miss) Select School	Miss Anna P. Townshend
1096	New Brunswick (66 Bayard st.).	Anable's (Miss) School	Misses Anable.....
1097	New Brunswick.....	Rutgers College Preparatory School.	Eliot R. Payson, Ph. D.....
1098	.....do	St. Agnes Academy.....	Sister Cecilia Joseph
1099	New Egypt.....	New Egypt Seminary and Female College.	R. S. Wallace, acting president.
1100	Newton	Newton Collegiate Institute*	J. C. Pla.....
1101	Orange (443 Main st.).	Dearborn-Morgan School	David A. Kennedy, A. B. Morgan.
1102	Passaic (60 High st.).	Passaic Collegiate School.....	Bertha von Moschzisker
1103	Paterson (cor. Van Houten and Auburn sts.).	The Paterson Classical and Scientific School.	Lincoln A. Rogers, A. M.....
1104	Pennington	Pennington Seminary	Thomas Hanlon, D. D.....
1105	Plainfield (815 2d place)...	Leal's School for Boys	John Leal
1106	Plainfield (123 West 7th st.)	Plainfield Seminary for Young Ladies.	Miss E. E. Kenyon, Miss I. S. Arnold.
1107	Pompton.....	The Henry C. De Mille Preparatory and Boarding School for Girls.	Mrs. Henry C. De Mille.....
1108	Princeton.....	Princeton Preparatory School	J. B. Fine
1109	Salem.....	Friends' Select Graded School....	Charlie McClure
1110	Short Hills	Carteret School	Alfred Colburn Arnold.....
1111	.....do	Short Hills School for Girls	Martha E. Jansen, A. B.....
1112	South Orange.....	Baldwin's (Miss) School*	Misses Baldwin and Nelden ..
1113	.....do	Dryden Hill School	Mrs. Louise H. Benjamin
1114	Summit.....	Kent Place School	Mrs. Sarah Woodman Paul ..
1115	.....do	St. George's Hall.....	Hartman Naylor
1116	.....do	Summit Academy	James Heard, A. M.....
1117	Trenton	Dupuy School for Boys	E. D. Montaugé

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Second-ary in-struct-ors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, build-ings, furni-ture, and sci-entific appa-ratus.
			Second-ary stu-dents.		Elemen-tary stu-dents.		Preparing for college.				Gradu-ates in 1897.		College prepa-ratory stu-dents in the class that gradu-ated in 1897.							
							Clas-sical course.		Scien-tific course											
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Bapt.....	7	5	82	49	18	6	25	2	40	10	19	10	13	2	4	.....	5,000	\$420,000	1074
Nonsect ..	7	2	30	24	125	82	0	0	30	24	8	5	5	2	3	.....	1,000	25,000	1075
R. C	0	3	0	20	0	80	0	3	.....	.....	0	2	.....	.....	4	.....	500	.....	1076
Nonsect ..	12	0	187	0	0	0	5	0	180	0	18	0	.....	.....	4	.....	.....	52,976	1077
Nonsect .	5	4	149	115	80	65	30	15	25	8	11	6	6	3	4	.....	400	100,000	1078
R. C	10	0	260	0	0	0	260	0	260	0	14	0	.....	.....	260	15,000	.....	.....	1079
Nonsect ..	4	2	36	0	0	0	16	0	20	0	3	0	3	0	4	.....	300	30,000	1080
Nonsect ..	2	5	0	20	0	0	0	5	.....	.....	.....	.....	.....	.....	.....	2,500	.....	.....	1081
Presb.....	24	0	355	0	0	0	200	0	155	0	70	0	68	0	4	.....	4,000	.....	1082
R. C	1	4	2	15	28	37	2	7	0	2	0	4	0	1	4	.....	450	20,000	1083
Nonsect ..	1	3	51	0	32	0	6	0	35	0	2	0	2	0	5	51	.....	.....	1084
Friends.....	1	1	15	14	33	37	3	1	1	0	1	3	1	0	3	.....	16	.....	1085
Friends.....	2	2	13	20	32	25	0	1	1	0	3	3	1	1	4	.....	200	3,500	1086
Nonsect ..	1	12	0	87	0	33	0	1	0	12	0	3	0	2	4	.....	200	.....	1087
Nonsect ..	3	1	27	0	3	0	6	0	.....	.....	5	0	5	0	4	.....	.....	.....	1088
Epis	8	0	40	0	3	0	40	0	.....	.....	2	0	1	0	4	.....	1,200	60,000	1089
Epis	5	1	43	1	0	0	5	0	2	0	4	0	4	0	41	300	14,000	.....	1090
Nonsect ..	1	3	0	17	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1091
Nonsect ..	12	0	195	0	85	0	51	0	55	0	27	0	.....	.....	5	.....	400	100,000	1092
Nonsect ..	0	5	0	20	5	25	0	6	.....	.....	0	1	.....	.....	.....	700	.....	.....	1093
Nonsect ..	1	8	0	37	0	0	0	1	.....	.....	0	4	.....	.....	.....	.....	.....	.....	1094
Nonsect ..	0	6	0	39	0	44	0	6	.....	.....	0	6	0	3	4	.....	800	.....	1095
Nonsect ..	2	5	0	50	0	0	.....	.....	.....	.....	0	9	0	1	.....	.....	20,000	.....	1096
Reformed.	5	1	68	15	32	21	44	2	24	13	10	0	10	0	5	35	.....	.....	1097
R. C	0	2	13	23	242	326	.....	.....	.....	.....	0	18	.....	.....	2	.....	55,000	.....	1098
Nonsect ..	0	1	20	16	11	5	4	0	2	0	0	0	0	0	4	.....	1,800	7,000	1099
P. E.....	1	2	10	15	8	5	5	4	.....	.....	1	3	1	1	4	.....	400	15,000	1100
Nonsect ..	3	8	25	57	72	95	.....	.....	.....	.....	3	8	3	6	4	.....	300	37,900	1101
Nonsect ..	0	4	0	11	10	22	0	3	.....	.....	0	0	0	0	4	.....	125	.....	1102
Nonsect ..	4	0	20	0	.....	.....	.....	.....	.....	.....	1	0	1	0	4	.....	.....	.....	1103
M. E.....	2	3	40	20	100	40	20	0	10	5	20	10	10	0	4	.....	500	175,000	1104
Nonsect ..	4	0	40	0	30	0	25	0	8	0	12	0	7	0	4	.....	.....	.....	1105
Nonsect ..	1	6	0	24	3	38	0	8	0	0	0	2	0	1	4	.....	1,000	50,000	1106
Epis	3	5	0	12	0	6	0	0	0	4	0	4	0	4	.....	5,000	25,000	.....	1107
Nonsect ..	3	0	35	0	0	0	18	0	17	0	11	0	11	0	4	.....	800	32,000	1108
Friends.....	0	4	5	2	17	18	0	0	0	0	0	0	0	0	4	.....	.....	.....	1109
Nonsect ..	2	1	8	1	12	0	8	1	0	0	2	0	2	0	4	.....	250	25,000	1110
Nonsect ..	1	4	0	9	0	8	0	0	0	0	0	0	0	0	4	.....	1,000	2,000	1111
Nonsect ..	0	6	6	27	39	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1112
Epis	0	5	0	12	.....	.....	0	2	.....	.....	0	2	0	1	4	.....	.....	.....	1113
Nonsect ..	0	7	0	22	0	43	0	16	0	0	0	2	0	1	4	.....	600	30,000	1114
P. E.....	6	1	43	0	0	0	10	0	7	0	8	0	5	0	4	.....	3,000	5,000	1115
Nonsect ..	6	1	13	0	13	0	8	0	5	0	2	0	1	0	4	.....	200	15,000	1116
Nonsect ..	1	0	20	0	.....	.....	2	0	.....	.....	5	0	5	0	.....	200	.....	.....	1117

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW JERSEY—continued.		
1118	Trenton	St. Francis' College.....	Rev. Dominic Reuter, D. D.
1119	Woodbury	Woodbury Private School.....	Curtis J. Lewis.....
1120	Woodstown.....	Bacon Academy	Albert T. Yarnall.....
	NEW MEXICO.		
1121	Albuquerque	Goss Military Institute.....	Col. Robt. S. Goss.....
1122	Santa Fe.....	Loretto Academy—Our Lady of Light.....	Sister M. Xavier.....
1123	.....do	St. Michael's College	Brother Botulph.....
	NEW YORK.		
1124	Adams	Adams Collegiate Institute.....	H. Erwin Bard, A. B.....
1125	Albany	Academy of the Holy Names.....	Sister Mary Annunciata.....
1126	Albany (Kenwood)	Academy of the Sacred Heart	Madame Mary Burke.....
1127	Albany	Albany Academy.....	Henry P. Warren.....
1128	Albany (155 Washington ave.).....	Albany Female Academy.....	Miss Lucy A. Plympton.....
1129	Albany (43 Lodge st.).....	Christian Brothers' Academy	Brother Leontine.....
1130	Albany	St. Agnes' School	Miss Ellen W. Boyd.....
1131	.....do	St. Joseph's Academy	Brother Adrian.....
1132	Allegany	St. Elizabeth's Academy	Sister M. Teresa.....
1133	Amsterdam	St. Mary's Catholic Institute	Rev. Wm. Browne.....
1134	Antwerp	Ives Seminary.....	F. E. Arthur.....
1135	Aurora	Cayuga Lake Military Academy.....	Vasa E. Stolbrand.....
1136	Batavia.....	St. Joseph's Convent of the Sisters of Mercy.....	Sister Mary Dolores Clancy
1137	Belleville	Union Academy of Belleville	Charles Josiah Galpin, A. M.....
1138	Binghamton	The Lady Jane Grey School.....	Mrs. Jane Grey Hyde.....
1139	.....do	St. Joseph's Academy	Sister M. Joseph.....
1140	Bridgehampton.....	Literary and Commercial Institute.....	Lewis W. Hallock, A. M.....
1141	Brooklyn (Lafayette ave., St. James and Clifton place).....	Adelphi Academy	Charles H. Levermore, Ph. D.....
1142	Brooklyn (63 New York ave.).....	Bedford Academy	George Rodeman, A. M., Ph. D.....
1143	Brooklyn (183-185 Lincoln place).....	Berkeley Institute.....	Julian W. Abernethy, Ph. D.....
1144	Brooklyn (102 Berkeley place).....	Berkeley School for Boys	Wm. A. Stamm
1145	Brooklyn (36 Monroe place).....	Bodman (Misses) School for Girls.....	Miss Bodman and Miss Rose Bodman.....
1146	Brooklyn (703 Nostrand ave.).....	The Brevoort School*	Mrs. A. Kipling.....
1147	Brooklyn (429 Classon ave.).....	Brooklyn Hill Institute*.....	Benjamin Blake Holmes, B. A.....
1148	Brooklyn (139 Clinton st.).....	Deghúe's School for Young Ladies.....	Prof. Joseph Deghúe.....
1149	Brooklyn (209 Clinton ave.).....	Female Institution of the Visitation.....	Sister Mary Loretto Reyan.....
1150	Brooklyn (146 Macon st.).....	Garrotts' (Miss) School for Young Ladies.....	Miss Mary E. Garrott
1151	Brooklyn (40-42 Monroe place).....	The Latin School.....	Caskie Harrison, M. A.....
1152	Brooklyn (138-140 South Oxford st.).....	Lockwood Academy	John Lockwood
1153	Brooklyn (30 Madison st.).....	Nativity Academy.....	Sister M. Basil.....
1154	Brooklyn (215 Ryerson st.).....	Pratt Institute (High School)	Wm. A. McAndrew.....
1155	Brooklyn (525 Clinton ave.).....	Rounds's (Miss) School for Girls*.....	Miss Christina Rounds.....

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.				Elementary students.				Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.						
											Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
R. C	3	0	8	0	0	0	.....	.....	.....	.....	4	0	.....	.....	3	.....	1,900	\$50,000	1118
Nonsect ..	1	1	14	21	0	0	.....	.....	.....	.....	1	3	2	2	.....	.....	100	.....	1119
Friends ..	1	2	5	11	21	17	.....	.....	.....	.....	1	4	0	1	3	.....	83	20,000	1120
Nonsect ..	2	2	20	0	0	0	20	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	1121
R. C	0	2	0	15	0	35	0	0	0	0	.....	.....	.....	.....	.....	.....	400	.....	1122
R. C	2	0	26	0	82	0	.....	.....	.....	.....	4	0	15	0	.....	.....	1,600	50,000	1123
Nonsect ..	2	3	36	32	17	5	6	3	8	7	12	5	8	3	3	.....	2,000	50,000	1124			
R. C	0	4	1	45	8	53	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	1,125	34,487	1125
R. C	0	6	0	80	0	25	.....	.....	.....	.....	0	2	.....	.....	4	.....	3,654	400,460	1126
Nonsect ..	12	0	127	0	53	0	80	0	57	0	9	0	9	0	4	91	1,000	100,000	1127				
Nonsect ..	3	11	0	63	0	66	0	0	0	0	0	10	0	0	4	.....	.....	.....	1128	
R. C	3	0	85	0	135	0	15	0	10	0	9	0	3	0	4	85	2,300	59,591	1129				
Epis	9	24	1	187	0	0	.....	.....	.....	.....	0	17	.....	.....	4	.....	5,000	300,000	1130
R. C	3	4	50	50	275	300	10	10	.....	.....	0	6	0	6	4	.....	1,075	47,000	1131	
R. C	0	10	0	54	0	26	.....	.....	.....	.....	0	9	0	2	4	.....	.....	102,950	1132
R. C	1	3	28	42	256	250	.....	.....	.....	.....	1	4	.....	.....	4	.....	1,200	96,986	1133
Nonsect ..	4	2	23	36	12	16	2	1	.....	.....	6	3	3	3	4	.....	564	33,430	1134	
Nonsect ..	5	0	26	0	6	0	7	0	3	0	1	0	.....	.....	4	26	3,000	18,000	1135		
R. C	0	4	7	18	138	177	.....	.....	.....	.....	2	0	2	0	.....	.....	150	20,000	1136
Nonsect ..	3	3	22	19	16	32	8	3	10	8	4	3	3	1	4	.....	2,150	25,000	1137			
Nonsect ..	0	8	0	25	0	11	0	1	0	1	0	5	0	1	.....	.....	.....	25,000	1138	
R. C	1	2	4	22	93	133	.....	.....	.....	.....	0	3	0	.....	4	.....	500	55,660	1139
Nonsect ..	2	2	4	9	11	1	0	1	4	3	0	2	0	2	4	.....	172	3,910	1140			
Nonsect ..	20	37	349	313	40	223	.....	.....	.....	.....	1	20	.....	.....	.....	.....	.....	.....	1141
Nonsect ..	3	0	30	0	30	12	2	0	5	0	0	0	0	0	4	30	310	35,000	1142				
Nonsect ..	3	9	0	46	15	175	0	6	0	0	0	4	0	1	4	.....	540	66,000	1143			
Nonsect ..	1	0	9	4	62	15	3	0	.....	.....	0	0	.....	.....	4	.....	.....	15,000	1144
Nonsect ..	0	9	0	38	0	22	0	1	0	9	0	3	0	0	4	.....	.....	.....	1145	
Epis	0	4	0	16	16	24	0	8	.....	.....	0	0	0	0	.....	.....	.....	.....	1146
Nonsect ..	1	1	0	5	15	60	0	0	0	1	0	0	0	0	4	.....	1,000	3,000	1147			
Nonsect ..	2	5	6	35	.....	.....	.....	.....	.....	.....	0	0	0	0	4	.....	.....	.....	1148
R. C	0	8	0	37	0	52	0	0	0	0	0	3	.....	.....	4	.....	1,500	160,000	1149	
Nonsect ..	0	3	3	12	7	18	.....	.....	.....	.....	0	0	0	0	.....	.....	0	.....	1150
Nonsect ..	6	0	60	0	40	0	40	0	20	0	25	0	20	0	4	.....	.....	.....	1151	
Nonsect ..	1	5	35	35	0	10	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	1152
R. C	2	5	0	65	190	215	.....	.....	.....	.....	0	8	.....	.....	3	.....	500	.....	1153
Nonsect ..	14	18	95	126	0	0	0	0	40	62	16	17	6	4	4	.....	63,000	.....	1154		
Nonsect ..	0	9	0	75	0	29	0	15	0	0	0	7	0	0	4	4	200	52,000	1155				

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
NEW YORK—continued.		
1156 Brooklyn (26 Jay st.).....	St. James School.....	Brother Castoris.....
1157 Brooklyn.....	St. Thomas Aquinas' Academy.....	Sister M. Anna.....
1158 Buffalo (749 Washington st.).....	Buffalo Sacred Heart Academy...	Sister M. Leonarda.....
1159 Buffalo (284 Delaware ave.).....	Buffalo Seminary.....	Lucy L. Hartt.....
1160 Buffalo (129 College st.)....	Hawley's Preparatory School.....	Lucius E. Hawley.....
1161 Buffalo (621-623 Delaware ave.).....	Heathcote School.....	Lester Wheeler, A. M.....
1162 Buffalo (320 Porter ave.)....	Holy Angel's Academy.....	Sister D. Kirby.....
1163 Buffalo.....	St. Joseph's Collegiate Institute...	Brother Pompan.....
1164 Buffalo (564 Franklin st.).....	St. Margaret's School.....	Miss E. Carrie Tuck.....
1165 Buffalo (74 Franklin st.).....	St. Mary's Academy.....	Miss Marie Mougey.....
1166 Canandaigua.....	Granger Place School.....	Samuel Cole Fairley.....
1167 Carmel.....	Drew Seminary and Female College	James Martin Yeager, D. D.....
1168 Carthage.....	Augustinian Institute.....	Sister M. Beatrice.....
1169 Cazenovia.....	Cazenovia Seminary.....	Carlton C. Wilbor, Ph. D., D. D.
1170 Chappaqua.....	Chappaqua Mountain Institute...	S. C. Collins.....
1171 Claverack.....	Hudson River Institute.....	Arthur H. Flack, A. M.....
1172 Clifton Springs.....	Clifton Springs Female Seminary.	Miss Anna E. Leonard.....
1173 Clinton.....	Cottage Seminary.....	Rev. C. W. Hawley, A. M.....
1174 ..do.....	Houghton Seminary.....	A. G. Benedict, A. M.....
1175 Cohoes.....	St. Bernard's Academy.....	Thomas S. Koveny.....
1176 Cornwall-on-Hudson.....	Cornwall Heights School.....	Carlos H. Stone, Ph. D.....
1177 ..do.....	New York Military Academy.....	Sebastian C. Jones, C. E.....
1178 Delhi.....	Delaware Academy.....	W. D. Graves.....
1179 Dobbs Ferry.....	Westminster School.....	W. L. Cushing, A. M.....
1180 Dover Plains.....	Dover Plains Academy.....	A. E. Bangs.....
1181 Dunkirk.....	St. Mary's Academic School.....	S. Agnes Joseph.....
1182 East Springfield.....	East Springfield Academy.....	J. T. P. Calkins, B. S.....
1183 Eddytown.....	Starkey Seminary.....	G. R. Hammond.....
1184 Elba.....	Elba Private School*.....	Miss Mary H. Hollister.....
1185 Elbridge.....	Munro Collegiate Institute.....	Milo D. Herron.....
1186 Fairfield.....	Fairfield Seminary*.....	D. D. Warne.....
1187 Flushing.....	Flushing Institute.....	Elias A. Fairchild, A. M.....
1188 Flushing (242 Sanford ave.)...	Flushing Seminary.....	Hans Schuler, Ph. D.....
1189 Flushing.....	Kyle Military Institute.....	P. Kyle.....
1190 ..do.....	St. Joseph's Academy.....	Mother Mary Louis.....
1191 Fort Edward.....	Fort Edward Collegiate Institute.	Joseph E. King, D. D.....
1192 Fort Plain.....	Clinton Liberal Institute.....	Charles Burbank.....
1193 Franklin.....	Delaware Literary Institute*.....	Charles H. Verrill, A. M., Ph. D.....
1194 Garden City.....	The Cathedral School of St. Mary.	Miss Elizabeth L. Koues.....
1195 ..do.....	St. Paul's School.....	Frederick L. Gamage.....
1196 Geneva.....	De Lancey School.....	Miss Mary S. Smart.....
1197 Glens Falls.....	Glens Falls Academy.....	D. C. Farr, A. B., Ph. D.....
1198 Greenville.....	Greenville Academy.....	C. E. Button, A. B.....
1199 Hamilton.....	Colgate Academy.....	Frank L. Shepardonson.....
1200 Hartwick Seminary.....	Hartwick Seminary.....	John G. Traver, A. M.....
1201 Hempstead.....	Hempstead Institute.....	E. Hinds, A. M.....
1202 Hornellsville.....	St. Ann's Academic School.....	Rev. A. R. Barlow.....
1203 Ithaca.....	Cascadilla School.....	C. V. Parsell.....
1204 ..do.....	The University Preparatory School*.....	Charles A. Stiles, B. S.....
1205 Kingston.....	Golden Hill School*.....	John M. Cross.....
1206 Lima.....	Genesee Wesleyan Seminary.....	Rev. John P. Ashley, S. T. B., Ph. D.....
1207 Lockport.....	St. Joseph's Academy.....	Sister Antonia.....
1208 Locust Valley.....	Friends' Academy.....	J. C. Shortlidge.....
1209 Lowville.....	Lowville Academy.....	Wm. H. Perry.....
1210 Macedon Center.....	Macedon Academy.....	Joseph G. McConnell.....
1211 Marion.....	Marion Collegiate Institute.....	William Carleton Tift.....

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.				
	Second-ary in-struct-ors.		Second-ary stu-dents.		Elemen-tary stu-dents.		Preparing for college.				Gradu-ates in 1897.		College preparatory stu-dents in the class that gradu-ated in 1897.													
							Clas-sical course.		Scien-tific course.																	
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22								
R. C.	3	0	82	0	405	0					11	0	2	0	3							1156				
R. C.	0	5	0	22	26	52	0	0	0	0	0	7	0	2	4		1,000					1157				
R. C.	0	6	0	50	0	80									5		1,375	\$40,725				1158				
Nonsect ..	1	9	0	92	7	59	0	3	0	0	0	10	0	3	4		1,938	98,612				1159				
Nonsect ..	1	0	15	0	0	0	10	0	5	0							400					1160				
Nonsect ..	3	1	20	0	28	1	2	0	18	0	8	0	7	0				50,000				1161				
R. C.	0	6	0	66	0	200	0	0			0	14			4		4,000	156,700				1162				
R. C.	6	0	50	0	20	0									4							1163				
Epis.	1	9	0	53	6	78	0	1	0	1	0	7	0	1	4		900	66,100				1164				
R. C.	0	6	0	40	75	135					0	21			4		500	162,330				1165				
Nonsect ..	0	4	0	18	5	12	0	2			0	5			4		2,000	50,000				1166				
Meth.	0	5	0	38	0	10	0	2	0	2	0	11	0	3	4		3,000	50,000				1167				
R. C.	0	2	0	30	75	90					0	7			3							1168				
M. E.	6	4	63	33	39	22					7	0	5	0	4		3,405	82,810				1169				
Friends ..	2	6	16	17	28	11					1	0	2	2	4		800	75,000				1170				
M. E.	5	6	60	36	1	2	6	1	11	2	3	6	3	1	4	52	1,624	54,573				1171				
Nonsect ..	0	2	2	5	4	3	1	3			0	1					500	8,000				1172				
Nonsect ..	1	4	1	18	6	5	3	4	0	0	0	1	0	1	4		600	10,000				1173				
Nonsect ..	0	3	1	34	1	2	0	4	0	5	0	6	0	1	4		2,300	45,000				1174				
R. C.	0	9	29	42	320	352	0	0	6	4	0	0	0	0	4		713	33,335				1175				
Nonsect ..	3	1	24	0	10	0	10	0	6	0					5							1176				
Nonsect ..	2	1	88	0	52	0	16	0	40	0	10	0	8	0	4	88	5,278	70,950				1177				
Nonsect ..	2	5	52	62	10	11	6	4	4	0	2	2	1	1	4		2,300	40,000				1178				
Nonsect ..	4	0	61	0	19	0	28	0	33	0	8	0	8	0	4							1179				
Nonsect ..	1	1	30	16	0	0					4	5	4	5	4	16	4,000	4,000				1180				
Nonsect ..	1	3	15	18	65	87	1	0	0	0	1	0	1	0	4		600	21,668				1181				
Nonsect ..	1	0	20	12	0	0	0	0	3	0	0	2	0	0	4		500	2,500				1182				
Nonsect ..	5	6	22	16	37	20	1	0			3	2	3	2	3	38	3,216	31,920				1183				
Nonsect ..	0	1	0	6	11	10					0	6	0	6								1184				
Nonsect ..	1	3	31	41	0	0	0	0			1	3	0	1	4		1,500	35,000				1185				
Nonsect ..	6	5	80	20	0	0	2	0	2	0	10	6	4	0	3	75	3,780	48,300				1186				
Nonsect ..	3	0	13	0	29	0	3	0	1	0	0	0	0	0	4		1,365	78,100				1187				
Nonsect ..	1	5	0	45	21	13	0	0	0	0	0	6			5		200	20,000				1188				
Nonsect ..	2	0	14	0	30	0	2	0	4	0	8	0	1	0	3	14	500	32,000				1189				
R. C.	0	7	0	32	0	84	0	0	0	0	0	10	0	0	3		1,500	278,000				1190				
Nonsect ..	0	12	0	60	0	15	0	6			6	18	0	6	4		1,100	80,000				1191				
Univ.	6	8	54	32	9	6	13	8	12	6	14	7	3	1	4	46	4,000	110,976				1192				
Nonsect ..	3	3	40	42	0	0	6	4	4	3	2	6	1	0	4		1,850	36,000				1193				
Epis.	2	4	0	35	12	36					0	8	0	6			5,000					1194				
Epis.	13	0	104	0	22	0	33	0	32	0	16	0	13	0	4		1,100	800,000				1195				
Epis.	2	4	0	22	5	6	0	8	0	0	0	2	0	1	5		600	20,000				1196				
Nonsect ..	5	6	80	30	40	30	40	20	20	0	4	1	1	0	4		8,000	20,000				1197				
Nonsect ..	1	0	11	10	2	2	0	1	0	0	0	1	0	1	4		511	2,500				1198				
Bapt.	10	0	150	0	0	0	74	0	60	0	13	0	12	0	4		2,000	100,000				1199				
Luth.	4	1	28	15	10	10	3	0			4	1	0	0	5		4,000	34,000				1200				
Nonsect ..	1	1	2	5	20	5											550	20,000				1201				
R. C.	1	2	20	25	170	185	0	0	0	0	12	17	0	0	2		852	27,487				1202				
Nonsect ..	7	1	56	1	0	0	1	0	55	0	13	0	13	0	3		458	91,750				1203				
Nonsect ..	3	2	60	0	0	0			60	0	21	0	21	0	3		400	5,000				1204				
Nonsect ..	2	0	8	0	0	0	2	0	6	0	5	0	5	0	4		2,200	16,000				1205				
M. E.	2	1	36	28	80	62	20	2	4	0	17	16	9	11	3	60	5,000	102,000				1206				
R. C.	0	3	4	23	12	180	0	0	0		0	13	0	1	4		1,125	83,700				1207				
Friends ..	2	3	18	14	35	22	4	3	5	3	2	3	1	2	4		437	40,000				1208				
Nonsect ..	3	4	35	55	0	0	10	3			5	6	5	2	4		4,001	44,283				1209				
Nonsect ..	1	2	30	28	0	0			7	10	0	2			4		200	4,600				1210				
Bapt.	3	3	63	45	12	10	14	5	5		2	0	1	0	4		600	17,102				1211				

TABLE 43.—*Statistics of private high schools, endowed academics, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1212	Montour Falls.....	Cook Academy.....	Roger W. Swetland.....
1213	Moriah.....	Sherman Collegiate Institute.....	B. L. Brown, A. M.....
1214	Mount Vernon.....	Collegiate School for Girls.....	Misses Leila H. and Mary C. Lockwood.....
1215	Neperan.....	Concordia College.....	H. Feth, director.....
1216	New Brighton.....	Botsford (Misses) School for Girls.....	Miss Laura H. Botsford.....
1217	.....do.....	Staten Island Academy.....	Frederick E. Partington.....
1218	Newburg.....	Mackie's (Miss) Seminary.....	Miss Eleanor J. Mackie.....
1219	.....do.....	Mount St. Mary Academy.....	Sister M. Emmanuel.....
1220	.....do.....	Siglar's School.....	Henry W. Siglar.....
1221	New York (Riverdale).....	Academy of Mount St. Vincent.....	M. W. Brennan.....
1222	New York (315 Madison ave.).....	Allen School.....	Francis B. Allen.....
1223	New York (117-119 West 125th st.).....	Barnard School.....	Wm. Livingston Hazen.....
1224	New York (841 St. Nicholas ave.).....	Barnard School for Girls.....	Wm. Livingston Hazen.....
1225	New York (20 West 44th st.).....	Berkeley School.....	John S. White.....
1226	New York (17 West 44th st.).....	Brearley School.....	James G. Crosswell, A. B.....
1227	New York (132 West 71st st.).....	Callisen School.....	A. W. Callisen.....
1228	New York (721 Madison ave.).....	Chapin Collegiate School.....	Henry Barton Chapin, D. D., Ph. D.....
1229	New York (2034 5th ave.)..	Classical School for Girls.....	Miss Helen M. Scoville.....
1230	New York (241-243 West 77th st.).....	Collegiate School.....	Lennuel C. Mygatt, A. B., A. M.....
1231	New York (34-36 East 51st st.).....	Columbia Grammar School.....	Benjamin H. Campbell, A. M..
1232	New York (270 West 72d st. and West End ave.).....	Columbia Institute.....	Edwin Fowler, M. B., A. B....
1233	New York (32 West 40th st.).....	Comstock School.....	Miss Lydia Day.....
1234	New York (741-743 5th ave.).....	The Condon School*.....	E. B. Condon, A. B., A. M.....
1235	New York (177 West 73d st.).....	The Curtis School.....	Osborn Marcus Curtis.....
1236	New York (20 East 50th st.).....	The Cutler School.....	Arthur H. Cutler, A. B., Ph. D.
1237	New York (342 Lexington ave.).....	Daheim Preparatory Institute....	Hermann Siegel, Amalie Siegel
1238	New York (108 West 59th st.).....	De La Salle Institute.....	Rev. Brother Euloguis, F. S. C.
1239	New York (9 East 49th st.)..	Drisler School.....	Frank Drisler.....
1240	New York (Riverside Drive, 85th and 86th sts.).....	Ely (Misses) School for Girls.....	Misses Ely.....
1241	New York (43 West 47th st.).....	English and Classical School for Girls.....	Misses Whiton and Bangs....
1242	New York (Manhattanville, 128th st. and Nicholas ave.).....	Female Academy of Sacred Heart.....	Miss Ellen Mahoney, president.
1243	New York (226 East 16th st.).....	Friends' Seminary.....	Edward A. H. Allen.....
1244	New York (55 West 47th st.).....	Gibbon's (Miss) School for Girls..	Mrs. Sarah H. Emerson.....
1245	New York (34 West 40th st.).....	Halsey Collegiate School.....	Prescott B. Vail.....
1246	New York (45 West 81st st.).....	Hamilton Institute.....	N. Archibald Shaw, Jr., A. M..
1247	New York (2134 7th ave.)..	Harlem Collegiate Institute.....	Max F. Giovanoly.....

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.									
							Classical course.		Scientific course.													
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Bapt.....	6	7	93	77	0	0	15	10	20	9	21	4	20	4	4	50	\$113,526	1212				
Nonsect ..	1	3	55	60	15	20	15	20	10	12	2	4	2	4	4	400	12,000	1213				
Nonsect ..	1	7	0	35	7	25	0	30			0	5	0	5	4			1214				
Luth	3	0	36	0	0	0	36	0	0	0	11	0	11	0	3		65,000	1215				
Epis	1	4	0	15	10	25	0	8	0	0	0	0	0	0	4		10,000	1216				
Nonsect ..	4	6	35	32	129	115	9	6	10	8					4	6,200	110,000	1217				
Nonsect ..	0	6	0	30	0	40	0	4			0	4	0	0				1218				
R. C	0	2	0	20	5	30	0	1	0	0	0	4	0	1	3	1,900	3,800	1219				
Nonsect ..	3	0	30	0	15	0	8	0			3	0	3	0	4	450	30,000	1220				
R. C	3	21	0	86	0	46					0	6			4	6,270	307,681	1221				
Nonsect ..	2	0	8	0	22	0	8	0	0	0	0	0	0	0	4	200	300	1222				
Nonsect ..	8	1	68	0	60	0	12	0	29	0	14	0	11	0	4	68	80,000	1223				
Nonsect ..	1	5	0	15	15	49	0	2	0	2	0	3	0	4	4	15		1224				
Nonsect ..	14	0	100	0	150	0	100	0			25	0	20	0	4	100	700,000	1225				
Nonsect ..	2	25	0	150	0	50	0	20	0	0	0	15	0	12	5		200,000	1226				
Nonsect ..	4	0	26	0	20	0	9	0	11	0	6	0	5	0	4		40,000	1227				
Nonsect ..	5	1	25	0	48	0	20	0	4	0	3	0			4			1228				
Nonsect ..	2	8	0	26	0	30	0	4	0	4	0	5	0	2	4		35,000	1229				
Nonsect ..	8	0	67	0	85	0	0	0	0	0	4	0	4	0		500		1230				
Nonsect ..	12	0	110	0	50	0	40	0	60	0	28	0	22	0	3	400		1231				
Nonsect ..	9	3	93	0	55	0	56	0	37	0	11	0	9	0	3	300	139,000	1232				
Nonsect ..	3	12	0	71	0	0	0	8			0	3	0	1		2,500		1233				
Nonsect ..	7	0	37	0	15	0	25	0	12	0	5	0	3	0	4	400		1234				
Nonsect ..	8	0	16	0	12	0	1	0	13	0	1	0	1	0	6	800	35,000	1235				
Nonsect ..	10	2	97	0	128	0	70	0	25	0	16	0	16	0	4	500	65,000	1236				
Nonsect ..	2	2	4	4	13	13	2	3	2	1	0	0	0	0	5	200	30,000	1237				
R. C	12	0	135	0	90	0	75	0	60	0	20	0	10	0	4			1238				
Nonsect ..	10	0	50	0	30	0	25	0	8	0	13	0	13	0				1239				
Nonsect ..	0	8	0	93	0	65	0	50			0	12	0	9	4	5,000	400,000	1240				
Nonsect ..	3	7	0	23	0	25	0	3	0	9	0	5	0	3	4	500		1241				
R. C	0	14	0	123	0	68	0	0	0	0	0	10	0	10	4	6,595	996,825	1242				
Friends...	3	6	30	54	53	34	4	5	7	0	2	5	3	2	6	1,000	50,000	1243				
Nonsect ..	3	8	0	24	0	0	0	8			0	2	0	2				1244				
Nonsect ..	9	1	40	0	20	0	20	0	10	0	12	0	12	0				1245				
Nonsect ..	5	0	30	0	30	0	10	0	20	0	6	0	4	9	4	20	1,000	1246				
Nonsect ..	4	2	3	17	22	33			1	0	0	3	0	1	4	500	250	1247				

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1248	New York (568 5th ave.)...	Harvard School.....	W. Freeland.....
1249	New York (823 Lexington ave.)..	Heidenfeld Institute *.....	Theo. E. Heidenfeld.....
1250	New York (343 West 42d st.)..	Holy Cross Academy.....	Sister M. Helena.....
1251	New York (54 West 84th st.)..	Irving School.....	Louis Dwight Ray, M. A., Ph. D.....
1252	New York (44-50 2d st.)...	La Salle Academy *.....	Brother Joseph.....
1253	New York (334 Lenox ave.)..	Lenox Institute.....	Andrew Zerbau.....
1254	New York (244 - 246 East 52d st.)..	Lincoln Academy *.....	Robert Mezger.....
1255	New York (181 Lenox ave.)..	Meringtons' (Misses) School for Girls.....	Miss Mary E. and Miss Ruth Merington.....
1256	New York (336 West 29th st.)..	Moeller Institute.....	P. W. Moeller.....
1257	New York (423 Madison ave.)..	Morse's Classical School.....	J. H. Morse.....
1258	New York (233 Lenox ave.)..	New York Collegiate Institute....	Miss Mary Schoonmooker....
1259	New York (26 East 56th st.)..	The Ruel School.....	Mlle. Isaline Ruel.....
1260	New York (92d st. and Central Park west).	Rugby Military Academy.....	F. V. N. Burling.....
1261	New York (38 West 59th st.)..	Sachs' (Julius) Collegiate Institute. Boys.....	Dr. Julius Sachs.....
1262	New York (116 West 59th st.)..	Sachs' (Julius) School for Girls..	Dr. Julius Sachs.....
1263	New York (231 East 17th st.)..	St. John's Baptist School for Girls..	Sisters of St. John Baptist...
1264	New York (8 East 46th st.)..	St. Mary's School.....	Sister Anna.....
1265	New York (139 Henry st.)..	St. Teresa's Ursuline Academy....	Mother M. Irene.....
1266	New York (6 West 48th st.)..	Spence's (Miss) School for Girls..	Miss C. B. Spence.....
1267	New York (147 West 91st st.)..	Trinity School.....	Aug. Ulmann, D. D., rector....
1268	New York (282-283 West 71st st.)..	Van Norman Institute *.....	Mme. Van Norman.....
1269	New York (160 West 74th st.)..	Veltin's (Mlle.) School for Girls..	Mlle. Louise Veltin.....
1270	New York (148 Madison ave.)..	Walker's (Miss) Day School for Girls.....	Miss Jean G. Walker.....
1271	New York (109-111 West 77th st.)..	Weil's (Miss) School for Girls.....	Mrs. Matilda L. Weil.....
1272	New York (622 5th ave.)...	Wilson and Kellogg School.....	F. F. Wilson and John M. Kellogg.....
1273	New York (417 Madison ave.)..	Woodbridge School *.....	J. Woodbridge Davis.....
1274	Niagara Falls.....	De Veaux College.....	Reginald H. Coe.....
1275	Nyack.....	Nyack School for Girls *.....	Mrs. Imogene Bertholf.....
1276	do.....	Rockland Institute.....	Joel Wilson, A. M.....
1277	Oakfield.....	Cary Collegiate Seminary.....	Rev. Curtis C. Gove, M. A.....
1278	Peekskill.....	The Institute.....	Charles Unterreiner.....
1279	do.....	Mohegan Lake School.....	H. Waters.....
1280	do.....	Peekskill Military Academy.....	Louis H. Orleman.....
1281	do.....	St. Gabriel's School.....	Sister Esther.....
1282	Pike.....	Pike Seminary.....	J. B. Coy, W. H. McClelland..
1283	Plattsburg.....	D'Youville Academy.....	Sister M. A. Roby.....
1284	Port Henry.....	Champlain Institute.....	Sister M. Augustine.....
1285	Poughkeepsie (324 Mill st.)..	Lyndon Hall School for Young Ladies.....	Samuel W. Buck, A. M.....
1286	do.....	Quincy School.....	Miss Mary C. Alliger.....
1287	do.....	Riverview Military Academy.....	Joseph B. Bisbee.....
1288	Randolph.....	Chamberlain Institute.....	Rev. E. A. Bishop, A. M., D. D.....
1289	River Head.....	River Head Academy *.....	George W. Edwards.....
1290	Rochester.....	Academy of the Sacred Heart.....	Rev. Mother Amelia Schulten..

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary-instructors.	Students.																	Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.					
		Secondary-students.		Elementary-students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.															
						Classical course.		Scientific course.																			
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.									
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22									
Nonsect ..	4	0	30	0	30	0	20	0	10	0	10	0	8	0	3	.....	1,000	\$75,000	1248							
Nonsect ..	4	4	40	26	9	6	5	4	4	2	4	3	.....	.....	2	.....	.....	.....	1249				
R. C	0	4	0	48	73	119	0	10	0	0	.....	.....	.....	.....	3	.....	1,500	.....	1250				
Nonsect ..	8	1	45	0	20	0	12	0	7	0	8	0	8	0	.....	.....	1,200	26,000	1251						
R. C	7	0	96	0	107	0	96	0	.....	.....	8	0	4	0	4	.....	1,500	160,000	1252					
Nonsect ..	4	0	10	10	25	20	.....	.....	.....	.....	3	3	3	3	.....	.....	500	50,000	1253				
Nonsect ..	6	1	15	10	65	60	2	0	6	0	.....	.....	.....	.....	.....	.....	.....	38,000	1254				
Nonsect ..	4	13	14	92	25	61	0	4	0	0	0	2	0	1	4	.....	.....	2,000	1255						
Nonsect ..	3	2	42	29	0	0	.....	.....	.....	.....	3	1	3	1	.....	.....	600	.....	1256				
Nonsect ..	6	2	26	0	25	0	0	0	6	0	.....	.....	.....	.....	.....	.....	.....	.....	1257				
Nonsect ..	1	5	0	29	4	51	0	4	0	1	0	8	0	5	4	.....	150	.....	1258						
Nonsect ..	0	6	0	30	0	25	0	0	0	4	0	2	0	2	4	.....	400	.....	1259						
Nonsect ..	8	1	45	0	0	0	6	0	4	0	3	0	3	0	.....	45	200	400,000	1260							
Nonsect ..	13	2	100	0	75	0	30	0	35	0	25	0	20	0	4	.....	600	90,000	1261							
Nonsect ..	0	9	0	75	0	100	0	30	.....	.....	0	10	0	3	4	.....	.....	100,000	1262				
Epis	2	9	0	27	0	4	0	8	.....	.....	0	3	0	1	5	.....	500	.....	1263				
Epis	5	25	0	100	0	26	0	12	.....	.....	0	12	0	2	4	.....	3,100	.....	1264				
R. C	0	4	0	96	10	24	.....	.....	.....	.....	0	1	.....	.....	4	.....	2,000	.....	1265				
Nonsect ..	2	28	0	100	0	100	.....	.....	.....	.....	0	6	.....	.....	5	.....	1,000	.....	1266				
P. E	13	0	232	0	122	0	64	0	68	0	25	0	22	0	.....	.....	320	280,000	1267						
Nonsect ..	0	7	0	28	0	14	0	1	.....	.....	.....	.....	.....	.....	.....	.....	1,200	.....	1268				
Nonsect ..	0	18	0	140	0	100	0	50	.....	.....	0	6	.....	.....	6	.....	650	.....	1269				
Epis	0	9	0	37	0	25	0	3	0	.....	0	6	0	3	4	.....	400	.....	1270					
Nonsect ..	4	8	0	25	10	35	.....	.....	0	9	0	7	0	1	3	.....	2,000	88,000	1271					
Nonsect ..	6	0	45	0	15	0	15	0	8	0	7	0	7	0	4	.....	300	.....	1272						
Nonsect ..	7	0	43	0	0	0	0	0	43	0	16	0	16	0	4	.....	.....	.....	1273					
Epis	4	0	16	0	3	0	10	0	6	0	2	0	0	0	4	16	2,000	200,000	1274								
Nonsect ..	1	3	0	12	6	18	0	2	.....	.....	0	2	0	0	3	.....	.....	.....	1275				
Nonsect ..	2	0	26	0	14	0	1	0	.....	.....	4	0	4	0	4	26	500	25,000	1276						
Epis	3	2	25	32	3	2	.....	.....	.....	.....	2	4	2	2	4	.....	892	20,000	1277				
Nonsect ..	2	1	6	4	12	6	0	0	0	0	2	0	0	0	2	.....	1,200	14,000	1278							
Nonsect ..	4	0	30	0	14	0	10	0	18	0	5	0	4	0	3	30	400	16,000	1279								
Nonsect ..	4	0	34	0	56	0	4	0	18	0	14	0	8	0	4	34	1,000	.....	1280							
Epis	0	4	0	45	0	15	0	3	0	7	0	11	0	2	4	.....	500	.....	1281						
Nonsect ..	1	3	33	39	0	0	5	2	2	1	5	7	2	1	4	.....	500	13,200	1282							
R. C	0	3	0	24	15	111	0	2	0	0	0	4	0	2	4	.....	1,070	57,998	1283							
R. C	1	2	9	19	88	86	2	1	0	0	2	2	1	0	4	16	275	485	1284								
Nonsect ..	1	6	0	75	10	55	0	15	.....	.....	0	6	0	4	4	.....	.....	40,000	1285				
Nonsect ..	0	9	0	25	0	140	0	4	.....	.....	0	4	.....	.....	3	.....	500	.....	1286				
Nonsect ..	2	0	116	0	23	0	35	0	27	0	19	0	12	0	4	.....	.....	.....	1287					
M. E	5	5	56	90	6	1	2	1	11	11	9	9	4	1	4	.....	2,000	80,000	1288							
Nonsect ..	2	0	8	6	7	0	3	0	0	0	.....	.....	.....	.....	.....	.....	.....	4,000	1289				
R. C	0	12	0	60	0	40	.....	.....	.....	.....	0	2	.....	.....	.....	.....	2,000	.....	1290				

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1291	Rochester (401-404 Beckley Building).	Bradstreet's Classical School.....	J. Howard Bradstreet
1292	Rochester (86 East ave.)...	Cruttenden School	Miss L. H. Hakes.....
1293	Rochester	Livingston Park Seminary	Miss Georgia C. Stone
1294	.....do	Nazareth Academy	Rev. James P. Kiernan
1295	.....do	Nichols's (Misses) School for Girls	Misses J. H. and M. D. Nichols
1296	.....do	Wagner Memorial Lutheran College.	John Nicum, D. D
1297	Rome	St. Peter's Academy	Sister Holy Family
1298	Rondout	St. Mary's Academy	Sister M. Leontine.....
1299	Roslyn, Long Island	Roslyn Heights Seminary	Rev. James Hall
1300	Round Lake	Round Lake Academy	James E. Weld
1301	Sag Harbor	Academy of the Sacred Heart of Mary.	Mother Basil
1302	Setauket, Long Island	Setauket Seminary	Miss K. R. King
1303	Sherwood	Sherwood Select School	A. Gertrude Flanders
1304	Sing Sing	Holbrook's Military School	G. A. Holbrook, Ph. D
1305	.....do	Mount Pleasant Military Academy.	Charles F. Bruise, A. M.; Arthur T. Emory, A. B.
1306	.....do	St. John's Military School.....	Henry J. Lyall, Emil Wendal, A. M., and John P. C. Shaw.
1307	Sodus	Sodus Academy	Elisha Curtiss
1308	Syracuse	The Academy of the Sacred Heart.	Rev. John F. Mullany
1309	.....do	Reble School	Miss Mary Jerome Jackson
1310	.....do	St. John's Catholic Academy	Rev. Michael Clune
1311	Tarrytown	Bulkeley's (Miss) School for Girls.	Miss H. L. Bulkeley
1312	.....do	Irving Institute	John M. Furnam, A. M.
1313	.....do	Mason's (Miss) School for Girls	Miss C. E. Mason
1314	.....do	Young Ladies' "Home Institute"	Miss M. W. Metcalf
1315	Troy (85 2d st.)	Emma Willard School	Mary Alice Knox
1316	Troy (237 4th st.)	La Salle Institute	Brother John Evangelist
1317	Troy (2331 5th ave.)	St. Peter's Academy	Sister M. Odilia
1318	Troy	Troy Academy	Maxey and Barnes
1319	Union Springs	Oakwood Seminary	Elijah Cook
1320	Utica	School for Young Ladies	Miss Julia C. G. Piatt
1321	.....do	Utica Catholic Academy	Very Rev. J. S. M. Lynch, D. D., LL. D.
1322	Walworth	Walworth Academy	Alex. T. Claffee
1323	Watertown	The Irving School *	Miss Edith L. Cooper
1324	West Chester	Sacred Heart Academy	Brother August
1325	West New Brighton	St. Austin's School	Rev. George E. Quail, M. A
1326	Yonkers	The Halsted School	Miss Mary Sicard Jenkins
1327	.....do	Kingsley School	Miss Helena N. Lowden
	NORTH CAROLINA.		
1328	Arnold	Arnold Academy	C. Peeler Mifong, A. B
1329	Asheville	Bingham School	Robert Bingham, A. M., LL. D.
1330	.....do	Home and Day School for Girls	Miss Harriet A. Champion
1331	Ashpole	Ashpole Academy	A. T. Rogers
1332	Aulander	Aulander Classical and Commercial Institute.*	S. Dowell, B. A.
1333	Augusta	Hodges School	John D. Hodges, A. M
1334	Autryville	South River Baptist Institute *	J. W. Smith
1335	Barnardsville	French Broad School	Walter Hurst, A. B.
1336	Beaufort	Washburn Seminary	F. S. Hitchcock, B. S.
1337	Beaver Creek	Hamilton Institute	Edward B. M. Harraden
1338	Belmont	Sacred Heart Academy	Mother M. Teresa
1339	Belvidere	Belvidere Academy	Mary J. White
1340	Belwood	Belwood Institute	Aldridge and Craven
1341	Bensalem	Oak Grove High School	T. M. Langley

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Sec-ond-ary in-struct-ors.	Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, build-ings, furni-ture, and sci-entific appar-atus.					
		Second-ary stu-dents.		Elemen-tary stu-dents.		Prepared for college.				Gradu-ates in 1897.		College prepa-ratory stu-dents in the class that gradu-ated in 1897.														
						Clas-sical course.		Scien-tific course.																		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Nonsect ..	4	1	45	0	10	0	18	0	25	0	5	0	5	0	3	....	400			\$500	1291				
Nonsect ..	0	5	0	60	0	53	7	0	5	....	0	6	....	....	....	....	....	4	....	200	30,000	1292
Epis	4	0	0	53	0	7	0	5	....	....	0	6	....	....	....	....	....	4	....	200	30,000	1293
R. C	0	8	0	67	0	87	....	....	....	....	0	10	....	....	....	....	....	4	....	3,000	159,675	1294
Nonsect ..	0	6	0	38	0	12	0	3	....	....	0	2	....	....	....	....	....	4	....	....	....	1295
Ev. Luth ..	4	0	33	0	0	0	33	0	....	....	7	0	....	....	....	....	....	2	....	762	40,000	1296
R. C	0	5	0	13	0	79	0	0	0	0	0	3	0	0	0	4	....	....	730	25,623	1297			
Epis	0	1	6	23	6	15	3	4	....	....	0	2	1	0	4	....	....	....	200	....	....	1298
Nonsect ..	1	0	5	1	1	3	....	....	....	....	....	....	....	....	....	....	....	4	....	....	7,500	1299
Nonsect ..	2	2	31	20	14	13	0	2	2	1	1	1	0	0	4	30	2,000	....	....	15,000	....	1300	
R. C	0	3	0	9	10	9	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1301
Nonsect ..	0	2	4	8	5	8	....	....	....	....	0	1	0	0	0	....	....	....	....	....	....	1302
Nonsect ..	0	2	15	13	19	10	0	1	2	0	1	0	0	0	4	....	....	....	....	20,000	....	1303
Nonsect ..	10	0	50	0	10	0	10	0	5	0	5	0	5	0	4	50	1,200	....	....	40,000	....	1304	
Nonsect ..	6	0	45	0	12	0	4	0	5	0	2	0	1	0	4	45	12,000	....	....	150,000	....	1305	
Epis	4	0	23	0	2	0	7	0	3	0	2	0	1	0	28	....	1,000	....	....	60,000	....	1306
Nonsect ..	0	1	8	23	32	22	1	2	2	5	1	2	1	1	4	....	400	....	....	4,000	....	1307
Nonsect ..	3	3	20	20	193	226	....	....	....	....	1	3	....	....	....	....	3,030	....	....	47,000	....	1308
Epis	0	8	0	40	20	78	....	....	....	....	0	9	....	....	....	....	....	....	....	....	....	1309
R. C	0	3	11	27	....	....	0	0	0	0	....	....	....	....	....	....	....	....	....	42,497	....	1310
Nonsect ..	0	5	0	30	0	30	....	....	....	....	0	2	....	....	....	....	500	....	....	....	....	1311
Nonsect ..	3	0	21	0	9	0	3	0	7	0	1	0	1	0	4	....	2,000	....	....	....	....	1312
Epis	1	5	0	30	9	20	0	0	....	....	0	2	....	....	....	....	500	....	....	350,000	....	1313
Epis	0	3	0	8	0	39	0	5	....	....	0	3	....	....	....	....	400	....	....	15,000	....	1314
Nonsect ..	1	10	0	119	7	65	0	25	0	2	0	6	0	0	5	....	2,472	....	....	259,293	....	1315
R. C	6	0	80	0	130	0	3	0	0	0	12	0	3	0	4	80	2,071	....	....	31,043	....	1316	
R. C	2	2	6	24	243	34	0	0	0	0	0	0	0	0	4	....	763	....	....	67,270	....	1317
Nonsect ..	7	0	88	0	32	0	10	0	18	0	22	0	22	0	4	50	1,200	....	....	17,000	....	1318	
Friends ..	3	4	45	33	11	12	3	2	1	2	1	4	0	3	4	....	2,500	....	....	43,000	....	1319
Nonsect ..	0	6	0	46	0	55	0	5	....	....	....	0	5	....	....	....	10,000	....	....	100,000	....	1320
R. C	2	3	20	16	284	239	0	0	0	0	3	6	0	0	4	....	800	....	....	....	....	1321
Nonsect ..	1	1	16	16	4	2	2	1	2	0	2	1	1	1	2	....	220	....	....	9,248	....	1322
Nonsect ..	0	2	0	14	0	3	0	0	0	5	0	3	0	0	4	....	....	....	....	....	....	1323
R. C	6	0	45	0	100	0	14	0	0	0	14	0	6	0	4	....	1,085	....	....	350,000	....	1324
Epis	6	0	38	0	15	0	12	0	10	0	4	0	4	0	4	38	0	....	....	81,650	....	1325	
Nonsect ..	4	8	5	20	27	38	1	2	3	9	1	0	1	0	4	....	150	....	....	23,000	....	1326
Nonsect ..	3	4	4	35	6	20	2	20	2	5	0	2	0	2	3	29	200	....	....	75,000	....	1327	
Nonsect ..	0	1	13	8	24	20	2	1	2	0	4	2	....	....	....	....	....	....	....	1,000	....	1328
Nonsect ..	6	0	103	0	0	0	35	0	25	0	15	0	10	0	4	103	....	....	....	60,000	....	1329
Nonsect ..	1	3	15	12	0	25	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1330
Bapt	2	0	31	17	40	45	2	4	....	....	....	....	....	....	....	....	....	....	....	1,000	....	1331
Nonsect ..	1	1	18	17	19	32	7	11	3	0	....	....	....	....	....	....	....	....	....	....	....	1332
Meth	1	1	28	14	6	2	30	12	....	....	....	....	....	....	....	....	....	4	....	1,600	2,000	1333
Bapt	1	1	17	11	10	6	3	2	0	0	....	....	....	....	....	....	....	....	....	80	700	1334
Nonsect ..	1	0	15	8	55	42	15	8	0	0	0	0	0	0	3	....	....	....	....	1,000	....	1335
Nonsect ..	1	2	5	2	44	50	0	0	0	0	0	0	0	0	4	....	....	....	....	7,000	....	1336
P. E	1	1	10	10	30	15	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1337
R. C	0	2	0	24	0	11	0	4	....	....	0	4	....	....	....	....	....	....	....	200	6,000	1338
Friends ..	0	2	10	10	15	32	....	....	....	....	....	....	....	....	....	....	....	....	....	57	1,000	1339
Meth	0	1	18	12	30	30	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4,000	1340
Nonsect ..	1	1	28	36	28	15	8	4	....	....	3	4	3	1	4	....	....	....	....	500	....	1341

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

State and post-office.	Name.	Principal.
1	2	3
NORTH CAROLINA—cont'd.		
1342 Bethel Hill	Bethel Hill Institute *	Rev. J. A. Beam
1343 Boomer	Boomer High School	W. S. Surratt
1344 Boonville	Yadkin Valley Institute	Robert B. Horn
1345 Burlington	Burlington Academy *	Thos. C. Hoyle
1346 Caldwell Institute	Caldwell Institute *	J. H. McCracken
1347 Cedar Grove	Cedar Grove Academy	B. T. H. Hodge
1348 Cedar Rock	Cedar Rock Academy	Spencer Chaplin, jr.
1349 Cisco	Elm Grove School	J. E. Coffield
1350 Clyde	Clyde High School	R. A. Sentell and J. G. McLaughlin.
1351 Como	Buckhorn Academy	Julien Henri Picot
1352 Concord	Scotia Seminary	D. J. Satterfield, D. D.
1353 Conover	Concordia College	W. H. T. Dau
1354 Cora	Amherst Academy	R. L. Moore
1355 Culler	Pinnacle High School	S. F. Boyles
1356 Curtis	Friendship High School	Montgomery and Murray ..
1357 Dalton	Dalton Institute	W. A. Flynt
1358 Eagletown	Aurora Academy	Lola S. Stanley
1359 Elizabeth City	Atlantic Collegiate Institute ..	S. L. Sheep
1360 Enochville	Enochville Academy	E. H. Miller
1361 Fairview	Fairview Collegiate Institute ..	David L. Ellis
1362 Faith	Crescent Academy and Business Institute.	J. M. L. Lyerly
1363 Farmer	Farmer Institute *	W. H. Boone
1364 Farmington	Male and Female Academy *	Leon Cash
1365 Finch	Stanhope Academy *	S. F. Boyles
1366 Franklinton	Franklinton Christian College ..	N. Del McReynolds
1367 ..do	Franklinton Classical Institute *	R. Bruce White
1368 Gastonia	Gaston Academy	J. McD. Douglas
1369 Goldston	Goldston Academy *	G. W. Jones, reporting officer.
1370 Graham	Graham Institute	W. P. White
1371 Greensboro	Bennett College	J. D. Chavis, president ..
1372 Henderson	Gilmer School	John A. Gilmer
1373 Hibriten	Hibriten Mountain Academy *	E. B. Phillips
1374 Hillsboro	Hillsboro Male Academy	Richard G. Allsbrook
1375 ..do	Hillsboro Private School	Mrs. Bragg, Miss Heartt ..
1376 Holly Springs	Holly Springs Academy	C. F. Siler
1377 Hookerton	Collegiate Institute	W. H. Austin
1378 Huntersville	Huntersville High School	Hugh A. Grey
1379 Jonesboro	Jonesboro High School *	J. H. Sledd
1380 Kernersville	Kernersville Academy	W. B. Scarborough
1381 Kings Mountain	Lincoln Academy	Miss Lillian S. Cathcart ..
1382 Kinston	Lewis School	Richard H. Lewis
1383 ..do	Patrick's (Misses) Boarding and Day School *	Misses Virginia and Henry Patrick.
1384 Lenoir	Davenport College *	John D. Minick, A. M.
1385 Lexington	Lexington Seminary	G. E. Petty
1386 Lumber Bridge	High School *	J. A. McArthur, jr.
1387 Lumberton	Robeson Institute *	John Duckett
1388 Marshallberg	Graham Seminary	Rev. J. A. Sisk, B. S.
1389 Marshville	Marshville Academy	Plummer Stewart
1390 Mebane	Presbyterian High School of North Carolina.	J. M. Oldham
1391 Mizpah	Mountain View Institute	M. T. Chilton
1392 Mocksville	Sunnyside Seminary *	Misses Mattie Eaton and Laura Clement.
1393 Mooresville	Mooresville Academy	Chas. L. Grey
1394 Moravian Falls	Moravian Falls Military Academy	Frank B. Hendren, B. L.
1395 Morganton	Boys' High School	Bruce R. Payne
1396 ..do	Patton School	R. L. Patton
1397 Morven	Morven Academy	J. H. Baldwin

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Second-ary in-struct-ors.		Students.												Length of course in years.		Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.					
			Second-ary stu-dents.		Elemen-tary stu-dents.		Preparing for college.				Grad-uates in 1897.		College preparatory stu-dents in the class that gradu-ated in 1897.											
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.										
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22						
Miss.Bapt	3	3	53	30	16	12					0	0	0	0	4			\$8,000	1342					
Nonsect	3	0	35	20	30	40											100	800	1343					
Nonsect	3	2	63	20	55	48	18	4	2	0					4		300	1,000	1344					
Meth	1	1	17	29	16	24	15	25							4			5,000	1345					
Nonsect	1	2	15	20	30	45	5	5	2	3								3,000	1346					
Nonsect	1	0	15	17	0	0	1	0										1,000	1347					
Nonsect	2	2	38	4	15	10	5	2							3				1348					
Bapt	0	1	10	12	1	1												250	1349					
Nonsect	3	0	45	60	35	30	20	10	2	1	0	0			3			2,500	1350					
Nonsect	1	0	10	0	20	0	10	0	2	0							1,500	600	1351					
Presb	1	5	0	13	0	254					0	5			3			1,090	65,000	1352				
Luth	3	0	21	9	7	5	14	1			3	0			6			1,300	2,000	1353				
Bapt	1	0	10	4	41	28	3	1	0	1	2	3	2	2	2				175	800	1354			
Nonsect	1	0	14	11	19	20	4	4	2	0	0	0	0	0	4			50	2,000	1355				
M. E.	2	0	18	10	20	41												200	1,000	1356				
Nonsect	1	1	10	15	30	20	3	2											1,200	1357				
Friends	1	0	13	5	15	25													1,206	1358				
Friends	3	3	50	60	55	53	15	15	8	0	4	1	4	0				100	5,000	1359				
Luth	1	1	22	28	28	32	1	1				1	1	1	4					1360				
Nonsect	1	1	30	36	10	9	5	3	1	0	0	0	0	0	5			300	5,000	1361				
Nonsect	3	0	19	8	14	25	12	4			4	1	1	0	4			600	1,500	1362				
Nonsect	3	1	33	31	18	9	0	0							3			200	3,500	1363				
Nonsect	1	0	13	6	41	33	8	2	7	2	0	0	0	0				200	1,500	1364				
Nonsect	1	1	11	6	51	64	4	5	1	0					2				3,000	1365				
Nonsect	2	2	30	25	55	60					3	2	2	2	3			1,500	6,000	1366				
Nonsect	0	2	15	18	39	28	3	7			1	0	1	0				148	1,700	1367				
Presb	2	1	28	20	20	18	19	11	0	0	0	3								1368				
Nonsect	0	1	10	10	15	25									4			0	500	1369				
Nonsect	1	0	4	9	26	27	6	3	0	2	0	0	0	0	3			30	1,500	1370				
M. E.	6	0	23	17	79	107	30	10			8	4			0				50,000	1371				
Nonsect	1	1	35	33	10	8	15	15							4				1,000	1372				
Nonsect	1	1	20	22	26	12	4	8	0	0	4	3	2	4	2				1,000	1373				
Nonsect	1	0	15	0	0	5	0				2	0	2	0	4			300		1374				
Nonsect	0	1	2	7	8	13														1375				
Nonsect	0	1	24	20	16	12	4	3	2	0					2				1,000	1376				
Nonsect	1	1	15	20	12	13					1	1						500	500	1377				
Presb	3	0	15	18	43	44	7	13	1	1	3	3	3	3	3			300	5,000	1378				
Meth	1	1	20	17	30	28					3	3							1,500	1379				
M. E. So	0	1	4	10	4	10	2	6											600	1380				
Cong	0	4	4	15	77	125					0	2			4			850	3,500	1381				
Nonsect	1	3	11	13	33	18	4	2							4			200	900	1382				
Nonsect	0	3	2	12	20	22					0	0								1383				
M. E. So	1	2	15	18	31	32	7	0	2	0	0	0	0	0	4			325	20,000	1384				
Nonsect	0	1	10	19	70	51	0	0	0	0	0	0	0	0				20	2,200	1385				
Nonsect	1	1	10	23	24	21	6	10	1	0	0	0	0	0	4					1386				
Bapt	1	1	42	17	59	54	4	1			5	3			2			100	5,000	1387				
M. E.	0	1	5	8	35	35												75	2,500	1388				
Nonsect	1	1	24	25	101	45									3				2,500	1389				
Presb	2	0	47	0	0	11	0				7	0	7	0	4					1390				
Nonsect	1	0	6	6	39	19													1,600	1391				
Nonsect	0	2	10	18	11	36	3	12	1	5								250		1392				
Presb	1	2	25	35	15	25	5	8											1,000	1393				
Nonsect	2	0	10	2	50	48	3	2			2	2	2	2	3			300	1,000	1394				
Nonsect	2	0	55	0	15	0	15	0	5	0	3	0	3	0				300		1395				
Nonsect	1	1	34	30	6	0														1396				
M. E. So	1	2	28	16	0	0	14	8										100	900	1397				

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

State and post-office.	Name.	Principal.
1	2	3
NORTH CAROLINA—cont'd.		
1398 Mount Olive	Mount Olive High School	David Flowers Nicholson, A. B.
1399 Mount Pleasant	Mount Amoena Female Seminary	Henderson N. Miller, Ph. D.
1400 Mulberry	Sulphur Springs Institute	Oscar C. Dancy
1401 Newport	Newport Seminary	G. W. Mewborn
1402 North Wilkesboro	Wilborn School	John W. Wilborn
1403 Norwood	Norwood High School *	L. B. Edwards
1404 Oakdale	Oakdale Academy *	Geo. H. Ross, B. A.
1405 Oak Ridge	Oak Ridge Institute	J. A. and M. H. Holt
1406 Ora	Salem High School	A. F. Howard
1407 Oxford	Horner Military School	J. C. and J. M. Horner
1408 Palmerville	Yadkins Mineral Springs Acad- emy.	E. F. Eddins, A. B.
1409 Pee Dee	Barretto Collegiate and Industrial Institute.	A. M. Barrette
1410 Pendleton	Pendleton High School *	J. G. Joyner
1411 Penelope	Penelope Academy	Rev. C. M. Murchison
1412 Poes	Buie's Creek Academy *	Rev. J. A. Campbell
1413 Polkton	Polkton High School	W. F. Humbert
1414 Pollocksville	Male and Female Academy (Jones County).	Alex. H. White
1415 Raleigh	Peace Institute	James Dinwiddie, M. A.
1416 ..do	Raleigh Male Academy	Hugh Morson and C. B. Den- son.
1417 ..do	St. Augustine's School *	Rev. A. B. Hunter, A. B.
1418 ..do	St. Mary's School	B. Smedes, A. M.
1419 Ramseur	Ramseur High School	D. M. Weatherly
1420 Red Springs	Red Springs High School	Duncan R. Melver
1421 Reidsville	Reidsville Female Seminary	Miss Annie L. Hughes
1422 Richlands	High School *	G. V. Tilley
1423 Rich Square	Aurora Academy *	Miss Annie Parker
1424 Ridgeway	High School	John Graham
1425 Rockingham	Rockingham Academy *	J. D. Rast
1426 Rocky Mount	University School	William Holmes Davis, A. B.
1427 Ronda	Ronda Academy *	O. J. Peterson
1428 Rowland	Plainview High School *	Jesse R. McLean
1429 Roxboro	Roxboro Institute *	W. L. Foushee
1430 Rural Hall	Rural Hall Academy	S. G. Sutton and E. A. Thomas.
1431 Rutherfordton	Rutherford Military Institute *	W. T. R. Bell
1432 Salem	Salem Boys' School	J. F. Brower
1433 Saluda	Saluda Seminary	Miss Mary C. Phelps
1434 Scotland Neck	Vine Hill Male Academy	Prince & Wilson
1435 Shawboro	Shawboro High School	Miss Catherine S. Albertson
1436 Siler City	Thompson School	J. A. W. Thompson
1437 Snow Hill	Snow Hill Academy *	Rev. Chas. W. Ray, reporting officer.
1438 Sonoma	Bethel Academy	W. H. Phillips
1439 Southport	Southport Collegiate Institute *	T. E. L. Lipsic
1440 South River	South River Academy	Miss Annie L. Phillips
1441 Statesville	Statesville Male Academy	Vernon J. Hill
1442 Summerfield	Summerfield Academy and Busi- ness Institute.	Prof. Charles C. Teague
1443 Sunshine	Sunshine Academy	D. M. Stallings, A. B.
1444 Sutherlands	Sutherlands Seminary	W. H. Jones, B. L.
1445 Table Rock	Table Rock Academy *	Wm. Brokaw
1446 Taylorsville	Taylorsville Collegiate Institute	Rev. J. A. White
1447 Trinity	Trinity High School	Rev. Thos. A. Smoot
1448 Union Ridge	Union Ridge Academy	Rev. Thos. W. Strowd
1449 Walnut Cove	Walnut Cove Institute	Isham Royal
1450 Warsaw	Warsaw Institute	C. G. Wells
1451 Whittier	Whittier High School	Morrison E. Meriam
1452 Why Not	Why Not Academy	J. P. Boroughs

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NORTH CAROLINA—cont'd.		
1453	Wilmington	Alderman's (Miss) Select School	Miss Mary L. Alderman
1454	do	Cape Fear Academy	Rev. Daniel Morrelle
1455	do	English and Classical School*	Washington Catlett
1456	do	School for Young Ladies	Miss Anna J. Hart
1457	Windsor	Rankin-Richards Institute	Rhoden Mitchell
1458	Winton	Waters Normal Institute	Rev. C. S. Brown
1459	Yadkinville	Yadkinville Normal School	Zeno H. Dixon
	NORTH DAKOTA.		
1460	Devils Lake	Aaberg Academy*	O. H. Aaberg
1461	Grand Forks	St. Bernard's College	Mother Stanislaus Rafter
1462	Portland	Brufat Academy	Rev. J. Tingelstad
	OHIO.		
1463	Austintburg	Grand River Institute	R. G. McClelland, A. M.
1464	Barnesville	Friends' Boarding School	Wm. L. Ashton
1465	Cedar Point	St. Gregory Preparatory Seminary	Rev. Henry Brinkmeyer
1466	Cincinnati (Clifton)	Academy of the Sacred Heart	Madame M. Garvey
1467	Cincinnati (Liddesdale place)	Armstrong's (Miss) School for Girls	Miss Sarah J. Armstrong
1468	Cincinnati (Oak st., near Reading Road)	Butler's (Miss) School for Girls	Miss Sarah Butler
1469	Cincinnati (519 Main st.)	Cincinnati Collegiate School	Rev. J. Babin, A. B.
1470	Cincinnati	Clifton School	Miss E. A. Ely, A. M.
1471	Cincinnati (16 Morris st.)	Eden Park School for Girls	Madame Fredin
1472	Cincinnati (656 Gilbert ave.)	Educational Institute	Dr. Alois Schmidt
1473	Cincinnati (Walnut Hills)	Franklin School	Joseph E. White, G. L. Sykes ..
1474	Cincinnati (2643 Bellevue ave.)	Lupton's (Miss) School for Girls	Miss Katharine M. Lupton ..
1475	Cincinnati (A vondale, Lenox place)	Mount Auburn Institute	Mrs. H. Thane Miller
1476	Cincinnati	Notre Dame Convent and Academy	Sister Catherine Aloysius, superioress
1477	Cincinnati (College Hill station)	Ohio Military Institute*	Dudley Emerson
1478	Cincinnati (1615 Vine st.)	St. Francis Seraphicus College	Rev. Bernard Nurre
1479	Cincinnati (East 6th st.)	St. Mary's Educational Institute	Sister Mary Borgia
1480	Cleveland (768-770 Euclid ave.)	Hathaway-Brown School	Miss Mary E. Spencer
1481	Cleveland (1020 Prospect ave.)	Mittleberger's (Miss) English and Classical School	Miss Augusta Mittleberger ..
1482	Cleveland	University School	Newton M. Anderson
1483	Cleveland (Willson st., cor. Scoville)	Ursuline Academy	Mother Superior
1484	Columbus (441 East Town st.)	The Columbus Latin School	Frank T. Cole, A. B., LL. B.
1485	Columbus (151 East Broad st.)	English and Classical School	Miss Lucretia M. Phelps
1486	Columbus	St. Joseph's Academy	Sister Mary Victorine
1487	Columbus (cor. Long and High sts.)	Thompson's Preparatory School	J. T. Thompson
1488	Crawfús College	Crawfús College	J. E. Fairchild, A. B.
1489	Damascus	Damascus Academy	Walter E. Day
1490	Dayton (17 Third st., east)	English Training School for Boys and Girls	A. B. Shauck
1491	Dayton (cor Ludlow and Franklin sts.)	Notre Dame Academy	Sisters of Notre Dame
1492	Dayton	St. Mary's Institute	Charles Eichner
1493	Fostoria	Fostoria Academy	R. L. DeRau, B. S.

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.				
	Secondary instructors.		Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.											
							Classical course.		Scientific course.															
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22						
Nonsect ..	0	2	11	32	14	18	3	8											100	1453				
P. E.	22	0	26	0	1	0	20	0			2	0							2,000	\$5,000				
Nonsect ..	2	0	50	1	16	1	5	0	10	1									125	1455				
Nonsect ..	0	2	1	16	6	15														1456				
Nonsect ..	1	1	6	12	34	68													650	5,500				
Bapt.	12	2	56	74	32	54					3	2	3	2	3				150	11,860				
Nonsect ..	3	2	20	15	48	38	0	0	20	15	1	2	1	2	3				300	2,500				
Luth.	12	0	12	4	48	15													40	2,500				
R. C.	0	8	4	40	16	40													500	1460				
Luth.	4	1	12	6	83	126	12	0	0	0	6	2	7	0	3				200	18,000				
Nonsect ..	4	2	50	47	0	0	2	0	5	0	6	6	1	2	3				2,000	30,000				
Friends ..	1	1	18	23	22	13					1	0							1,500	50,000				
R. C.	8	0	89	0	0	0					7	0			6				2,000	100,000				
R. C.	0	4	0	30	6	20					0	4							1,000					
Nonsect ..	0	4	0	57	0	43	0	20			0	4	0	4						1467				
Nonsect ..	1	2	0	10	3	20	0	4	0	0	0	0	0	0	4				500	1468				
Epis.	3	1	15	0	0	0														1469				
Nonsect ..	0	8	0	28	0	12	0	3	0	2	0	2	0	2	4				1,000	1470				
Nonsect ..	0	5	0	30	0	0	0	3			0	0							1,000	25,000				
Nonsect ..	3	3	13	1	2	4	10	0	2	1	6	1	2	1					1,000	50				
Nonsect ..	6	0	60	0	30	0	30	0	20	0	20	0	20	0	4				500	1472				
Nonsect ..	0	1	3	12	1	4			2	5	0	2	0	2	4				2,000	5,000				
Nonsect ..	1	12	0	46	0	12														1475				
R. C.	0	4	0	45	0	130					0	6			4					1476				
Nonsect ..	6	0	28	0	6	0	2	0	12	0					4	28			2,000	100,000				
R. C.	8	0	92	0	26	0	0	0	0	0	10	0	0	0	5				1,220	1478				
R. C.	0	4	0	90	0	100					0	5			4					1479				
Nonsect ..	0	9	0	75	10	35					0	10	0	3	4				1,400	2,000				
Nonsect ..	2	13	0	93	18	72	0	0	0	0	0	12	0	9	4				2,380	1481				
Nonsect ..	17	0	110	0	70	0					23	0	23	0	4				1,200	220,000				
R. C.	0	4	0	40	30	180	0	30			0	4			4				10,000	1483				
Nonsect ..	2	2	19	0	3	3	8	0	10	0	10	0	10	0	4				1,000	1484				
Epis.	4	10	0	78	12	88	0	6			0	10	0	3	4				1,000	4,000				
R. C.	0	10	0	30	30	120					0	3			4				3,000	1485				
Nonsect ..	2	0	27	17	16	13			4	2										100				
Nonsect ..	1	1	30	28	15	12	2	1							4				50	35,000				
Friends ..	1	2	29	24	32	0					1	4			4				600	4,000				
Nonsect ..	1	1	13	15	6	48	1	0	2	1										1490				
R. C.	0	2	0	18	0	94	0	0	0	0	0	2	0	0	4				400	1491				
R. C.	5	0	120	0	120	0	16	0	0	0	4	0	4	0	5					1492				
Nonsect ..	2	1	35	37	0	29	6	2	3	6	13	19	3	5	4				1,400	20,000				

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
OHIO—continued.		
1494 Gambier	Harcourt Place Seminary	Mrs. H. N. Hills
1495 Germantown	Miami Military Institute of Twin Valley College.	Orron Graff Brown, president.
1496 Green Spring	Green Spring Academy	Harry W. Robinson.
1497 Hillsboro	Hillsboro College	Geo. P. Clarke, A. M.
1498 Hudson	Western Reserve Academy	Frederick W. Ashley, A. M.
1499 Marion	St. Mary's School *	Rev. James A. Burns.
1500 Middlepoint	Western Ohio Normal School	T. A. Davies.
1501 Mount Vernon	Mount Vernon Academy *	Wm. T. Bland.
1502 New Hagerstown	New Hagerstown Academy *	J. Howard Brown.
1503 Painesville	School for Girls	Mrs. Samuel Mathews.
1504 Pleasantville	Fairfield Union Academy	C. C. Webb.
1505 Poland	Poland Union Seminary	Walter Houston.
1506 Reading	Mount Notre Dame Academy	Sister Agnes Aloysis, superior.
1507 Rogers	Mount Hopo College	John Brady Bowman.
1508 St. Martin	Ursuline Academy	Sister M. Gabriel.
1509 Savannah	Savannah Academy	M. D. Oswalt and G. M. Johnston.
1510 South New Lyme	New Lyme Institute	J. Tuckerman, A. M., Ph. D.
1511 South Salem	Salem Academy	Clair W. Fretz.
1512 Springfield (130 East High st.)	Springfield Seminary	Elizabeth H. Talcott.
1513 Steubenville	Steubenville Female Seminary	Miss M. J. Stewart.
1514 Tiffin	Ursuline College	Mother Lignoir.
1515 Toledo	Smead Seminary *	Misses Smead.
1516 ..do	Ursuline Convent of the Sacred Heart.	Sister M. Aloysius, superior.
1517 Urbana	Urbana University	Rev. John Whitehead, president.
1518 West Farmington	Western Reserve Seminary	Rev. T. H. Armstrong, Ph. D.
1519 Woodville	The Teachers' Seminary	Theo. Mees, president.
1520 Zanesville	Putnam Seminary	Mrs. Helen Buckingham Colt.
OKLAHOMA.		
1521 Guthrie	St. Joseph's Academy	Sister Mary Paula.
1522 Kingfisher	Kingfisher College	J. T. House.
1523 Langston	Holy Family School	Rt. Rev. Theo. Meeschaert.
OREGON.		
1524 Albany	Academy of Our Lady of Perpetual Help.	Sister M. Placida.
1525 ..do	Albany College	Wallace Howe Lee, A. M.
1526 Baker City	St. Francis Academy	Sister Mary Cupertino.
1527 Coquille	Coquille City Academy	Marvin O. Hawkins.
1528 Cove	Taylor Normal College	O. M. Gardner.
1529 Dallas	La Creole Academic Institute	A. M. Sanders.
1530 Lebanon	Santiam Academy	S. A. Randle.
1531 Mount Angel	Mount Angel Academy	Mother M. Bernardine, O. S. B.
1532 ..do	Mount Angel College (St. Joseph's)	Rev. P. F. Placidus, O. S. B.
1533 Pendleton	St. Joseph's Academy	Sister M. Stanislaus.
1534 Portland	Bishop Scott Academy	J. W. Hill, M. D.
1535 Portland (405 Clay st.)	Portland Academy	S. R. Johnston and J. R. Wilson.
1536 Portland	St. Helen's Hall	Mary B. Rodney.
1537 ..do	St. Mary's College	Sister M. John Baptist.
1538 Portland (345 14th st.)	St. Mary's Convent	Brother Lucius.
1539 Salem	Sacred Heart Academy	Sister M. Celestine.
1540 The Dalles	St. Mary's Academy	Sister Mary Matthew.
1541 Tillamook	Tillamook Academy	Joseph Schell.

* Statistics of 1895-96

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Students.																				
	Secondary instructors.		Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.			
							Classical course.		Scientific course.												
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
Epis.....	0	8	0	43	4	6	0	3	0	4	0	5	0	3	4	.....	.....	\$100,000	1494	
Nonsect..	2	0	17	0	.....	.....	0	3	0	4	1	0	0	3	.....	17	1,400	36,000	1495	
Presb.....	5	3	23	40	2	0	.....	.....	.....	.....	3	3	3	3	3	.....	200	40,000	1496	
M. E.....	0	5	25	23	0	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50,000	1497	
Nonsect..	4	1	55	33	11	7	9	2	10	2	13	2	10	2	4	.....	900	40,000	1498	
R. C.....	0	1	5	10	99	88	.....	.....	.....	.....	1	1	.....	.....	4	.....	.....	.....	1499	
Presb.....	3	1	41	27	0	0	1	0	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	1500	
7 D. Ad..	4	2	33	36	24	35	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	500	18,000	1501	
Nonsect..	1	0	16	1	0	1	3	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1502	
Nonsect..	0	2	0	10	0	9	0	10	.....	.....	.....	.....	.....	.....	.....	.....	1,350	12,000	1503	
Nonsect..	3	0	25	10	30	20	3	1	20	5	3	2	2	1	3	.....	200	5,000	1504	
Presb.....	3	2	30	29	0	0	.....	.....	.....	.....	3	1	.....	.....	3	.....	500	10,000	1505	
R. C.....	0	4	0	30	0	65	.....	.....	.....	.....	0	5	.....	.....	4	.....	3,000	.....	1506	
Nonsect..	4	3	70	40	10	30	3	0	6	2	10	5	.....	.....	3	.....	500	12,000	1507	
R. C.....	0	7	0	35	0	70	.....	.....	.....	.....	0	5	.....	.....	4	.....	3,000	150,000	1508	
Nonsect..	1	0	28	27	17	24	6	0	4	4	5	3	5	1	4	.....	200	5,000	1509	
Nonsect..	5	2	60	75	34	28	9	6	1	0	21	15	9	6	3	.....	500	25,000	1510	
Presb.....	2	1	30	22	0	0	2	1	.....	.....	5	2	2	1	.....	.....	1,000	5,000	1511	
Nonsect..	0	4	0	10	4	26	0	0	0	1	0	0	0	0	4	.....	.....	30,000	1512	
Presb.....	0	2	0	23	0	7	0	.....	.....	.....	0	2	.....	.....	.....	.....	.....	26,000	1513	
R. C.....	1	5	0	30	0	170	0	40	.....	.....	0	9	.....	.....	.....	.....	2,000	6,000	1514	
Nonsect..	0	4	0	30	5	40	0	0	0	0	0	1	0	1	4	.....	600	30,000	1515	
R. C.....	0	4	0	50	0	350	.....	.....	.....	.....	0	7	.....	.....	4	.....	.....	.....	1516	
New Ch. .	3	3	13	25	20	25	0	0	10	0	1	2	1	2	3	.....	8,000	60,000	1517	
M. E.....	3	1	31	27	4	2	2	2	.....	.....	1	0	1	0	.....	.....	800	10,000	1518	
Luth.....	3	0	28	0	17	0	0	0	0	0	5	0	0	0	3	.....	1,500	25,000	1519	
Nonsect..	0	3	0	20	0	32	0	3	.....	.....	0	9	0	2	.....	.....	5,000	.....	1520	
R. C.....	0	4	0	19	0	23	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	18,500	1521	
Cong.....	3	3	27	25	4	7	.....	.....	.....	.....	2	4	2	4	3	.....	.....	.....	1522	
R. C.....	0	2	17	20	30	55	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1523	
R. C.....	0	1	3	15	15	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,000	1524	
Presb.....	6	2	52	31	12	7	.....	.....	.....	.....	8	4	.....	.....	20	.....	300	40,000	1525	
R. C.....	0	4	0	15	30	65	.....	.....	.....	.....	0	1	.....	.....	3	.....	600	25,000	1526	
Nonsect..	2	1	3	19	60	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	630	7,000	1527	
Nonsect..	2	0	9	11	26	18	4	3	7	2	.....	.....	.....	.....	3	.....	51	2,400	1528	
Nonsect..	2	2	16	21	0	0	.....	.....	2	3	1	3	1	1	3	.....	140	6,000	1529	
M. E.....	1	1	13	11	3	38	1	3	4	1	5	5	.....	.....	3	.....	400	10,000	1530	
R. C.....	0	1	0	9	65	67	.....	.....	.....	.....	0	2	.....	.....	4	.....	2,310	33,000	1531	
R. C.....	6	0	40	0	35	0	26	0	.....	.....	6	0	.....	.....	5	.....	6,000	25,000	1532	
R. C.....	0	4	1	26	26	50	.....	.....	.....	.....	0	1	0	1	4	.....	320	30,000	1533	
P. E.....	7	0	44	0	24	0	10	0	20	0	6	0	5	0	5	.....	1,200	150,000	1534	
Nonsect..	7	3	56	54	60	33	29	9	3	3	8	5	7	0	5	.....	600	60,000	1535	
P. E.....	1	10	0	64	2	52	0	4	.....	.....	0	6	.....	.....	.....	.....	480	.....	1536	
R. C.....	0	3	0	40	0	260	0	2	0	38	0	5	0	5	4	.....	2,000	.....	1537	
R. C.....	2	0	60	0	115	0	10	0	8	0	12	0	10	0	2	40	600	40,000	1538		
R. C.....	0	4	0	30	24	40	.....	.....	.....	.....	0	0	0	0	.....	.....	450	50,000	1539	
R. C.....	0	2	0	10	50	120	.....	.....	.....	.....	0	1	.....	.....	.....	.....	600	.....	1540	
R. C.....	1	1	3	7	12	15	4	7	.....	.....	2	4	.....	.....	.....	.....	500	1,100	1541	

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
PENNSYLVANIA.		
1542 Academia.....	Tuscarora Academy.....	Theo. D. Culp.....
1543 Allegheny (214 North ave.).....	Park Institute.....	Levi Ludden, Ph. D.....
1544 Ambler.....	Sunnyside School.....	Miss S. A. Knight.....
1545 Armagh.....	Armagh Academy*.....	C. A. Campbell.....
1546 Barkeyville.....	Barkeyville Academy.....	W. C. Myers.....
1547 Beaver.....	Beaver College and Musical Institute.....	Rev. N. H. Holmes, D. D.....
1548 Beatty.....	St. Xavier's Academy.....	Sister Inez.....
1549 Bedford.....	Bedford Classical School.....	C. V. Smith, A. M.....
1550 Bethlehem.....	Moravian Parochial School.....	Albert G. Rau, B. S.....
1551 Birmingham.....	Mountain Seminary.....	Miss N. J. Davis.....
1552 Broadheads ville.....	Fairview Academy.....	E. T. Kunkle, A. M.....
1553 Bryn Mawr.....	Baldwin's (Miss) School Preparatory to Bryn Mawr College.....	Miss Florence B. Baldwin.....
1554 Buckingham.....	Hughesian Free School.....	Cynthia Doane.....
1555 Bustleton.....	St. Luke's Boarding School for Boys.....	Charles H. Strout.....
1556 Canonsburg.....	Jefferson Academy.....	R. H. Meloy, A. M.....
1557 Chambersburg.....	Chambersburg Academy.....	M. R. Alexander, A. M.....
1558 Chester.....	Chester Academy.....	George Gilbert, M. D.....
1559 Columbia.....	St. Peter's Convent.....	Sister M. Flavia.....
1560 Damascus.....	Union Academy and Commercial Institute.*.....	Harry Eugene Coombs, A. M.....
1561 Darlington.....	Greensburg Academy.....	C. A. Simonton, M. S. D.....
1562 Dayton.....	Dayton Union Academy.....	H. U. Davis, A. B.....
1563 Dry Run.....	Dry Run Institute.....	A. A. Killian, A. B.....
1564 Easton.....	Easton Academy.....	Samuel R. Park, A. M.....
1565 ..do.....	Lerch's School.....	Charles H. Lerch.....
1566 Eau Claire.....	Eau Claire Academy*.....	G. W. Robertson.....
1567 Elders Ridge.....	Elder's Ridge Academy.....	Rev. N. B. Kelly, A. M.....
1568 Erie.....	St. Benedict's Academy.....	Sister M. Boniface.....
1569 Factoryville.....	Keystone Academy.....	Rev. Elkanah Hulley, A. M.....
1570 Fredericksburg.....	Schuylkill Seminary.....	Rev. W. H. Kindt, A. M.....
1571 Fredonia.....	Fredonia Institute.....	S. H. Miller, A. M.....
1572 Freeburg.....	Freeburg Academy.....	Geo. W. Walborn, M. E.....
1573 Germantown (Caulker st.).....	Friends' School.....	Davis H. Forsyth.....
1574 Germantown.....	Germantown Academy.....	William Kershaw, Ph. D.....
1575 ..do.....	The Stevens School.....	Mrs. J. Frederic Dripps.....
1576 Glenville.....	Glenville Academy.....	E. M. Stahl.....
1577 Greensburg.....	Greensburg Academy.....	J. C. Hock, A. M., Ph. D.....
1578 ..do.....	St. Joseph's Academy for Young Ladies.....	Mother Mary Josephine.....
1579 Harrisburg.....	Harrisburg Academy.....	Jacob F. Seiler.....
1580 ..do.....	Tomkinson's (Miss) School.....	Miss Martha M. Tomkinson.....
1581 Hazleton.....	Hazleton Seminary.....	Mrs. Sophia C. Jack.....
1582 Hawthorn.....	West Millville Academy.....	Robert M. Ofutt, A. B.....
1583 Hickory.....	Hickory Academy.....	H. B. McElree.....
1584 Hollidaysburg.....	Young Ladies' Seminary.....	Mrs. R. S. Hitchcock.....
1585 Huntingdon.....	Juniata College.....	I. Harvey Brumbaugh, acting president.....
1586 Jamestown.....	Jamestown Seminary.....	Rev. Jos. L. Hunter.....
1587 Jenkintown.....	Abington Friends' School.....	Louis B. Ambler.....
1588 Kennett Square.....	Martin Academy.....	Edgar Stinson, M. Sc.....
1589 Kittanning.....	Kittanning Academy.....	Rev. Robert Barner.....
1590 Lancaster.....	School for Girls.....	Mrs. Emma Jerome Blackwood.....
1591 ..do.....	The Yeates Institute.....	M. R. Hooper, M. A.....
1592 Ligonier.....	Ligonier Classical Institute.....	Rev. E. H. Dickinson.....
1593 Littlestown.....	Edge Hill Academy.....	Rev. Walter E. Krebs, A. M.....
1594 London Grove.....	Friends' School*.....	Jaue B. Rushmore.....
1595 Lorretto.....	Mount Aloysius Academy*.....	Sisters of Mercy.....

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary instructors.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
		Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.				College preparatory students in the class that graduated in 1897.										
						Classical course.		Scientific course.																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		
Nonsect ..	1	1	19	14	6	3	2	0	0	15	1	42	0	15	1	15	1	3	...	72	\$2,500	1542		
Nonsect ..	6	2	181	36	0	0	15	1	0	42	0	0	0	15	1	15	1	3	...	1,000	1543			
Nonsect ..	0	4	5	15	18	15	1	0	0	0	0	0	0	0	1	0	0	4	...	200	1544			
Nonsect ..	1	0	30	40	25	17	2	0	0	0	0	0	0	3	1	3	1	24	...	5,000	1545			
Nonsect ..	2	2	19	23	31	17	10	0	0	0	0	0	0	6	1	5	1	4	...	400	1,200	1546		
M. E.	2	4	5	38	0	8	0	0	0	0	0	0	0	0	7	0	0	0	...	1,000	80,000	1547		
R. C.	0	10	0	80	0	0	0	0	9	0	4	0	0	0	5	0	0	4	...	1,000	1548			
Nonsect ..	1	1	28	4	0	0	0	0	9	0	4	0	0	3	0	3	0	0	...	1549				
Morav ..	4	2	58	50	60	60	1	2	17	8	0	0	0	13	7	7	5	5	...	5,000	55,000	1550		
Presb ..	0	4	0	20	0	20	0	15	0	0	0	0	0	0	3	0	3	0	...	2,000	1551			
Nonsect ..	3	1	29	19	29	32	0	0	30	0	0	0	0	0	0	0	0	0	...	1552				
Nonsect ..	0	18	0	150	0	30	0	30	0	0	0	0	0	0	0	0	0	0	...	1553				
Friends ..	0	1	29	30	37	34	0	0	1	5	0	0	0	10	0	0	0	0	...	4,000	1554			
P. E.	4	0	25	0	15	0	5	0	6	0	4	0	0	4	1	3	0	0	...	600	40,000	1555		
Nonsect ..	3	1	35	25	5	5	8	0	6	3	8	3	6	0	3	6	0	3	...	2,500	35,000	1556		
Nonsect ..	3	0	48	0	0	0	18	0	10	0	7	0	7	0	7	0	0	0	...	20,000	1557			
Nonsect ..	2	2	22	18	1	2	2	0	0	0	2	1	1	0	4	1	0	4	...	500	15,000	1558		
R. C.	0	3	0	40	64	20	0	0	1	0	0	0	0	0	0	0	0	3	...	485	1859			
Nonsect ..	1	1	12	20	12	16	2	0	1	0	0	2	0	0	2	0	0	3	...	500	250	1860		
Nonsect ..	1	1	36	23	6	5	2	1	2	2	0	0	0	0	0	0	0	3	...	60	3,000	1561		
Nonsect ..	1	1	20	40	0	0	4	4	3	0	0	0	0	5	2	0	0	4	...	500	1562			
Nonsect ..	2	0	24	10	9	6	2	3	1	0	0	0	0	5	2	0	0	4	...	3,000	1563			
Nonsect ..	3	3	47	20	7	11	20	0	10	0	16	2	15	0	3	15	0	3	...	300	11,800	1564		
Nonsect ..	1	2	50	6	20	2	15	0	9	0	12	0	12	0	0	12	0	0	...	150	1565			
Nonsect ..	1	0	50	25	0	0	10	5	5	5	0	1	0	1	0	1	0	3	...	3,000	1566			
Presb ..	1	1	24	13	7	4	12	4	0	0	3	0	0	0	0	0	0	0	...	1567				
R. C.	0	5	0	9	0	73	0	0	0	0	0	0	0	0	0	0	0	0	...	1568				
Bapt.	6	2	54	24	0	0	0	0	0	0	12	5	10	1	3	5	10	1	...	3,500	100,000	1569		
Nonsect ..	2	1	14	6	7	3	1	0	0	0	1	0	0	0	0	0	0	3	...	400	47,000	1570		
Nonsect ..	6	2	100	117	0	0	12	1	0	0	0	9	6	2	0	0	0	0	...	5,000	1571			
Reformed ..	1	1	30	25	60	15	0	0	0	0	2	4	0	0	4	0	0	3	...	2,500	1572			
Friends ..	0	6	30	40	60	80	30	0	0	0	2	6	3	1	0	3	1	0	...	1,000	100,000	1573		
Nonsect ..	8	3	180	0	100	0	25	0	125	0	27	0	15	0	6	15	0	6	...	500	1574			
Nonsect ..	3	11	0	47	0	40	0	27	0	0	0	0	0	0	0	0	0	4	...	1575				
Nonsect ..	1	1	27	3	3	7	8	0	2	0	2	0	2	0	0	2	0	0	...	7,000	1576			
Luth ..	6	3	40	35	0	30	20	0	0	0	0	36	0	12	5	0	0	5	...	50	40,000	1577		
R. C.	0	4	0	16	0	73	0	0	0	0	0	0	0	0	8	0	0	4	...	800	300,000	1578		
Nonsect ..	2	1	30	0	0	0	10	0	15	0	10	0	6	0	0	6	0	4	...	10,000	1579			
Nonsect ..	2	6	16	22	0	22	3	0	0	0	0	2	0	0	0	2	0	4	...	325	400	1580		
Nonsect ..	0	4	5	12	3	12	1	0	3	3	2	5	2	2	2	2	2	4	...	1,000	125	1581		
Nonsect ..	4	2	23	54	9	48	0	0	0	0	0	0	0	0	0	0	0	3	...	10,000	1582			
Nonsect ..	1	1	24	22	2	2	1	0	0	0	3	1	1	0	3	1	0	3	...	200	1583			
Nonsect ..	0	5	0	30	0	40	0	5	0	0	0	9	0	3	0	0	3	0	...	3,000	85,000	1584		
Ger. Bapt.	6	1	112	67	82	45	5	1	1	0	16	8	0	0	0	0	0	0	...	6,000	125,000	1585		
Nonsect ..	2	1	20	18	0	0	4	1	10	12	0	0	0	0	0	6	1	6	...	5,100	1586			
Friends ..	2	4	19	32	32	35	0	0	6	0	1	6	1	6	4	1	6	4	...	720	1,500	1587		
Friends ..	0	2	20	13	15	5	0	0	0	0	0	0	0	0	0	0	0	4	...	1,000	1588			
Nonsect ..	2	0	32	0	18	10	30	4	1	0	6	2	0	0	0	0	0	4	...	1,000	1589			
Nonsect ..	0	4	0	25	0	13	0	0	0	0	0	0	0	0	0	0	0	0	...	1590				
Epis ..	3	0	33	0	25	0	5	0	1	0	5	0	2	0	5	0	0	5	...	1591				
Nonsect ..	1	1	36	31	15	10	1	2	0	0	0	0	0	0	0	0	0	4	...	1592				
Nonsect ..	1	0	10	9	0	0	4	0	0	0	0	0	0	0	0	0	0	4	...	20	4,000	1593		
Friends ..	0	1	12	16	0	0	2	3	0	0	0	0	0	0	0	0	0	3	...	1594				
R. C.	0	5	0	35	0	15	0	0	0	0	0	0	0	0	2	0	0	0	...	1595				

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
PENNSYLVANIA—continued.		
1596 Loretto	St. Francis College	Brother Angelus, president...
1597 McAlevys Fort	Stone Valley Academy	V. A. Green
1598 McDonald	Ingleside Academy	W. D. Gamble, A. B.
1599 McSherrystown	St. Joseph's Academy	Mother M. Ignatius
1600 Media (Washington and Gayley sts.)	Friends' Select School	Emma Fell Paxson
1601 Media	Graysdale Academy	Miss Mary E. Williamson
1602 do	Media Academy	Charles W. Stuart
1603 Mercersburg	Mercersburg College	William Mann Irvine, Ph. D.
1604 Mifflintown	Mifflin Academy	J. Harry Dysinger
1605 Monongahela	Monongahela Academy *	Mrs. Mary M. Scott
1606 Mount Pleasant	Western Pennsylvania Classical and Scientific Institute	H. C. Dixon
1607 Murrysville	Laird Institute	John R. Steeves
1608 Myerstown	Albright Collegiate Institute	C. A. Bowman, A. M., Ph. D., president.
1609 New Bloomfield	Bloomfield Academy	Harry C. Mohn
1610 New Lebanon	McElwain Institute	J. S. Fruit, B. S.
1611 Newtown	George School	Geo. L. Maris, A. M.
1612 Newtown Square	Newtown Friends' School	Alice Platt Willitts
1613 Northeast	St. Mary's College	Aug. Dooper
1614 North Hope	North Washington Academy	C. E. Wortman, A. B.
1615 North Wales	North Wales Academy and School of Business	S. U. Brunner
1616 Oakland	Academy of Our Lady of Mercy	Sister of Mercy
1617 Ogontz	Cheltenham Academy	John C. Rice
1618 Oley	Oley Academy	Howard Mitnan
1619 Oxford	Oxford Academy	Willard P. Jessup
1620 Pennsburg	Perkiomen Seminary	Rev. O. S. Kriebel, A. M.
1621 Philadelphia (1324 Locust st.)	Academy of the Protestant Episcopal Church	Dr. William H. Klapp, head master.
1622 Philadelphia (401 S. 22d st.)	Blight's School for Boys *	Wm. S. Blight, jr.
1623 Philadelphia (Chestnut Hill)	Comegys' (Mrs.) and Bell's (Miss) English, French, and German Boarding School	Mrs. Comegys, Miss Bell
1624 Philadelphia (701 N. Broad st.)	Eastburn Academy *	George Eastburn, Ph. D.
1625 Philadelphia (1408 N. Broad st.)	English, French, and German School	Miss E. Hatton Marshall
1626 Philadelphia (4112 Spruce st.)	French and English Boarding and Day School for Young Ladies	Miss E. F. Gordon
1627 Philadelphia (4315 Walnut st.)	French and English Home School *	Mme. H. V. F. Clerc
1628 Philadelphia (15th and Race sts.)	Friends' Central School	Wm. W. Birdsall and Annie Shoemaker
1629 Philadelphia (140 N. 16th st.)	Friends' Select School	J. Henry Bartlett
1630 Philadelphia (2037 De Lancey place)	Gibson's (Miss) School for Girls	Miss Margaret S. Gibson
1631 Philadelphia	Girard College for Orphans	Adam H. Fetterolf, Ph. D., LL. D.
1632 Philadelphia (410 S. Chestnut st.)	Hamilton School *	Le Roy Bliss Peackham
1633 Philadelphia (921 Bainbridge st.)	Institute for Colored Youth *	Mrs. Fanny J. Coppin
1634 Philadelphia (2011 De Lancey place)	Agnes Irwin's School	Sophy Dallas Irwin
1635 Philadelphia (2100 S. College ave.)	Lutheran School for Girls of the Mary J. Drexel Home	Rev. C. Goedel
1636 Philadelphia (Chestnut Hill)	Mount St. Joseph Academy	Sisters of St. Joseph

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.							
							Classical course.		Scientific course.											
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
R. C	5	0	30	0	34	0	.....	.....	.....	.....	2	0	2	0	.....	.....	3,000	\$80,000	1596
Nonsect ..	1	1	4	4	34	15	.....	.....	.....	.....	0	0	0	0	4	.....	100	.....	1597
Presb.....	2	0	15	15	5	5	3	1	2	0	5	1	5	1	.....	.....	.....	.....	1598
R. C	0	6	0	23	0	10	.....	.....	.....	.....	0	1	.....	.....	.....	.....	1,200	.....	1599
Friends..	0	3	3	9	12	6	.....	.....	.....	.....	0	1	.....	.....	5	.....	.....	10,000	1600
Nonsect ..	0	2	6	12	2	3	.....	.....	.....	.....	0	5	0	5	4	.....	.....	.....	1601
Nonsect ..	5	1	34	0	8	0	4	0	10	0	6	0	6	0	4	.....	3,000	30,000	1602
Ger. Ref	10	0	75	0	30	0	55	0	20	0	29	2	24	0	26	.....	3,000	50,000	1603
Nonsect ..	3	1	25	25	25	15	20	20	5	5	4	3	4	3	3	.....	300	500	1604
Nonsect ..	0	2	32	41	8	9	.....	.....	.....	.....	5	4	.....	.....	4	.....	.....	.....	1605
Bapt.....	4	5	65	80	5	20	10	4	2	0	6	8	4	1	3	.....	3,000	30,000	1606
Nonsect ..	1	1	15	15	16	14	5	2	7	5	0	0	0	0	4	.....	300	2,000	1607
Nonsect ..	3	1	25	19	44	53	.....	.....	.....	.....	5	7	1	1	4	.....	.....	25,000	1608
Nonsect ..	1	1	30	12	30	28	2	1	.....	.....	2	1	2	1	.....	.....	400	7,000	1609
Nonsect ..	5	3	75	80	154	163	17	19	40	50	6	5	0	0	4	60	200	6,000	1610	
Friends..	7	8	97	98	0	0	.....	.....	.....	.....	13	22	.....	.....	5	.....	1,985	314,564	1611
Friends..	0	1	7	8	2	1	.....	.....	.....	.....	0	0	0	0	4	.....	20	.....	1612
R. C	9	0	79	0	0	0	.....	.....	.....	.....	7	0	.....	.....	6	.....	5,000	.....	1613
Nonsect ..	1	0	34	27	0	0	2	1	4	3	0	1	.....	.....	4	.....	350	1,000	1614
Nonsect ..	1	1	14	12	2	2	8	0	4	0	1	1	1	0	3	.....	500	15,000	1615
R. C	0	5	0	35	.....	.....	.....	.....	.....	.....	0	6	.....	.....	.....	.....	600	.....	1616
Nonsect ..	3	1	69	0	11	0	9	0	30	0	16	0	12	0	4	69	2,000	100,000	1617	
Nonsect ..	1	0	7	3	20	6	4	1	.....	.....	.....	.....	.....	.....	.....	.....	200	3,500	1618
Nonsect ..	1	0	6	4	2	3	2	0	1	0	.....	.....	.....	.....	.....	.....	.....	.....	1619
Schw	3	2	41	26	123	59	30	10	15	12	12	5	11	1	3	.....	1,000	50,000	1620
P. E	13	0	142	0	33	0	11	0	10	0	18	0	16	0	.....	.....	2,500	.....	1621
Nonsect ..	4	1	26	0	27	0	13	0	13	0	1	0	1	0	.....	.....	.....	.....	1622
Nonsect ..	3	10	0	40	0	24	0	1	.....	.....	0	.....	.....	.....	.....	.....	.....	.....	1623
Nonsect ..	8	2	93	0	12	0	14	0	19	0	12	0	6	0	5	.....	1,200	.....	1624
Nonsect ..	0	10	0	45	0	0	.....	.....	.....	.....	0	7	.....	.....	.....	.....	.....	.....	1625
Nonsect ..	0	8	0	60	0	24	0	12	0	0	0	7	.....	.....	3	.....	1,200	.....	1626
Epis	0	5	0	23	0	0	0	9	0	3	0	7	0	5	.....	.....	4,000	14,000	1627
Friends..	13	29	194	321	0	0	.....	.....	.....	.....	28	38	16	6	5	.....	500	250,000	1628
Friends..	4	6	80	100	50	80	.....	.....	.....	.....	5	4	5	4	4	.....	.....	100,000	1629
Nonsect ..	0	6	0	20	0	6	.....	.....	.....	.....	0	2	.....	.....	.....	.....	.....	.....	1630
Nonsect ..	10	1	255	0	1450	0	0	0	0	0	22	0	0	0	3	255	14,786	3,250,000	1631	
Nonsect ..	4	0	46	0	20	0	20	0	20	0	4	0	4	0	4	.....	300	45,000	1632
Friends..	3	7	62	110	47	64	.....	.....	.....	.....	6	8	.....	.....	.....	.....	.....	.....	1633
Nonsect ..	1	20	0	118	0	36	0	6	0	0	0	3	.....	.....	5	.....	1,800	.....	1634
Luth	2	6	0	26	0	20	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	300	.....	1635
R. C	4	6	18	40	2	40	.....	.....	.....	.....	0	3	.....	.....	4	.....	.....	.....	1636

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
PENNSYLVANIA—continued.		
1637 Philadelphia (4046 Walnut st.).	Pennsylvania School for Girls *	Elizabeth A. Reinboth.
1638 Philadelphia (N. E. cor. 18th and Chestnut sts.).	Rittenhouse Academy *	De Benneville K. Ludwig, A. M., Ph. D.
1639 Philadelphia (2101 Spruce st.).	Walton-Wellesley School.	Dr. and Mrs. James R. Danforth.
1640 Philadelphia (1602 Green st.).	West Green Street Institute.	Miss Martha Laird
1641 Philadelphia (2045 Walnut st.).	West Walnut Street Seminary *	Mrs. Henrietta Kutz.
1642 Philadelphia.	William Penn Charter School.	Richard M. Jones, LL. D.
1643 Pittsburg (5th ave. and Craig st.).	Alinda College Preparatory School.	Miss Ella Gordon Stuart.
1644 Pittsburg.	Bishop Bowman Institute	Rev. Robert John Coster, D. D.
1645 Pittsburg (Ross and Diamond sts.).	Pittsburg Academy.	J. Warren Lytle.
1646 Pittsburg (Shady Side).	Shady Side Academy	W. R. Crabbe, Ph. D.
1647 Pittsburg (East Liberty, 6106 Pa. ave.).	Thurston Preparatory School.	Miss Alice M. Thurston.
1648 Pittsburg.	Ursuline Young Ladies' Academy.	Madame Marie Ursula.
1649 Pleasant Mount.	Pleasant Mount Academy	J. H. Kennedy
1650 Pottstown.	The Hill School.	John Meigs, Ph. D.
1651 Prospect.	Prospect Normal and Classical Academy.*	M. M. Rodgers
1652 Reidsburg	Reid Institute*	Geo. Ballentine, A. M.
1653 Rimersburg	Clarion Collegiate Institute.	W. L. Smith, A. B.
1654 Rose Point.	Rose Point Academy*	Rev. James S. Kittell
1655 Saltsburg.	Kiskiminetas Springs School.	A. W. Wilson, jr.
1656 Scranton.	St. Cecilia Academy.	Mother Mary
1657 do	St. Thomas College	Rev. D. J. MacGoldrick
1658 do	School of the Lackawanna	Rev. Thos. M. Cann, LL. D.
1659 Sharon.	Hall Institute*	C. A. Gilbert.
1660 Stewartstown.	English and Classical Institute.	D. C. Weller.
1661 Sugargrove.	Sugargrove Seminary*	R. J. White.
1662 Torresdale.	Academy of the Sacred Heart.	Madame Keller.
1663 Toughkenamon.	Cope's Private School.	Hanna M. Cope.
1664 Towanda.	Susquehanna Collegiate Institute.	Edwin E. Quinlan, A. M.
1665 Washington.	Trinity Hall.	W. W. Smith, rector
1666 do	Washington Female Seminary *	Miss Nancy Sherrard
1667 Waterford.	Waterford Academy.	J. C. Spencer.
1668 Westchester.	Darlington Seminary for Young Ladies.	Richard Darlington.
1669 do	Friends' School*	Frances B. Stevenson.
1670 West Newton.	West Newton Academy	Rev. J. C. Meloy, D. D.
1671 West Sunbury.	West Sunbury Academy	Hugh Nevin
1672 Westtown.	Westtown Boarding School.	Wm. F. Wickersham
1673 Wilkes-Barre.	Harry Hillman Academy	H. C. Davis, Ph. D.
1674 do	St. Mary's Academy	Rev. R. A. McAndrew.
1675 do	Wilkes-Barre Female Institute.	Miss Elizabeth H. Rockwell
1676 Williamsport.	Williamsport Dickinson Seminary	Rev. E. J. Gray, D. D., president.
1677 Wyncote	Cheilton Hills School.	Mrs. E. W. Heacock.
1678 York.	York Collegiate Institute.	E. T. Jeffers.
RHODE ISLAND.		
1679 East Greenwich	East Greenwich Academy	Rev. Francis D. Blakeslee, D. D.
1680 Pawtucket (35 Fountain st.).	English and Classical School.	Charles A. Cole.
1681 Providence (63 Snow st.).	do	Charles B. Goff, Ph. D., and Howard M. Rice, A. M.

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary instructors.		Students														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.								
	Classical course.						Scientific course.														
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
Nonsect ..	0	6	0	16	0	62	0	2	0	8	0	3	0	1	4	.....	.....	\$25,000	1637
Nonsect ..	7	0	39	0	0	0	6	0	8	0	3	0	2	0	5	.....	.....	.....	1638
Nonsect ..	2	9	0	36	0	7	0	16	0	1	0	9	0	7	4	.....	4,020	157,000	1639	
Nonsect ..	1	4	0	7	0	0	0	0	0	0	0	0	0	0	3	.....	500	.....	1640
Nonsect ..	1	5	0	20	0	17	0	6	.....	.....	.....	.....	.....	.....	.....	.....	2,000	50,000	1641
Friends ..	11	7	300	0	130	0	.....	.....	.....	.....	35	0	40	0	5	.....	2,000	120,000	1642
Nonsect ..	0	5	0	46	15	23	0	17	.....	.....	0	2	0	2	.....	.....	350	.....	1643
Epis	0	7	0	35	0	5	.....	.....	.....	.....	0	5	.....	.....	4	.....	2,000	.....	1644
Nonsect ..	5	3	120	90	82	30	3	1	30	2	29	7	15	3	3	.....	.....	.....	1645
Nonsect ..	11	0	172	0	0	0	80	0	92	0	28	0	28	0	6	.....	1,000	100,000	1646	
Nonsect ..	0	6	1	31	39	132	0	18	.....	.....	0	2	0	2	4	.....	700	3,500	1647
R. C.	0	5	0	40	0	35	0	40	.....	.....	0	5	0	5	.....	.....	3,000	60,000	1648
Nonsect ..	2	0	10	20	40	10	1	0	.....	.....	1	2	.....	.....	3	.....	500	2,000	1649
Nonsect ..	12	0	124	0	40	0	40	0	84	0	21	0	20	0	4	124	3,500	400,000	1650		
Nonsect ..	1	1	24	16	6	4	4	3	2	3	0	0	0	0	.....	.....	.....	1,000	1651
Bapt	1	2	6	4	11	9	1	0	1	0	.....	.....	.....	.....	.....	.....	300	.....	1652
Ref	3	1	18	19	7	2	4	4	.....	.....	.....	.....	.....	.....	4	.....	300	5,000	1653
Nonsect ..	5	1	28	33	0	0	3	4	0	0	3	1	0	0	3	.....	.....	5,000	1654
Nonsect ..	5	2	55	0	20	0	30	0	20	0	10	0	10	0	4	.....	500	43,000	1655	
R. C.	1	2	8	37	142	283	4	0	.....	.....	0	12	.....	.....	4	.....	.....	.....	1656
R. C.	1	0	28	0	12	0	10	0	.....	.....	.....	.....	.....	.....	6	.....	.....	.....	1657
Presb	5	3	81	52	27	12	37	5	20	0	8	3	8	3	4	.....	3,000	40,500	1658	
Bapt	4	0	28	12	28	0	9	2	7	6	2	0	2	0	1	.....	600	40,000	1659	
Nonsect ..	1	0	10	11	1	1	1	0	1	2	.....	.....	.....	.....	1	.....	.....	3,000	1660
U. Br	3	4	33	94	0	0	.....	.....	.....	.....	2	2	.....	.....	4	.....	1,400	25,000	1661
R. C.	0	30	0	120	.....	.....	.....	.....	.....	.....	0	17	.....	.....	.....	.....	2,000	.....	1662
Friends ..	0	3	4	12	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	300	.....	1663
Presb	3	4	28	57	30	60	.....	.....	.....	.....	6	0	4	0	3	.....	1,000	35,000	1664
Nonsect ..	10	2	40	0	0	0	14	0	26	0	5	0	5	0	6	.....	2,000	150,000	1665	
Nonsect ..	0	12	0	81	0	151	.....	.....	.....	.....	0	26	.....	.....	4	.....	.....	25,000	1666
Nonsect ..	2	1	32	25	10	7	20	13	10	5	0	2	0	0	5	.....	500	10,000	1667	
Friends ..	0	2	0	50	0	10	0	5	0	3	0	7	0	3	3	.....	2,000	25,000	1668	
Friends ..	0	3	6	14	4	4	4	5	2	1	2	3	2	3	5	.....	.....	10,000	1669
Nonsect ..	1	2	15	8	13	19	6	0	2	0	2	0	2	0	3	.....	.....	.....	1670
Presb	1	1	17	13	20	83	1	0	.....	.....	2	6	1	0	.....	.....	200	5,500	1671
Friends ..	11	6	31	69	28	18	.....	.....	6	0	14	12	2	0	4	.....	5,200	.....	1672
Nonsect ..	5	2	103	0	0	0	16	0	13	0	16	0	12	0	4	.....	300	70,000	1673	
Nonsect ..	0	4	12	38	80	200	3	12	.....	.....	0	12	0	15	4	.....	.....	.....	1674
Nonsect ..	0	7	0	60	0	35	0	7	.....	.....	0	7	.....	.....	.....	.....	.....	.....	1675
M. E.	1	1	123	59	26	147	.....	.....	.....	.....	19	22	1	0	.....	.....	150,000	.....	1676
Nonsect ..	1	1	7	23	7	13	0	3	1	0	1	8	1	3	.....	.....	.....	10,000	1677
Presb	4	3	53	46	1	2	15	6	30	23	7	6	7	6	5	.....	3,500	105,000	1678	
M. E.	3	4	40	25	62	69	10	1	12	2	2	7	2	3	4	.....	.....	57,000	1679
Nonsect ..	3	2	50	9	28	10	3	2	11	1	7	2	4	0	.....	.....	250	6,000	1680
Nonsect ..	14	1	98	0	56	0	44	0	10	0	11	0	5	0	4	98	1,100	100,000	1681		

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
RHODE ISLAND—continued.		
1682 Providence (Elmhurst)	Female Academy of the Sacred Heart.	Sarah Jones
1683 Providence	Friends' School.....	Angustine Jones
1684 Providence (119 Franklin st.).	La Salle Academy	Brother Peter
1685 Providence (59 Angell st.).	The Lincoln School.....	Miss Ednah G. Bowen, Miss Margaret Gilman.
1686 Providence (Claverick st.).	St. Francis Xavier's Academy.....	Sister M. Fidelis
1687 Providence (15 Greene st.).	School for Young Ladies	Mrs. Annie F. Fielden, Miss Harriet R. Chase.
1688 Providence (280 Benefit st.).	.....do	Miss Irene Saniewska.....
1689 Providence (26 Cabot st.) ..	Wheeler's (Miss) School for Girls.	Miss Mary C. Wheeler.....
SOUTH CAROLINA.		
1690 Aiken	Aiken Institute	L. W. Dick
1691 Anderson	Patrick Military Institute.....	John B. Patrick
1692 Batesburg	Batesburg Institute	D. W. Daniel, A. B.
1693 Beaufort	Harbison Institute	George Milton Elliott.
1694 Charleston	Academy of Our Lady of Mercy..	Sister Mary Agatha
1695 ..do	Charleston Female Seminary	Miss E. A. Kelly
1696 Charleston (38 Coming st.).	Gibbes's (Misses) Private School.	Misses S. P. and E. S. Gibbes.
1697 Charleston	High School of Charleston	Virgil C. Dibble, A. M.
1698 ..do	The Porter Military Academy	Charles J. Colcock, head master
1699 Charleston (Broad st.)	Simons' (Wm.) Classical School ..	William Simons
1700 Charleston (47 Meeting st.).	Smith's (Miss) Private School	Mrs. Isabel A. Smith
1701 Charleston (141 Meeting st.).	University School	Walter D. McKenney
1702 Charleston (272 Meeting st.).	Young Ladies' School*.....	Miss C. O. Martin
1703 Chester	Brainerd Institute	John S. Marquis
1704 Clinton	Thornwell Orphanage	Rev. Wm. P. Jacobs, D. D.
1705 Cokesbury	Cokesbury Conference School	Rev. J. B. Game, A. M.
1706 Columbia	Benedict College	A. C. Osborn
1707 Conway	Burroughs High School	Wm. A. Dagnall
1708 Frogmore	Penn Normal and Industrial School.	Miss E. Murray
1709 Gaffney	Gaffney Seminary*	W. F. McArthur and R. O. Laws
1710 Hartsville	Welch Neck High School*	A. Pointdexter Taylor
1711 Jordan	Jordan Academy	Gist Geo.
1712 Lexington	Lexington Classical Institute	O. D. Seay
1713 Manning	Manning Academy	Mrs. E. C. Alsbrook
1714 ..do	Manning Collegiate Institute.....	E. J. Browne
1715 Reedy Creek	Dothan High School	S. H. McGhee
1716 Reidville	Reidville Female College	D. Balharrie Simpson, B. A., B. S.
1717 ..do	Reidville Male High School	Geo. Briggs
1718 Sumter	St. Joseph's Academy	Sister M. Loretto
1719 ..do	Sumter Institute	Mrs. L. A. Browne, Miss E. E. Cooper.
1720 Walhalla	McCollough's (Miss) School	Miss E. H. McCollough
1721 Williamston	Williamston Male Academy	G. S. Goodgion
SOUTH DAKOTA.		
1722 Burnside	Ward Academy	Mrs. Olivia Herron
1723 Canton	Augustana College	Anthony G. Tuve
1724 Scotland	Scotland Academy	Calvin H. French, A. B.
1725 Sioux Falls	All Saints' School	Miss Helen S. Peabody
1726 ..do	Sioux Falls University	Alfred B. Price, A. M.
1727 Sturgis	St. Martin's Academy	Mother Angela
1728 Wessington.....	Wessington Springs Seminary.....	J. G. Baird

*Statistics of 1495-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.																
	Second-ary in-struct-ors.		Second-ary stud-ents.		Elemen-tary stud-ents.		Preparing for College.				Gradu-ates in 1897.		College preparatory stud-ents in the class that gradu-ated in 1897.																									
							Clas-sical course.		Scien-tific course.																													
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22																				
R. C	0	13	0	45	0	25	0	0	0	0	0	8	0	5	4	...	5,000	.....				1682															
Friends...	7	4	60	75	15	17	17	20	31	37	8	21	8	18	4	...	6,500	\$524,308				1683																
R. C	8	0	167	0	0	0	30	0	35	0	12	0	10	0	5	...	1,500	150,000				1684																
Nonsect ..	3	6	0	30	0	40	0	5	...	...	0	4	0	1	3	...	500	10,000				1685														
R. C	0	4	0	55	15	55	0	0	0	0	0	5	0	0	4	...	550	.....				1686															
Nonsect ..	0	10	0	35	0	11	0	0	0	8	0	4	0	0	4	...	.....	.....				1687													
Nonsect ..	6	10	0	60	0	0	...	...	...	...	0	3	0	1	5	...	.....	.....				1688									
Nonsect ..	3	9	0	33	0	17	0	4	...	...	0	3	0	1	5	...	30,000	.....				1689													
Nonsect ..	3	0	23	29	99	72	3	4	2	0	5	10	2	4	3	...	200	15,000				1690																
Nonsect ..	3	0	46	0	10	0	...	...	...	...	2	0	...	...	4	45	...	.....				1691								
Nonsect ..	2	0	30	21	60	42	12	6	4	3	4	0	4	0	3	...	100	2,000				1692																
Presb	2	1	5	11	74	99	1	0	...	...	5	11	...	...	3	...	...	6,000				1693										
R. C	0	3	0	45	0	50	...	...	...	...	...	...	...	...	5	...	200	40,000				1694								
Nonsect ..	0	4	0	18	13	10	0	0	0	0	0	0	0	0	4	...	...	35,000				1695														
Nonsect ..	0	5	0	19	0	26	...	...	...	...	0	2	0	2	3	...	200	500				1696												
Nonsect ..	5	0	147	0	25	0	15	0	132	0	12	0	12	0	4	...	...	20,000				1697														
Epis	7	0	75	0	20	0	...	...	...	...	26	0	10	0	3	72	...	.....				1698										
Nonsect ..	1	0	11	0	1	0	2	0	...	...	...	...	...	...	...	...	...	.....				1699						
Nonsect ..	0	8	0	80	3	18	0	1	...	...	0	9	0	1	...	...	...	1700				1700											
Nonsect ..	2	0	20	0	16	0	12	0	...	...	...	...	...	...	5	...	...	1701				1701								
Nonsect ..	0	2	0	12	10	21	0	0	0	0	0	2	0	0	4	...	...	1702				1702														
Presb	2	1	4	7	76	81	4	0	...	...	1	0	1	1	3	...	250	10,000				1703														
Nonsect ..	4	5	36	43	20	40	...	...	...	...	0	5	...	...	...	5,500	75,000				1704										
M. E. So.	1	0	12	3	5	7	10	3	...	...	...	...	...	...	4	...	...	5,000				1705								
Bapt	6	4	40	35	101	106	19	5	0	0	4	7	3	1	4	...	3,300	73,000				1706																
Nonsect ..	1	1	21	24	21	15	8	9	0	0	3	1	1	0	4	...	2,000	2,000				1707																
Nonsect ..	1	1	20	18	124	111	0	0	0	0	5	4	0	0	3	...	150	3,000				1708																
Nonsect ..	2	3	30	20	60	28	...	...	...	...	2	1	...	...	4	...	350	7,000				1709										
Bapt	2	1	20	10	30	40	10	6	0	0	6	3	3	2	3	...	200	7,000				1710																
Nonsect ..	0	2	11	15	29	30	...	...	...	...	0	2	...	...	...	125	1,200					1711									
Luth	1	0	30	14	30	34	4	5	...	...	...	...	...	...	3	...	...	1,000				1712								
Nonsect ..	1	2	94	87	113	13	10	12	...	...	94	87	...	...	4	...	349	...				1713												
Nonsect ..	1	0	18	10	50	47	9	5	...	...	0	0	...	...	4	...	...	3,500				1714										
Nonsect ..	1	0	4	5	26	27	4	1	1	0	2	0	2	0	...	...	50	...				1715														
Presb	0	1	0	29	0	40	...	...	...	...	0	2	...	...	4	...	1,000	11,000				1716										
Presb	2	0	35	0	50	0	6	0	7	0	7	0	7	0	3	...	300	2,000				1717																
R. C	0	7	0	38	0	22	0	4	...	...	0	2	0	2	...	...	...	...				1718										
Presb	0	2	0	50	0	28	...	...	...	...	0	8	...	...	...	...	...	20,000				1719							
Epis	0	2	4	13	20	26	...	...	...	...	...	...	...	...	...	...	40	2,050				1720						
Nonsect ..	1	1	12	0	48	23	4	0	...	...	...	...	...	...	...	...	1,200	...				1721								
Cong	2	3	30	27	0	0	15	7	...	...	2	2	2	2	4	...	500	10,000				1722														
Luth	4	1	11	6	56	47	11	6	0	0	4	0	3	0	3	...	1,000	10,000				1723																
Presb	2	2	15	5	13	35	8	2	2	2	...	...	...	...	3	...	500	12,600				1724												
P. E	0	4	0	23	0	33	0	3	...	...	0	1	...	...	5	...	...	60,000				1725										
Bapt	2	1	25	35	35	75	8	6	...	...	5	4	2	1	4	...	700	30,000				1726														
R. C	0	4	4	16	40	35	...	...	...	...	0	3	...	...	...	...	...	...				1727						
Meth	2	4	12	16	34	35	0	1	1	0	4	4	1	1	4	...	900	1,300				1728																

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

State and post-office.	Name.	Principal.
1	2	3
TENNESSEE.		
1729 Alamo	Alamo Male and Female Acad- emy.*	J. O. Brown
1730 Athens	Athens Female Academy	L. L. H. Carlock, D. D. .
1731 Atoka	Robison High School	R. E. Robison
1732 Bellbuckle	Webb School *	W. R. Webb
1733 Big Sandy	Big Sandy High School	John T. Hill
1734 Bloomingdale	Kingsley Seminary	Joseph H. Ketron, A. M. .
1735 Bluff City	Zollicoffer Institute *	J. J. Walford, A. B. .
1736 Bryson	Bethany High School *	Thomas C. Young
1737 Butler	Holly Springs College	Jas. H. Smith
1738 Camden	Benton Seminary	I. Wirt Evans
1739 Campbellsville	Campbellsville High School	R. L. Kimbrough
1740 Carlack	Hoyle Institute	H. F. Kinser
1741 Carthage	Geneva Academy	Geo. B. Williamson
1742 Cedar Hill	Cedar Hill Institute	J. W. L. Greene
1743 Centerville	Centerville High School	R. S. Ballow
1744 Chattanooga	Chattanooga College for Young Ladies.	John L. Cooper, A. M. .
1745 Chattanooga (427 High st.)	English and Classical School	Misses Duval
1746 Chattanooga	University School *	J. Roy Baylor, B. A., B. Let
1747 Chuckey City	Wesleyan Academy *	H. F. Ketron
1748 Clarksville (526 Madison st.)	Clarksville Female Academy	H. W. Browder, A. M. .
1749 Cleveland	Centenary Female College	J. A. Stubblefield
1750 Clifton	Clifton Masonic Academy	G. W. Boncher, B. S. .
1751 Cloverdale	Cloverdale Seminary	W. A. Bell
1752 Columbia	Columbia Institute *	Rev. Francis A. Shoup, D. D
1753 Cornersville	Presbyterial Institute	R. D. Hall
1754 Culleoka	Culleoka Academy	John P. Graham
1755 Cumberland City	Cumberland City Academy	J. H. Bayer and A. J. McCoy
1756 Dayton	Dayton University	W. E. Rogers, A. B. .
1757 Decaturville	Decaturville High School *	J. N. Ruddle
1758 Dover	Fort Donnelson Academy	Jesse Morgan
1759 Doyle	Doyle College	Professor Jones
1760 Dresden	High School	Miss M. Chiles
1761 Duck River	Shady Grove Institute	T. H. Caraway and J. M. Par- rish.
1762 Evensville	Tennessee Valley Baptist Insti- tute.	I. N. Odom
1763 Ewing	Ewing and Jefferson College	Rev. J. C. Ritter
1764 Fayetteville	Dick White College	Z. T. Dake
1765 do	Fayetteville Collegiate Institute	George C. Simmons
1766 Franklin	Franklin Male High School	Z. A. McConico
1767 Friendsville	Friendsville Academy	J. H. Moore, A. B. .
1768 Grand Junction	Male and Female Institute	W. R. Lewellen
1769 Grandview	Grandview Normal Institute	Henry W. Webb, A. B. .
1770 Grassy Cove	Grassy Cove Academy	T. J. Miles, A. B. .
1771 Graysville	Graysville Academy	W. T. Bland
1772 Henderson	Jackson District High School	Bennett & Williams
1773 Hillham	Fiske Academy	S. D. Bilyen
1774 Hollow Rock	West Tennessee Seminary *	Jerry Cole, Ph. D. .
1775 Jackson	Lane College	Rev. R. T. Brown
1776 Jasper	Pryor Training School	J. R. Hunter
1777 Jasper	Sam Houston Academy	H. R. Gilliam
1778 Kingston Springs	Vanderbilt Preparatory Academy	Rufus J. Clark
1779 Knoxville	Baker-Himel University School	Lewis M. G. Baker, M. A.; C. M. Himel.
1780 do	Knoxville Classical School *	C. Morris
1781 do	Lee's (Miss) Fifth Avenue School *	Miss Ida M. Lee
1782 Kyle's Ford	Blackwater Seminary *	F. R. Anderson
1783 Lascassas	Lascassas High School *	Enoch Winders
1784 Lawson	Holeston Institute	R. H. Freeland

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Sec- ond- ary in- struc- tors.	Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.				
		Second- ary stu- dents.		Elemen- tary stu- dents.		Preparing for college.				Gradu- ates in 1897.		College prepara- tory stu- dents in the class that gradu- ated in 1897.													
						Clas- sical course.		Scien- tific course.																	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24					
Nonsect ..	1	1	15	14	60	36	8	9	0	0	5	4	2	1	2	...	200	\$2,000	1729						
Nonsect ..	0	2	1	55	15	41	1	50	...	...	0	1	0	1	4	...	100	5,000	1730				
Nonsect ..	1	0	10	20	40	25	4	3	...	...	0	0	0	0	...	...	150	3,500	1731		
Nonsect ..	5	0	200	25	0	0	200	25	...	...	20	3	20	3	4	...	2,163	4,000	1732				
Nonsect ..	1	0	35	30	40	34	...	...	...	...	0	0	0	0	3	...	150	1,000	1733		
M. E.	3	0	43	8	26	24	15	4	12	3	7	1	5	1	4	...	40	3,000	1734						
Nonsect ..	1	1	22	19	77	86	4	9	...	...	0	0	...	...	5	...	0	...	1735		
Nonsect ..	1	1	8	6	39	28	1	1	...	...	...	...	...	...	4	...	0	...	1736	
Nonsect ..	3	0	40	29	42	35	5	2	...	...	0	0	0	0	...	...	600	4,000	1737		
Nonsect ..	2	1	21	19	30	32	...	...	...	...	4	6	...	...	3	...	...	3,000	1738	
Nonsect ..	2	1	14	19	26	25	2	2	0	0	...	0	...	...	4	...	...	3,000	1739		
Nonsect ..	1	0	5	5	38	57	...	...	...	...	...	...	...	...	...	...	...	700	1740	
Nonsect ..	1	0	7	6	29	34	4	4	...	...	...	...	...	...	3	...	...	2,000	1741	
M. E. So ..	2	0	17	10	45	40	3	1	...	...	...	...	...	...	4	...	200	4,000	1742	
Nonsect ..	2	0	14	23	59	63	...	...	...	...	...	...	...	...	...	...	...	18,000	1743	
Nonsect ..	0	2	0	25	0	23	0	4	...	...	0	2	0	0	4	...	1,700	...	1744				
Nonsect ..	0	2	0	10	10	20	...	...	...	...	2	0	...	...	4	...	...	1,500	1745	
Nonsect ..	1	0	15	0	45	0	...	...	...	...	...	...	...	...	4	...	...	...	1746	
Meth.	1	0	8	8	48	48	1	2	...	...	...	...	...	...	...	...	200	3,000	1747	
M. E. So ..	0	4	0	35	10	65	0	6	0	0	0	6	0	1	4	...	1,500	12,000	1748						
Meth.	4	10	0	136	0	0	...	...	...	...	0	13	0	12	...	...	300	75,000	1749	
Nonsect ..	2	1	28	23	52	40	...	...	...	...	8	4	6	4	4	...	100	2,500	1750		
Nonsect ..	1	2	12	10	...	...	...	...	...	...	2	1	...	...	...	...	300	...	1751	
Epis.	1	2	2	30	16	72	...	...	...	...	...	...	...	...	...	...	4,000	40,000	1752	
Presb.	1	0	36	24	44	31	...	...	...	...	0	0	0	0	3	...	...	1,000	1753	
Nonsect ..	1	0	6	4	16	15	6	2	0	0	1	1	1	1	4	...	1,200	800	1754						
Nonsect ..	2	3	33	31	52	44	...	...	10	12	7	5	1	2	3	...	300	6,000	1755				
Nonsect ..	1	1	15	30	35	50	...	...	...	...	6	0	...	...	4	...	...	...	1756	
Nonsect ..	1	2	15	10	40	35	0	0	5	2	0	0	...	...	4	...	...	2,500	1757		
Nonsect ..	1	1	15	18	33	26	0	0	0	0	0	0	0	0	3	...	20	3,500	1758						
Baptist ...	1	1	10	7	30	33	5	1	2	3	0	0	0	0	4	...	10	2,000	1759						
Nonsect ..	0	2	6	7	11	9	3	5	...	...	3	1	3	1	4	...	...	...	1760	
Nonsect ..	2	1	40	30	40	60	2	0	1	0	0	0	0	0	3	...	2,000	3,000	1761						
Baptist ...	1	2	20	30	37	20	12	10	5	0	1	0	...	...	4	...	300	4,000	1762				
Cum.Presb	2	0	15	12	20	13	...	...	...	...	6	1	...	...	6	...	25	4,000	1763	
Cum.Presb	3	1	31	29	45	35	10	5	...	...	1	0	1	0	3	...	...	15,000	1764		
Nonsect ..	3	1	57	83	28	36	...	...	...	...	3	2	3	2	4	...	150	8,000	1765		
Nonsect ..	3	0	32	0	25	0	10	0	5	0	...	...	...	...	...	...	300	3,000	1766	
Friends...	3	2	43	31	0	0	...	...	...	...	1	1	1	1	4	...	50	2,000	1767		
Nonsect ..	1	0	13	16	32	19	...	...	...	...	0	0	0	0	3	...	...	...	1768	
Cong.	1	4	24	13	58	45	1	0	4	0	3	0	3	0	4	...	400	6,000	1769						
Presb.	1	1	13	5	42	47	...	...	...	...	0	0	0	0	3	...	1,300	1,000	1770		
7 Day Ad.	1	2	24	20	22	18	...	...	...	...	5	4	...	...	5	...	300	5,000	1771	
M. E. So ..	2	0	28	37	23	27	22	18	5	8	9	8	9	8	4	...	...	4,500	1772				
Nonsect ..	1	0	9	2	41	13	...	...	...	...	...	...	...	...	2	...	...	1,000	1773	
Nonsect ..	1	1	29	40	33	20	18	3	22	18	...	...	...	...	2	...	...	...	1774	
M. E.	2	3	13	9	60	40	4	3	...	...	4	3	...	...	...	...	1,000	40,000	1775	
M. E. So ..	3	0	37	27	29	29	15	5	10	8	2	0	2	0	4	...	300	40,000	1776						
Nonsect ..	2	1	12	10	129	112	3	2	6	8	2	1	2	1	3	...	200	7,000	1777						
M. E. So ..	2	0	15	10	20	15	...	...	...	...	0	0	0	0	4	...	150	3,500	1778		
Nonsect ..	4	0	66	0	25	0	...	...	...	...	4	0	2	0	5	...	500	30,000	1779		
Nonsect ..	1	0	25	0	11	0	...	...	...	...	4	0	4	0	5	...	...	4,000	1780	
Nonsect ..	0	1	2	5	2	5	2	2	0	0	0	0	0	0	...	...	200	2,000	1781				
Miss. Bapt	2	1	40	10	40	30	20	10	10	6	4	2	3	2	4	...	...	1,000	1782				
Nonsect ..	1	2	20	10	25	20	0	0	0	0	0	6	0	0	4	...	...	1,000	1783				
Nonsect ..	1	0	19	17	30	29	...	...	...	...	0	0	...	...	3	...	40	5,000	1784	

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

State and post-office.	Name.	Principal.
1	2	3
TENNESSEE—continued.		
1785 Lebanon.....	Cumberland University Annex...	B. S. Foster.....
1786 Leiper's Fork.....	Hillsboro High School.....	James E. Seobey.....
1787 Lexington.....	Baptist Male and Female College*	J. A. Mount.....
1788 Lewisburg.....	Haynes-McLean School.....	W. W. McLean; E. J. Meacham.
1789 London.....	London Seminary*.....	J. C. Reid.....
1790 Lynchburg.....	Lynchburg Normal Academy.....	W. W. Templeton.....
1791 Lynnville.....	Wallace Training School *.....	
1792 McKenzie.....	McTycire Institute.....	Joshua H. Harrison.....
1793 McMoresville.....	McLemoresville Collegiate Insti- tute.	T. W. Salt, Ph. D. and L. S. Mitchell, A. M.
1794 Martin.....	McFerrin College.....	Arthur S. Ramsey.....
1795 Martin's Mills.....	Rose High School *.....	Davis & James.....
1796 Maryville.....	Freedmen Normal Institute *.....	L. H. Garner.....
1797 ..do.....	Maryville Normal and Prepara- tory School.	D. R. Haworth.....
1798 Memphis (366 Poplar st.)..	St. Mary's School.....	Sister Superior.....
1799 Memphis.....	University School.....	E. S. Werts; J. W. S. Rhea.....
1800 Middleton.....	Middleton High School.....	L. E. Wood.....
1801 Mont Eagle.....	Fairmount College.....	Miss S. P. Du Bose, A. M.
1802 Mount Juliet.....	Mount Juliet High School.....	W. A. Caldwell.....
1803 Mount Pleasant.....	Howard Institute.....	James A. Bootick.....
1804 Mount Vernon.....	Mount Vernon Academy*.....	S. J. Parks.....
1805 Mulberry.....	Mulberry Training School.....	R. H. Peoples.....
1806 Munford.....	Dyersburg District High School*.....	R. L. Taylor.....
1807 Murfreesboro.....	Murfreesboro Academy.....	C. C. Crittenden.....
1808 Nashville.....	Bascobel College for Young Ladies.....	H. G. Lamar, president.....
1809 Nashville (23 Academy place).	Montgomery Bell Academy.....	S. M. D. Clark.....
1810 Nashville (14th and North Vine st.).	St. Bernard's Academy *.....	Sisters of Mercy.....
1811 Nashville.....	St. Cecilia's Academy.....	Mother Augusta.....
1812 ..do.....	St. Joseph's Academy.....	P. J. Gleeson, V. G.
1813 ..do.....	University School.....	Clarence B. Wallace.....
1814 New Market.....	New Market Academy.....	Francis A. Penland.....
1815 Orlinda.....	Orlinda Normal Academy.....	William McNeeley.....
1816 Ottway.....	Ottway College.....	O. M. Duggar.....
1817 Overall.....	Salem Academy*.....	J. R. Bass.....
1818 Parrottsville.....	Parrottsville Academy.....	R. P. Driskill.....
1819 Pigeon Forge.....	Pigeon Forge Academy*.....	W. W. Mainey.....
1820 Pleasant View.....	Pleasant View Training School*.....	W. I. Harper; A. F. Smith.....
1821 Readyville.....	High School *.....	W. J. Jamerson.....
1822 Rogersville.....	McMinn Academy.....	Leslie Walker.....
1823 ..do.....	Swift Memorial Institute.....	W. H. Franklin, A. M.
1824 St. Clair.....	St. Clair Academy.....	Geo. L. Wolfe.....
1825 Saulsberry.....	Woodland Academy *.....	Prof. A. E. Handley.....
1826 Sevierville.....	Murphy College.....	J. C. Eckles, D. D.
1827 Shelbyville.....	Dixon Academy*.....	Charles W. Jerome.....
1828 ..do.....	University School.....	C. N. Dickinson.....
1829 Smyrna.....	Smyrna Fitting School.....	James A. Robins.....
1830 Southside.....	Southside Preparatory School.....	Perry L. Harned.....
1831 Sweetwater.....	Sweetwater Seminary for Young Ladies.	W. D. Powell.....
1832 Tazewell.....	Tazewell College.....	Charles F. Kelley.....
1833 Trezevant.....	Male and Female Academy.....	H. B. Wren.....
1834 Troy.....	Obion College.....	James C. Reid.....
1835 Union City.....	Union City Training School *.....	D. A. Williams.....
1836 Viola.....	Viola Normal School.....	C. J. Denton.....
1837 Walter Hill.....	Walter Hill High School.....	J. R. Bass.....
1838 Wheat.....	Roane College.....	J. P. Griffiths, D. Sc., Ph. D.
1839 White Pine.....	Edwards Academy.....	Jacobus D. Droke.....
1840 Williston.....	Williston Academy.....	J. T. Roberts.....
1841 Woodbury.....	Woodbury Academy.....	E. J. Lehmann.....

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Sec-ond-ary in-struct-ors.		Second-ary stu-dents.		Elem-entary stu-dents.		Preparing for college.				Gradu-ates in 1897.		College prepa-ratory stu-dents in the class that gradu-ated in 1897.		19	20	21	22				
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Nonsect ..	0	7	0	55	0	80	0	15	0	25	0	20	...	...	5	...	250	\$30,000	1785	
Nonsect ..	1	0	9	5	11	8	3	2	...	...	...	...	...	...	3	...	...	3,000	1786
Bapt.....	13	0	40	20	30	20	9	6	...	...	5	1	5	1	4	...	500	4,000	1787	
Nonsect ..	1	2	45	30	15	20	15	10	...	...	4	5	4	3	...	...	250	12,000	1788
Cum.Presb	13	0	10	10	80	40	4	6	1	0	1	0	0	0	...	...	200	2,500	1789	
Nonsect ..	1	2	20	27	45	58	...	...	...	...	...	...	...	...	...	...	...	3,000	1790
Nonsect ..	1	1	30	30	20	10	10	5	1	0	...	...	...	...	...	...	...	1,200	1791
Meth.....	12	1	62	11	10	15	...	...	...	...	...	...	...	...	4	...	600	...	1792
M. E.....	2	0	10	6	45	35	...	...	6	3	7	1	...	...	...	...	...	5,000	1793
M. E. So ..	0	7	31	69	14	20	10	14	4	6	1	0	0	0	3	...	500	15,000	1794			
Nonsect ..	22	0	20	10	60	60	0	0	5	3	0	0	0	0	3	...	200	1,500	1795			
Friends...	22	2	37	37	84	85	...	...	...	...	4	4	...	...	4	...	...	...	1796
Friends...	1	1	30	30	80	100	...	...	...	...	3	1	...	...	...	...	100	4,000	1797
Epis.....	0	5	0	40	0	80	0	10	0	10	...	...	...	...	...	...	...	...	1798
Nonsect ..	4	0	50	0	25	0	...	...	...	...	...	...	...	...	...	...	...	1,500	1799
Nonsect ..	1	1	8	10	22	22	2	3	0	0	0	0	0	0	3	...	...	...	1800
Epis.....	0	3	0	16	0	9	...	...	...	...	...	...	2	0	...	...	...	12,000	1801
Nonsect ..	0	2	18	22	36	35	3	6	...	...	...	...	...	...	...	...	...	2,250	1802
M. E. So ..	29	1	55	40	70	50	30	10	8	8	0	1	0	1	5	...	400	8,000	1803			
Bapt.....	29	0	17	16	58	29	8	5	0	0	15	16	8	5	3	...	...	...	1804
Nonsect ..	23	0	45	35	20	15	25	15	...	...	...	...	...	...	4	...	300	6,000	1805
Meth.....	1	2	20	33	53	51	4	12	5	16	0	0	0	0	4	...	425	7,000	1806			
Bapt.....	23	0	26	6	6	8	4	0	...	...	...	...	...	...	4	...	500	25,000	1807
Bapt.....	0	3	0	31	0	69	0	31	...	...	...	...	...	...	...	...	...	...	1808
Nonsect ..	3	0	54	0	43	0	5	0	4	0	5	0	4	0	4	...	800	20,000	1809			
R. C.....	0	1	0	30	0	60	0	18	0	12	0	4	0	4	4	...	200	...	1810			
R. C.....	0	10	0	50	0	50	...	...	...	...	0	5	0	5	1	...	3,000	...	1811
R. C.....	0	1	0	12	95	208	0	0	0	0	0	0	0	0	3	...	250	...	1812			
Nonsect ..	4	1	48	1	25	1	16	1	13	0	5	0	5	0	5	...	...	...	1813
Presb.....	0	2	25	12	65	48	...	...	...	...	2	0	1	0	...	...	841	4,500	1814
Nonsect ..	1	0	12	8	38	37	...	...	...	...	...	...	...	...	3	...	200	1,200	1815
Nonsect ..	2	0	21	8	50	25	...	...	...	...	...	...	...	...	4	...	...	3,500	1816
Nonsect ..	1	1	28	25	30	20	2	6	1	1	8	8	7	7	4	...	...	...	1817
M. E.....	1	0	15	10	70	5	0	1	3	4	...	...	...	...	4	...	...	800	1818
Nonsect ..	1	1	25	12	51	58	...	...	...	...	...	...	...	...	2	...	0	1,000	1819
Nonsect ..	2	1	15	10	55	45	...	...	...	...	0	0	0	0	4	...	0	3,000	1820
Nonsect ..	2	0	20	19	30	11	...	...	...	...	...	...	...	...	...	...	...	...	1821
Presb.....	1	2	40	0	50	35	15	0	0	0	10	0	10	0	3	...	...	4,000	1822	
Presb.....	0	3	20	25	80	95	0	0	0	0	3	3	0	0	4	...	500	25,000	1823			
Nonsect ..	0	1	14	20	37	22	4	1	...	...	0	0	0	0	...	...	...	...	1824
Nonsect ..	1	1	16	13	24	22	...	...	...	...	...	...	...	...	...	...	...	4,000	1825
M. E.....	2	1	45	29	123	113	...	...	24	15	3	1	3	1	4	36	1,200	15,000	1826	
Nonsect ..	1	2	8	7	50	40	4	2	...	...	...	...	...	...	...	...	0	5,000	1827
Nonsect ..	3	1	17	31	27	15	...	...	...	...	...	...	...	...	4	...	...	7,000	1828
Nonsect ..	2	0	21	15	7	11	21	15	...	...	...	...	...	...	4	...	600	3,000	1829
Nonsect ..	1	2	22	17	56	50	5	2	...	...	2	0	2	0	4	...	100	2,500	1830	
Bapt.....	1	1	0	50	0	40	0	5	0	18	0	6	0	6	4	...	600	20,000	1831			
Nonsect ..	1	0	5	10	35	60	...	...	...	...	...	...	...	...	...	...	...	...	1832
Nonsect ..	1	2	30	36	58	56	...	...	...	...	...	...	...	...	16	...	...	4,500	1833
Nonsect ..	2	0	15	15	75	75	...	...	...	...	...	...	...	...	4	...	100	1,000	1834
Nonsect ..	2	1	25	28	10	12	...	...	...	...	2	7	2	7	4	...	425	8,000	1835
Nonsect ..	2	1	39	27	50	40	6	5	0	0	4	3	0	0	3	...	100	6,000	1836			
U. Breth..	1	1	35	30	35	45	15	15	14	5	0	0	0	0	4	...	300	3,000	1837			
Nonsect ..	2	3	25	30	70	30	4	4	8	4	10	12	4	2	4	...	400	3,000	1838			
Nonsect ..	2	0	20	30	75	125	2	1	3	0	...	...	...	...	4	...	200	5,000	1839
Nonsect ..	1	0	7	8	20	25	2	3	...	...	...	...	...	...	...	...	...	800	1840
Nonsect ..	2	0	15	15	30	25	6	5	5	0	2	3	2	2	3	...	50	5,000	1841			

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
TEXAS.		
1842 Abilene.....	Simmons College*	Geo. O. Thatcher
1843 Arlington.....	Arlington College	L. M. Hammond
1844 Austin.....	St. Mary's Academy	Sister Superior
1845 ..do.....	Bickler Academy	Jacob Brickler, A. M.
1846 ..do.....	Stuart's Seminary	Rev. J. M. Purcell, M. A.
1847 ..do.....	Tillotson College	Marshall R. Gaines
1848 Beckville.....	Hewitt Institute	B. C. Odom
1849 Belton.....	Belton Male Academy	Chas. H. Wedemeyer, A. M.
1850 Bonham.....	Carlton College	Chas. Carlton
1851 ..do.....	Masonic Female Institute*	J. B. Lyle
1852 Brenham.....	Blinn Memorial College	Rev. C. Urbantke
1853 ..do.....	Evangelical Lutheran College	O. W. Hartmann, president
1854 Brownsville.....	St. Joseph's School	Sister Chevrier, O. M. I.
1855 Buffalo Gap.....	Buffalo Gap College	John Collier, D. D.
1856 Burleson.....	Red Oak Academy	L. C. Collier, A. M.
1857 Castroville.....	Divine Providence Academy	Mother M. Florence
1858 Cleburne.....	Irving Select School for Young Ladies.*	Peyton Irving, sr.
1859 Commerce.....	East Texas Normal College	W. L. Mayo
1860 Corpus Christi.....	Corpus Christi Female College	J. D. Meredith
1861 Crowell.....	Crowell College	B. R. Blankenship
1862 Dallas.....	Central Academy	Waldemar Malcolmson
1863 Decatur.....	Decatur Baptist College*	A. J. Emerson, D. D.
1864 Denison.....	Harshaw's Academy	George L. Harshaw
1865 Detroit.....	Detroit Normal College	Cass Rose
1866 Eddy.....	Eddy Literary and Scientific Institute.	J. M. Bedichek
1867 Ferris.....	Ferris Institute	A. C. Speer
1868 Forney.....	Lewis Academy	E. C. Lewis
1869 Fort Worth.....	St. Ignatius Academy	Sister Louise
1870 ..do.....	Watson's (Miss) Select School	Miss L. G. Watson
1871 Galveston.....	St. Joseph's Academy	Sister Mary
1872 ..do.....	Ursuline Convent.	Mother Mary Joseph, superior.
1873 Grandview.....	Grandview Collegiate Institute.	J. E. Garrison
1874 Greenwood.....	Greenwood Male and Female College.	Charles S. Garrison
1875 Henderson.....	Henderson Normal Institute	M. M. Dupre
1876 Hillsboro.....	Patterson Institute*	W. A. Patterson
1877 Jacksonville.....	Alexander Collegiate Institute	E. R. Williams
1878 Jasper.....	Southeast Texas Male and Female College.	J. H. C. Gardner
1879 Laredo.....	Laredo Seminary	Miss N. E. Holding
1880 ..do.....	Ursuline Academy*	Sister St. Paul
1881 Marshall.....	Bishop College	N. Wolverton, president
1882 ..do.....	Masonic Female Institute	W. D. Allen
1883 Midlothian.....	Polytechnic Institute	A. E. Hall
1884 Minden.....	Rock Hill Institute	G. I. Watkins, A. M.
1885 Mount Sylvan.....	Rose Dale High School	J. S. Magee
1886 Newton.....	W. H. Ford Male and Female College.*	Walker De Witt
1887 Omen.....	Summer Hill School	A. W. Orr
1888 Overton.....	Hubbard College-Academy	J. N. Huff
1889 Paris.....	East Side Boys' School*	J. P. Downer
1890 ..do.....	Paris Female College	T. J. Sims
1891 Patroon.....	Patroon College	R. H. Bonhom, A. B.
1892 Peaster.....	Peaster College*	R. L. Davis
1893 Pilot Point.....	Franklin College	T. E. Peters, A. M.
1894 Plainview.....	Llano Estacado Male and Female Institute.	A. Ernberger
1895 Ranger.....	Ranger Baptist Academy*	R. W. Richardson

* Statistics of 1895-96.

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal
	1	2	3
	TEXAS—continued.		
1896	Ravenna.....	Ravenna College.....	F. M. Gibson.....
1897	Salado.....	Thomas Arnold High School.....	S. J. Jones, A. M., Ph. D.; T. J. Witt, A. M.
1898	San Antonio.....	Academy of Our Lady of the Lake.....	Mother M. Florence.....
1899	do.....	St. Mary's College.....	John B. Bumeder.....
1900	do.....	San Antonio Academy.....	W. B. Seeley, A. M., Ph. D.
1901	do.....	San Antonio Female College.....	Rev. J. E. Harrison.....
1902	do.....	Ursuline Academy.....	Mother Magdalen.....
1903	do.....	West Texas Military Academy.....	Allan L. Burleson.....
1904	San Marcos.....	Coronal Institute.....	A. A. Thomas.....
1905	Seguin.....	St. Joseph's Academy.....	
1906	Sherman.....	Mary Nash College.....	J. G. Nash, A. M., LL. D.
1907	do.....	North Texas Female College.....	Mrs. Lucy Kidd Key.....
1908	do.....	Sherman Private School.....	J. H. Le Tellier.....
1909	South Bend.....	South Bend High School.....	G. A. Gray.....
1910	Springtown.....	Male and Female Institute*.....	B. T. Fronabarger, A. B.
1911	Sulphur Springs.....	Eastman College.....	H. P. Eastman.....
1912	Van Alstyne.....	Columbia College.....	W. T. Hammer.....
1913	Veals Station.....	Parson's College*.....	S. W. Parsons.....
1914	Victoria.....	Nazareth Academy.....	Mother St. Claire.....
1915	do.....	St. Joseph's College.....	L. N. Hofer.....
1916	Walnut Springs.....	Central College.....	B. L. Johnson.....
1917	Weatherford.....	Texas Female Seminary*.....	Rev. J. S. Howard, A. M.
1918	do.....	Weatherford College.....	David S. Switzer, president.
1919	Whitewright.....	Grayson College.....	F. E. Butler.....
1920	Willis.....	Male and Female College*.....	J. C. Smith.....
1921	Wills Point.....	Yantis Female Institute.....	R. E. Yantis.....
	UTAH.		
1922	Ephraim.....	Sanpete Stake Academy.....	N. W. Noyes.....
1923	Logan.....	New Jersey Academy.....	Gertrude M. Sammons.....
1924	Mount Pleasant.....	Wasatch Academy.....	Geo. H. Marshall.....
1925	Nephi.....	Juab County Stake Academy*.....	John T. Miller.....
1926	Ogden.....	Weber Stake Academy.....	L. F. Moeuch.....
1927	Provo.....	Brigham Young Academy.....	Benjamin Cluff, jr., M. S., M. D.
1928	do.....	Proctor Academy.....	Isaac Huse.....
1929	Salt Lake City.....	All Hallows College.....	Rev. Thos. J. Larkin.....
1930	do.....	Latter Day Saints' College.....	Willard Done, D. B.
1931	do.....	Rowland Hall.....	Miss Clara Colburne, A. B.
1932	do.....	Salt Lake Collegiate Institute.....	Robert J. Caskey, A. M.
1933	Springville.....	Hungerford Academy.....	Miss Ora Gates.....
1934	Vernal.....	Uintah Stake Academy.....	Andrew B. Anderson.....
	VERMONT.		
1935	Bakersfield.....	Brigham Academy.....	C. H. Morrill, A. B.
1936	Barre.....	Goddard Seminary.....	Arthur W. Peirce, A. B.
1937	Burlington.....	Bishop Hopkins Hall.....	Miss Edith M. Clark.....
1938	do.....	St. Joseph's Academy*.....	Brother Charles.....
1939	do.....	St. Mary's Academy.....	Mother M. Stanislaus.....
1940	do.....	Vermont Episcopal Institute*.....	Henry H. Ross, A. M.
1941	Chelsea.....	Chelsea Academy.....	John M. Comstock, A. M.
1942	Derby.....	Derby Academy*.....	G. A. Andrews.....
1943	Essex.....	Essex Classical Institute*.....	Chauncey H. Hayden.....
1944	Lyndon Center.....	Lyndon Institute.....	Fremont L. Pugsley.....
1945	McIndoes Falls.....	McIndoes Falls Academy*.....	D. F. Andrus.....
1946	Manchester.....	Burr and Burton Seminary.....	E. Herbert Botsford, A. M.
1947	Montpelier.....	Montpelier Seminary.....	Rev. E. M. Smith, A. M., D. D.
1948	New Haven.....	Beeman Academy.....	B. M. Weld.....
1949	North Craftsbury.....	Craftsbury Academy.....	R. C. Moodie, A. B., B. D.

* Statistics of 1895-96.

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	VERMONT—continued.		
1950	Peacham	Caledonia Co. Grammar School...	Charles H. Cambridge
1951	Poultney	Troy Conference Academy	Charles H. Dunton, D. D.
1952	Royalton	Royalton Academy	Charles L. Curtis
1953	Rutland	Rutland English and Classical Institute.	O. H. Perry, A. B.
1954	St. Albans	Congregation de Notre Dame (Villa Barlow).	Mother St. Clarissa
1955	St. Johnsbury	St. Johnsbury Academy	David Y. Comstock
1956	Saxtons River	Vermont Academy	Edward Ellery, Ph. D.
1957	Thetford	Thetford Academy*	Fred. Webster Newell, A. M. ..
1958	Underhill	Underhill High School	John E. Wheelock
1959	Waterbury Center	Green Mountain Seminary*	James Nelson Greene
1960	West Brattleboro	Glenwood Classical Seminary	H. E. Miller
	VIRGINIA.		
1961	Abingdon	Abingdon Male Academy*	B. R. Smith
1962	....do	Academy of Visitation	Sister Mary Agnes Broughton ..
1963	Achilles	Guinea Academy	Rev. R. A. Folkes
1964	Alexandria	Episcopal High School*	Launcelot M. Blackford, M. A. ..
1965	....do	Potomac Academy	John S. Blackburn
1966	Amherst	Kenmore High School	H. A. Strobe
1967	Arvonia	Seven Island School	Philip B. Ambler, A. B.
1968	Bedford City	Belmont Seminary	J. E. Wamsley
1969	....do	Randolph-Macon Academy	A. M. Hughlett, E. Sumter Smith.
1970	Bellevue	Bellevue High School	Wm. R. Abbott
1971	Berkley	Berkley Military Institute	J. W. Roberts, S. M. Smith
1972	....do	Ryland Institute*	Miss Lula M. Butt
1973	Berryville	Berryville Home School*	Mrs. Julian Broadbuss
1974	Blackstone	Blackstone Female Institute	Rev. James Cannan, jr
1975	....do	Hoge Academy	S. G. Anspach, A. B.
1976	Black Walnut	Cluster Springs High School*	T. S. Wilson
1977	Bon Air	Bon Air School	William Day Smith
1978	Bowling Green	Southern Seminary	Rev. E. H. Rowe
1979	Burkeville	Ingleside Seminary	Graham C. Campbell, M. A.
1980	....do	South Side Female Institute	Rev. R. W. Cridlin
1981	Charlottesville	Piedmont Female Institute*	Miss Mary N. Meade
1982	Chase City	South Side Academy	Prof. Wayland F. Dunaway, Jr. ..
1983	Chester	Shirley Seminary	John Mary Elizabeth Carter
1984	Churchland	Churchland Academy	John Wise Kelly
1985	Covesville	Cove Academy*	Rev. Daniel Blain, D. D.
1986	Danville	Danville Military Academy	I. H. Saunders
1987	Dayton	Shenandoah Institute	Rev. E. U. Hoenshel
1988	Farnham	Farnham Male Academy	R. Williamson
1989	Fauquier Springs	Bethel Military Academy	K. A. McIntyre, supt.
1990	Floyd	Oxford Academy	Rev. and Mrs. J. K. Harris
1991	Fort Defiance	Augusta Military Academy	Chas. L. Roller
1992	Franklin	Franklin Academy	J. G. Mills, M. A.
1993	....do	Franklin Female Seminary	Miss Eunice Dowell
1994	Front Royal	Randolph-Macon Academy	Rev. B. W. Bond, D. D.
1995	Gloucester	Summersville Home School	John Tabb
1996	Graham	Wartburg Seminary*	J. E. Greever, A. M.
1997	Hampton	Hampton Female College	E. E. Farham
1998	Ingram	Ingram Institute	Mrs. M. F. Bass
1999	Irrington	Chesapeake Academy*	H. B. Nolley
2000	Lebanon	Russell College	J. W. Repass, A. M.
2001	Lewiston	Belair School	Miss N. E. Scott
2002	Locust Dale	Locust Dale Academy	W. W. Briggs, C. E.
2003	Luray	Luray Male School	James H. Morrison
2004	....do	Von Bora College	Rev. I. N. Stirewalt

*Statistics of 1895-96.

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	VIRGINIA—continued.		
2005	Lynchburg	Virginia Seminary	G. W. Hayes
2006	Martinsville	Clairmont School (East End Academy)*	William H. Parrott
2007	Mendota	Hamilton Institute *	W. J. Benham
2008	Millwood	Clay Hill Academy	Wm. H. Whiting, jr., A. M.
2009	Mount Clinton	West Central Academy	I. S. Wampler
2010	Newport News	Newport News Military Academy	Edward W. Huffman
2011	Norfolk	Leache-Wood Seminary	Miss Agnes Douglass West ..
2012	do	Norfolk Academy	Robert W. Tunstall, B. A.
2013	do	Norfolk Mission College	Rev. Wm. McKirahan
2014	do	Phillips & West Seminary	Miss E. Phillips, Miss S. K. West ..
2015	Onancock	Margaret Academy	Frank P. Brent
2016	Portsmouth	Portsmouth Academy	W. H. Stokes
2017	do	School for Young Ladies	Miss N. E. Carr
2018	Radford	St. Albans School *	G. W. Miles
2019	Richmond	Convent and Academy of the Visitation ..	Superior of the House
2020	do	Hartshorn Memorial College	Lyman B. Tefft, president
2021	do	McGuire's School	John P. McGuire
2022	do	Nolley's School for Boys *	G. M. Nolley
2023	Ridgeway	Ridgeway Institute	W. G. Welborn
2024	Roanoke	Alleghany Institute	Sidney Speiden Handy
2025	Rockfish Depot	Kleinberg Female Seminary	Miss Constance Wailes
2026	Rural Retreat	Hawkins Chapel Institute	E. H. Copenhaver, A. B.
2027	San Marino	Sunnyside Home School	Mrs. Lucy R. McCrohan
2028	South Boston	South Boston Female Institute	J. P. Sneed
2029	Spottswood	Valley High School	H. M. Wallace
2030	Staunton	Staunton Military Academy *	Wm. H. Kable
2031	Strasburg	Strasburg Institute	H. D. Wolff
2032	Suffolk	Collegiate Institute *	P. J. Kernodle, A. M.
2033	do	Nansemond Seminary	Mrs. Lucy H. Quimby
2034	do	Suffolk College	Sally A. Finney
2035	do	Suffolk Military Academy	Joseph King
2036	Tappahannock	Rappahannock Institute	Alex. Fleet
2037	Tazewell	Tazewell College	A. A. Furguson
2038	Warrenton	Fauquier Female Institute	Geo. G. Butler, A. M.
2039	Warsaw	Warsaw Female Academy	Mrs. E. B. Breckenbaugh
2040	Waynesboro	Fishburne Military School	James A. Fishburne
2041	do	Valley Female Seminary	Mr. and Mrs. J. B. Winston ..
2042	West Point	West Point Female Seminary	Mrs. W. R. Broadus
2043	do	West Point Military Academy*	Capt. J. W. Willson
2044	Wise	Gladeville College	C. Y. Chapman
2045	Woodlawn	Male and Female Academy	Everett E. Worrell
	WASHINGTON.		
2046	Ahtanum	Ahtanum Academy *	O. C. Palmer
2047	Centralia	Grace Seminary *	A. M. Brumback A. B.
2048	Coupeville	Puget Sound Academy	C. E. Newberry
2049	Olympia	Providence Academy	Sisters of Charity
2050	Ross	Seattle Seminary	Clark Wilbur Shay, B. S.
2051	Seattle	Academy of the Holy Names	Sister Mary Alodia
2052	South Park	College of Our Lady of Lourdes	Brother Philip Mary
2053	Spokane	Academy of the Holy Names	Sister Mary Geraldine
2054	do	Gonzaga College	Rev. James Rebmann, S. J.
2055	do	St. Mary's Hall	Mrs. Lemuel H. Wells
2056	Tacoma	Annie Wright Seminary	Mrs. Sarah K. White
2057	do	Tacoma Academy	Alfred P. Powelson, A. M.
2058	Waitsburg	Waitsburg Academy	J. A. Keener, M. E.

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.								
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
Bapt.....	7	2	40	71	83	80	---	---	---	---	5	9	---	---	3	---	300	\$30,500	2005		
Nonsect..	1	1	10	22	8	0	4	3	---	---	---	---	---	---	---	---	---	2,500	2006		
Nonsect..	1	0	13	9	81	97	0	0	0	0	0	0	0	0	---	---	250	3,500	2007		
Nonsect..	2	0	25	0	0	0	5	0	3	0	0	0	0	0	4	---	700	6,000	2008		
Nonsect..	7	1	36	21	31	31	7	2	1	0	2	4	1	0	3	---	450	7,000	2009		
Nonsect..	5	0	60	0	10	0	1	0	3	0	0	0	0	0	4	40	---	18,000	2010		
Nonsect..	0	9	0	70	0	30	0	0	0	0	0	11	0	0	---	---	500	30,000	2011		
Nonsect..	5	0	52	0	56	0	---	---	---	---	4	0	4	0	4	---	---	75,000	2012		
Presb....	2	10	15	33	272	330	---	---	---	---	6	6	4	0	3	---	1,200	60,000	2013		
Nonsect..	1	7	0	47	0	38	---	---	---	---	0	9	---	---	4	---	---	---	2014		
Nonsect..	3	2	39	38	6	16	8	0	10	12	2	1	2	1	4	---	3,200	20,000	2015		
Nonsect..	1	0	10	0	55	5	---	---	---	---	---	---	---	---	---	---	---	---	2016		
Nonsect..	0	3	0	37	0	2	0	2	---	---	---	---	---	---	---	---	15	---	2017		
Nonsect..	5	0	60	0	0	0	45	0	10	0	2	0	2	0	4	---	800	30,000	2018		
R. C.....	0	3	0	20	0	40	---	---	---	---	0	2	---	---	---	---	---	---	2019		
Bapt.....	1	1	1	5	1	62	---	---	---	---	0	3	---	---	---	---	---	50,000	2020		
Nonsect..	5	0	101	0	39	0	30	0	10	0	10	0	10	0	6	---	150	10,000	2021		
Nonsect..	2	0	40	0	10	0	10	0	---	---	5	0	5	0	3	---	---	---	2022		
Nonsect..	1	1	14	16	11	24	3	4	2	3	2	2	2	2	4	---	---	1,000	2023		
Nonsect..	5	0	50	0	42	0	30	0	20	0	---	---	---	---	---	---	600	25,000	2024		
Presb....	1	3	0	17	0	6	---	---	---	---	0	1	---	---	3	---	500	2,500	2025		
Luth.....	2	1	8	24	30	19	6	12	0	0	---	---	---	---	---	---	---	7,000	2026		
Presb....	0	1	3	9	4	2	1	1	0	0	0	0	0	0	4	---	---	100	2027		
Nonsect..	0	1	0	20	10	1	0	1	0	0	0	6	---	---	---	---	100	---	2028		
Nonsect..	2	0	24	1	6	9	20	0	---	---	---	---	---	---	---	---	---	800	2029		
Nonsect..	3	0	13	0	10	0	13	0	---	---	5	0	7	0	4	13	400	15,000	2030		
Nonsect..	1	0	14	5	11	11	---	---	---	---	0	0	0	0	---	---	150	4,000	2031		
Christ.....	2	0	17	0	29	0	---	---	---	---	1	0	---	---	3	---	300	6,000	2032		
P. E.....	1	4	0	19	3	11	0	0	0	0	0	4	0	0	5	---	300	11,000	2033		
Meth.....	0	6	0	47	3	31	---	---	---	---	0	7	---	---	---	---	---	34,000	2034		
Nonsect..	3	0	30	0	---	---	---	---	---	---	---	---	---	---	3	30	---	8,000	2035		
Nonsect..	2	3	4	18	2	2	1	10	---	---	0	2	---	---	5	---	500	3,500	2036		
Christ.....	2	1	20	7	50	50	30	5	---	---	0	0	---	---	4	---	---	4,000	2037		
Nonsect..	0	5	0	37	3	24	0	15	---	---	0	5	---	---	4	---	300	10,000	2038		
Nonsect..	0	1	0	11	0	13	0	5	0	0	0	4	---	---	---	---	---	11,000	2039		
Nonsect..	4	0	30	0	14	0	5	0	2	0	---	---	---	---	---	---	300	15,000	2040		
Presb....	0	3	0	26	6	74	---	---	---	---	---	---	---	---	4	---	200	7,000	2041		
Nonsect..	0	1	0	25	1	2	---	---	---	---	---	---	---	---	4	---	100	5,000	2042		
Nonsect..	3	0	39	0	15	0	10	0	6	0	2	0	2	0	39	---	100	6,000	2043		
Nonsect..	1	1	20	15	100	76	---	---	---	---	0	0	0	0	---	---	---	2,000	2044		
Nonsect..	1	1	30	20	41	30	4	1	6	1	0	0	0	0	3	---	---	3,000	2045		
Cong.....	1	1	27	26	0	0	3	2	---	---	0	0	---	---	4	---	400	10,000	2046		
Bapt.....	1	1	19	9	14	6	---	---	---	---	2	1	0	1	4	---	150	---	2047		
Cong.....	1	2	19	16	3	0	3	2	1	3	1	0	---	---	4	---	1,000	3,300	2048		
R. C.....	0	4	4	29	20	60	---	---	---	---	0	2	0	2	5	---	---	---	2049		
Free Meth	1	1	11	13	28	23	4	3	4	8	1	2	0	0	4	---	60	15,000	2050		
R. C.....	0	2	0	30	0	120	0	0	0	0	0	3	0	0	4	---	500	50,000	2051		
R. C.....	3	0	25	0	45	0	40	0	---	---	5	0	---	---	---	---	---	20,000	2052		
R. C.....	0	11	0	107	0	140	0	40	0	24	0	5	0	4	4	---	1,500	75,000	2053		
R. C.....	10	0	111	0	93	0	13	0	53	0	4	0	4	0	4	---	2,000	---	2054		
Epis.....	0	2	0	11	0	24	---	---	---	---	0	0	---	---	4	---	250	25,000	2055		
Epis.....	0	10	0	50	0	25	---	---	---	---	0	4	---	---	4	---	1,000	50,000	2056		
Nonsect..	1	1	12	8	2	2	2	3	---	---	1	1	1	1	4	---	200	6,000	2057		
Presb....	3	1	23	21	26	12	---	---	---	---	2	4	---	---	---	---	300	20,000	2058		

TABLE 43.—*Statistics of private high schools, endowed academics, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	WEST VIRGINIA		
2059	Alderson	Alleghany Collegiate Institute ..	W. S. Anderson
2060	Buckhannon	West Virginia Conference Seminary.	Rev. B. W. Hutchinson, A. M. .
2061	Burnsville	Burnsville Academy	J. R. C. Brown
2062	Charlestown	Charlestown Academy	John C. Grinnan
2063	.....do	Stephenson's Female Seminary ..	Rev. C. N. Campbell
2064	Clarksburg	Broaddus Classical and Scientific Institute.	H. A. Liebig
2065	Lewisburg	Lee Military Academy	James M. Lee
2066	.....do	Lewisburg Female Seminary	R. L. Telford
2067	Martinsburg	Berkeley Female Institute*	Misses Wiltshire and Cranc ..
2068	Oak Hill	Oak Hill High School*	Prof. Samuel Duncan
2069	Princeton	Princeton Academy*	John C. Naff
2070	Romney	Potomac Seminary	Rev. William S. Friend
2071	Salem	Salem College*	Rev. Theo. L. Gardiner
2072	Wayne	Oak View Academy	T. B. McClure
2073	Wheeling	Linsley Institute*	John M. Birch, Ph. D
	WISCONSIN.		
2074	Ashland	North Wisconsin Academy	S. Freeman Hersey
2075	Delafield	St. John's Academy (Military) ..	Rev. S. T. Smythe, A. M., B. D.
2076	Evansville	Evansville Seminary	A. L. Whitcomb
2077	Fond du Lac	Grafton Hall	B. T. Rogers
2078	Hillside	Hillside Home School	Ellen C. and Jane Lloyd Jones.
2079	Kenosha	Kemper Hall	Sister Superior
2080	.....do	University School	Nicholas Rowe, A. B.
2081	Madison	Sacred Heart Academy	Sister M. Edmund
2082	Milwaukee	Concordia College	M. J. F. Albrecht
2083	.....do	German English Academy	Emil Dapprich
2084	.....do	Milwaukee Academy	Julius Howard Pratt, Ph. D. .
2085	.....do	St. Josaphat's High School .....	.....
2086	Mount Calvary	St. Lawrence College	Rev. P. Alphonsus Baemle, O. M.
2087	Mount Horeb	Mount Horeb Academy	A. G. Bjorneby
2088	Poynette	Poynette Academy*	W. L. Green, D. D., president.
2089	Prairie du Chien	St. Mary's Academy	Sister U. Seraphia
2090	Racine	The Home School	Mrs. A. O. Simpkin
2091	.....do	Racine College	Rev. Arthur Piper, S. T. D. .
2092	.....do	St. Catherine's Academy	Mother M. Hyacintha
2093	St. Francis	Catholic Normal School of the Holy Family and Pio Nono College.	Rev. M. J. Lochemes
2094	.....do	Provincial Seminary of St. Francis de Sales.	Very Rev. Joseph Rainer
2095	Sinsinawa	Saint Clara Academy	Mother Bonaventure
2096	Stoughton	Stoughton Academy and Business Institute.	K. A. Kasberg
2097	Watertown	University of Our Lady of the Sacred Heart.	Rev. John O'Keefe, C. S. C.
2098	Waukesha	Carroll College	Walter L. Rankin
2099	Wausau	Wausau Business College and Academy.	C. M. Boyles
	WYOMING.		
2100	Big Horn	Wyoming Collegiate Institute* ..	Prof. W. E. Ransom, A. M.

* Statistics of 1895-96.

and other private secondary schools for the scholastic year 1896-97—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1897.		College preparatory students in the class that graduated in 1897.										
							Classical course.		Scientific course.														
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	19	20	21	22			
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18									
Nonsect ..	0	1	14	23	11	14	---	---	---	---	0	0	---	---	---	---	---	---	---	---	2059		
M. E.	4	3	60	40	125	110	10	1	15	8	19	12	10	4	4	---	---	2,200	75,000	2060			
Nonsect ..	2	0	16	19	28	27	---	---	---	---	---	---	---	---	---	---	---	150	500	2061			
Nonsect ..	1	0	18	0	0	0	5	0	3	0	---	---	---	---	---	---	---	---	2,000	2062			
Nonsect ..	1	4	2	21	3	25	1	0	---	---	0	2	---	---	---	---	---	---	10,000	2063			
Bapt.	2	4	29	41	8	11	3	7	11	24	2	14	3	10	3	---	---	500	12,000	2064			
Nonsect ..	2	0	16	0	10	0	8	0	4	0	0	0	0	0	3	---	---	1,200	3,200	2065			
Presb.	0	7	0	69	0	32	---	---	---	---	0	2	---	---	---	---	---	1,100	24,000	2066			
Nonsect ..	0	2	0	15	10	15	---	---	---	---	0	1	---	---	---	---	---	50	6,000	2067			
Nonsect ..	1	1	7	8	---	---	0	0	0	0	0	0	0	0	---	---	---	---	---	2068			
Meth.	2	3	40	15	25	15	5	4	0	0	2	3	2	3	5	---	---	100	5,000	2069			
Presb.	2	1	20	15	13	15	6	3	2	4	2	1	2	0	4	---	---	---	5,000	2070			
7 D. Bapt.	3	1	50	45	83	117	---	---	---	---	3	0	---	---	---	---	---	1,500	10,000	2071			
Nonsect ..	2	2	45	36	10	14	10	0	---	---	---	---	---	---	---	---	---	---	6,000	2072			
Nonsect ..	5	0	79	0	50	0	10	0	10	0	16	0	10	0	4	79	300	20,000	2073				
Cong.	1	2	18	16	2	2	3	3	7	4	3	3	1	2	3	---	---	600	35,000	2074			
Epis.	8	1	173	0	12	0	---	---	---	---	30	0	15	0	4	173	---	---	---	2075			
Meth.	1	1	35	31	40	45	---	---	---	---	---	---	---	---	---	---	---	400	30,000	2076			
Epis.	1	8	0	35	0	25	0	---	---	---	0	3	0	1	4	---	---	150	60,000	2077			
Nonsect ..	3	9	14	17	13	14	1	2	1	3	1	3	1	2	4	---	---	2,300	42,000	2078			
Epis.	0	10	0	70	0	30	α	24	---	---	0	16	0	6	4	---	---	4,000	150,000	2079			
Nonsect ..	3	0	24	0	0	5	---	---	---	---	---	---	---	---	---	---	---	---	---	2080			
R. C.	0	5	0	37	0	26	---	---	---	---	0	3	0	3	4	---	---	450	40,000	2081			
Ev. Luth.	9	0	140	0	64	0	---	---	---	---	37	0	37	0	4	---	---	3,076	150,000	2082			
Nonsect ..	5	2	10	9	70	75	---	---	---	---	10	9	---	---	---	---	---	1,200	85,000	2083			
Nonsect ..	4	1	34	0	25	0	17	0	6	0	4	0	4	0	5	---	---	---	35,000	2084			
R. C.	5	0	52	0	0	0	---	---	---	---	35	0	---	---	---	---	---	---	---	2085			
R. C.	12	0	128	0	0	0	---	---	---	---	15	0	---	---	---	---	---	3,300	100,000	2086			
Luth.	3	0	24	15	17	5	---	---	---	---	5	3	---	---	---	---	---	200	15,000	2087			
Presb.	1	1	16	10	15	16	7	5	---	---	2	2	2	2	---	---	---	400	20,000	2088			
R. C.	0	4	0	30	0	26	0	0	0	0	0	7	0	0	4	---	---	---	---	2089			
Epis.	0	2	0	15	0	12	---	---	---	---	---	---	---	---	---	---	---	2,000	---	2090			
P. E.	5	0	40	0	0	0	4	0	10	0	4	0	2	0	6	---	---	10,000	250,000	2091			
R. C.	0	7	0	60	0	115	---	---	---	---	0	6	---	---	---	---	---	3,050	---	2092			
R. C.	7	0	49	0	27	0	---	---	---	---	7	0	---	---	---	---	---	2,000	---	2093			
R. C.	9	0	140	0	75	0	---	---	---	---	30	0	---	---	---	---	---	13,500	200,000	2094			
R. C.	0	16	0	56	0	47	0	0	0	0	0	10	0	0	4	---	---	2,500	200,000	2095			
Luth.	2	2	59	43	50	25	---	---	---	---	8	2	13	7	1	1	4	700	12,000	2096			
R. C.	4	0	48	0	48	0	35	0	10	0	---	---	---	---	---	---	48	2,000	---	2097			
Presb.	3	3	45	36	29	14	---	---	---	---	15	12	4	3	3	---	---	1,000	52,000	2098			
Nonsect ..	2	1	20	10	49	62	0	0	0	0	0	0	0	0	---	---	250	1,000	---	2099			
Cong.	2	1	18	12	8	6	1	2	3	3	0	0	---	---	---	---	4	300	10,000	2100			

α Indians.

TABLE 44.—Public and private high schools for boys only, for girls only, and for both sexes.

State or Territory.	Public.						Private.							
	For boys only.		For girls only.		Coeducational.		For boys only.		For girls only.		Coeducational.			
	Schools.	Students.	Schools.	Students.	Schools.	Boys.	Girls.	Schools.	Students.	Schools.	Students.	Schools.	Boys.	Girls.
United States.....	35	9,659	26	10,294	5,048	163,786	225,694	351	20,054	537	23,134	1,212	33,164	31,681
North Atlantic Division...	12	6,751	8	6,481	1,207	47,802	65,365	152	10,256	192	8,655	321	10,688	10,869
South Atlantic Division...	9	1,299	10	1,639	336	7,321	10,262	82	3,686	81	3,760	258	5,757	5,187
South Central Division...	13	1,169	7	1,554	510	11,416	15,513	36	1,358	84	4,002	368	8,910	7,989
North Central Division...	1	440	—	—	2,783	87,967	122,131	54	3,721	127	5,096	215	6,558	6,205
Western Division.....	—	—	1	620	212	9,280	12,423	27	1,033	53	1,621	50	1,251	1,431
North Atlantic Division :														
Maine.....	—	—	—	—	151	3,642	4,535	2	86	1	60	32	1,343	1,529
New Hampshire.....	1	46	1	8	50	1,453	1,951	7	664	3	179	18	569	545
Vermont.....	—	—	—	—	50	1,167	1,585	2	67	3	85	21	991	965
Massachusetts.....	4	2,011	2	1,138	219	11,928	16,283	22	1,568	37	1,811	38	1,083	997
Rhode Island.....	—	—	—	—	14	1,266	1,643	2	265	6	263	3	150	199
Connecticut.....	—	—	—	—	64	2,699	3,427	14	628	20	936	24	550	570
New York.....	4	3,682	1	2,130	339	14,184	18,961	59	3,342	70	3,332	75	2,246	2,603
New Jersey.....	—	—	—	—	76	3,427	5,189	20	1,584	22	636	27	836	692
Pennsylvania.....	3	1,012	4	3,205	244	8,036	11,791	24	2,052	30	1,353	83	2,920	2,859
South Atlantic Division:														
Delaware.....	—	—	—	—	14	485	766	—	—	—	—	3	121	89
Maryland.....	5	1,198	4	1,000	32	492	737	14	609	17	1,045	12	216	148
District of Columbia.....	—	—	—	—	4	924	1,489	6	322	12	490	1	32	30
Virginia.....	3	85	—	—	61	1,333	2,050	33	1,350	23	910	29	566	598
West Virginia.....	—	—	—	—	25	510	789	3	113	2	84	10	283	263
North Carolina.....	—	—	—	—	12	179	293	12	556	6	400	114	2,425	1,945
South Carolina.....	1	16	1	6	65	1,052	1,229	7	346	8	291	17	402	365
Georgia.....	—	—	5	633	95	1,814	2,205	7	390	9	438	69	1,675	1,671
Florida.....	—	—	—	—	28	532	704	—	—	4	102	3	37	78
South Central Division:														
Kentucky.....	2	511	1	576	50	1,114	1,598	11	380	21	621	59	1,393	1,152
Tennessee.....	1	32	—	—	96	2,029	2,744	7	282	12	490	94	2,263	1,874
Alabama.....	4	216	2	333	46	890	1,108	5	224	9	489	62	1,288	1,164
Mississippi.....	3	55	—	—	78	1,356	1,740	5	144	10	471	44	1,036	1,196
Louisiana.....	1	245	3	629	14	178	373	2	89	9	281	20	312	360
Texas.....	—	—	1	16	180	4,637	6,452	5	216	20	1,196	55	1,934	1,568
Arkansas.....	—	—	—	—	43	1,127	1,353	1	23	2	35	24	478	465
Oklahoma.....	—	—	—	—	3	85	145	—	—	1	19	2	44	45
Indian Territory.....	2	110	—	—	—	—	—	—	—	—	—	8	162	165
North Central Division:														
Ohio.....	—	—	—	—	584	16,408	21,550	10	578	24	945	24	702	620
Indiana.....	—	—	—	—	345	9,447	11,897	2	152	14	642	10	498	429
Illinois.....	1	440	—	—	326	12,105	19,364	9	716	23	1,235	24	674	672
Michigan.....	—	—	—	—	285	10,952	14,793	2	137	9	381	8	258	310
Wisconsin.....	—	—	—	—	184	6,830	8,757	10	828	7	303	9	241	187
Minnesota.....	—	—	—	—	102	4,500	6,050	5	393	11	349	14	437	415
Iowa.....	—	—	—	—	325	10,268	14,358	3	207	6	182	36	1,351	1,171
Missouri.....	—	—	—	—	189	6,790	10,030	11	660	19	755	58	1,671	1,680
North Dakota.....	—	—	—	—	21	372	537	—	—	—	—	3	28	50
South Dakota.....	—	—	—	—	29	603	817	—	—	1	23	6	97	105
Nebraska.....	—	—	—	—	219	4,985	7,126	1	15	4	75	10	210	230
Kansas.....	—	—	—	—	174	4,707	6,852	1	35	4	206	13	391	336
Western Division:														
Montana.....	—	—	—	—	14	404	539	1	17	2	65	1	2	15
Wyoming.....	—	—	—	—	2	103	117	—	—	—	—	1	18	12
Colorado.....	—	—	—	—	41	1,884	2,751	1	26	4	165	2	65	41
New Mexico.....	—	—	—	—	7	75	131	2	46	1	15	—	—	—
Arizona.....	—	—	—	—	2	59	68	—	—	1	10	1	25	170
Utah.....	—	—	—	—	2	261	389	1	20	1	70	11	535	514
Nevada.....	—	—	—	—	6	147	228	—	—	—	—	—	—	—
Idaho.....	—	—	—	—	7	108	184	2	30	—	—	5	69	61
Washington.....	—	—	—	—	34	1,068	1,493	2	136	4	198	7	115	122
Oregon.....	—	—	—	—	12	632	889	3	144	6	168	9	156	195
California.....	—	—	1	620	85	4,539	5,634	15	614	34	930	13	266	301

CHAPTER XLI.

STATISTICS OF CITY SCHOOL SYSTEMS.

There are 578 cities in the United States claiming to have more than 8,000 population each. In these cities there are 601 distinct systems of city public schools, a number of cities having two or more school organizations. In 1890-91 there were only 442 such systems, with an enrollment of 2,627,275 pupils. For 1896-97 the enrollment in the 601 city systems was 3,590,875, an increase of 963,600, or 36.67 per cent in six years. In the same time the enrollment in the public schools outside of the cities of 8,000 population increased from 10,422,857 in 1890-91 to 11,061,617 in 1896-97. This was an increase of 638,760, or a little more than 6 per cent. This wide difference in the rate of increase in enrollment in city and country schools is partly due to the fact that in 1890-91 more than 150 of the systems now classed as city systems were yet outside of cities of 8,000 population and over, and the enrollment in these 150 systems is now in effect subtracted from the enrollment in country schools and added to that in city schools. Whether this accounts for the whole difference in the rate of increase or not the fact remains that the enrollment in public schools in cities of 8,000 population and over in 1890-91 was only about 20 per cent of the total public school enrollment of the United States, while in 1896-97 the enrollment in cities of like size is 24½ per cent of the public school enrollment for the whole country.

The following table is a summary of statistics of school systems of cities containing over 8,000 inhabitants, showing increase or decrease from previous year:

	1895-96.	1896-97.	Increase.	Per cent of increase.
Children of school census age.....		5,893,132		
Enrollment.....	3,484,255	3,590,875	106,620	3.06
Aggregate number of days' attendance.....	489,786,705	507,622,259	17,835,554	3.64
Average daily attendance.....	2,560,293	2,687,758	127,465	4.98
Average length of term in days.....	191.4	188.9	<i>a</i> 2.5	
Enrollment in private and parochial schools.....	848,760	824,609	<i>a</i> 24,151	<i>a</i> 2.85
Number of supervising officers.....	3,938	3,859	<i>a</i> 79	<i>a</i> 2.01
Number of teachers.....	70,325	74,117	3,792	5.39
Number of buildings.....	8,496	8,604	108	1.27
Number of sittings.....	3,369,082	3,397,275	28,193	.84
Value of school property.....	\$257,236,583	\$267,050,289	\$9,813,706	3.82
Expenditure for tuition.....	46,747,865	48,772,485	2,024,620	4.33
Total expenditure.....	80,012,118	84,866,092	4,823,974	6.03

a Decrease.

In 1890 the cities of 8,000 population and over had 29.2 per cent of the population of the entire country. In 1897 the estimated population of the United States, based largely upon the school census of the previous year in most of the States, was 71,374,142. The aggregate population claimed by the cities of 8,000 inhabitants and over was 24,878,211, or 34.86 per cent of the total population. This percentage is manifestly too great, the actual population of most cities being considerably below the "claimed" population. The total population of these cities, estimated on the basis of the latest school census of each city, was 22,531,091 for 1897, or 31.57 per cent of the estimated population of the United States for that year.

The statistics of city school systems are summarized in Tables 1 to 20 in this chapter, and certain comparisons are drawn between the public schools of the cities and the public schools outside of cities of 8,000 population and over.

Table 1 shows for each State the number of city systems of public schools, the enrollment in these public schools, the aggregate number of days attended, the aver-

age daily attendance, the number of supervising officers, and the number of teachers, male and female. The estimated enrollment in private and parochial schools is also given. The public school enrollment in the cities, 3,590,875, was an increase of 106,620, or 3.06 per cent, over the preceding year. The aggregate attendance, 507,622,259, was an increase of 17,835,554, or 3.64 per cent. The estimated enrollment in private and parochial schools, 824,609, was a decrease of 24,151, or 2.85 per cent, from the year before. The number of teachers in 1896-97 was 74,117, an increase of 3,792, or 5.39 per cent, although the number of supervising officers was 79 less.

Table 2 is an exhibit of the school property owned by city school systems, and shows the amount of money expended for teaching and for all purposes in the cities of each State. These city schools occupied 8,604 buildings, in which were 3,397,275 seats for study, showing an increase of less than 1 per cent in seating capacity from the preceding year. The value of school property was \$267,050,289, an increase of \$9,813,706, or 3.82 per cent, in one year. The amount of money expended for teaching and supervising was \$48,772,485, an increase of \$2,024,620, or 4.33 per cent, over the previous year. The aggregate expenditure of the 601 city systems for all purposes, except repayment of loans and interest on bonds, was \$84,866,092, an increase of \$1,823,974, or 6.03 per cent, over 1895-96.

Table 3 is a bird's-eye view of the statistics of city school systems summarized by States, preceded by a review for the past five years by geographical divisions and for the United States as a whole. The table shows that for 1896-97 the enrollment in private schools was only 18.7 per cent of the total school enrollment in cities; that the average daily attendance in the public schools was 74.8 per cent of the public school enrollment; that the average number of days' attendance of each pupil enrolled was 141.4; that the average length of school term was 188.9; that the average number of pupils in attendance to each teacher was 36.3; that the average number of teachers to each supervising officer was 19.3. The table also shows that the average number of seats for each 100 pupils in attendance was 126.4; that the average number of seats to a building was 395; that the value of school property per capita of pupils in average attendance was \$99.36; that the cost of teaching and supervising per capita of pupils in average attendance was \$18.15; that the total cost of maintaining the schools per capita of pupils in average attendance was \$31.58; that the average cost per day of tuition for one pupil was 9.61 cents, and that the average daily expenditure per pupil for all purposes was 16.72 cents.

Table 4 shows that there were 627 high schools belonging to the 601 city systems. These high schools had 5,920 instructors, 2,288 males and 3,632 females. In the high schools there were 181,410 secondary students, 73,872 males and 107,538 females. The average number of teachers to a high school was 9.4, the average number of students to a teacher 30.6, and the average number of students to a high school was 289.3. The table gives similar statistics for each State. Statistics of all the high schools in the United States are given in Chapter XL.

Table 5 summarizes the statistics of evening schools belonging to the public school systems of cities. There were in 1896-97 in cities of 8,000 population and over 813 such schools, with 4,141 teachers and 183,168 pupils. It is seen that 558 of these schools, with 140,053 pupils, are in the cities of the North Atlantic division, 201 being in Massachusetts and 151 in Pennsylvania.

Table 6 is a summary of the statistics of kindergartens belonging to the public school systems of cities. In the cities of 8,000 population and over there were 1,077 public kindergartens, conducted by 2,024 teachers. In these kindergartens were 81,916 pupils, 35,968 boys and 37,883 girls. Nearly all the public kindergartens were in the cities of the North Atlantic and North Central divisions. The second part of the table shows that in cities and villages of over 4,000 but less than 8,000 population there were 80 kindergartens, conducted by 139 teachers. These kindergartens had 4,717 pupils, 2,052 boys and 2,218 girls. Lists of cities showing the number of kindergartens, kindergarten teachers, and pupils are given in Tables 21 and 22.

The detailed statistics of the 601 systems of public schools in cities of 8,000 pop-

ulation and over are given in Tables 23 to 26. The statistics of the public schools of 307 cities and villages containing between 4,000 and 8,000 inhabitants are given in detail in Table 27, at the conclusion of this chapter.

CITY AND RURAL SCHOOLS COMPARED.

For the purpose of comparing certain statistics of public schools in cities of 8,000 population and over with like statistics of the public schools outside of such cities, Tables 7 to 16 have been arranged. It can not be said that all the schools not in cities of 8,000 population and over are rural schools, but as a rule the schools in the smaller cities and in the villages present conditions similar to those in rural schools. In the public schools of the 307 cities and villages of from 4,000 to 8,000 population there were 321,435 pupils enrolled, as shown in Table 20. In only a small number of these cities and villages have the public schools reached the high standard of organization maintained by the larger cities. The comparisons made in this chapter will not be vitiated by considering the public schools of the smaller cities as a component part of the rural schools of the country. In the census reports for 1890 the aggregate population of all cities of 8,000 population and over was considered to be the urban population of the United States, while all the population outside of such cities was classed as rural population.

Table 7 gives the estimated population of the United States and of each State, based upon the latest school census in each State, as reported by superintendents of public instruction. This estimated population was for the whole country 71,374,142 in 1897. The aggregate population of the cities of 8,000 population and over was 22,531,091, estimated largely on the basis of the scholastic population. According to these careful estimates the urban population of the United States was 31.57 per cent in 1897, as compared with 29.20 per cent in 1890. The rural population in 1897 was 48,843,051, or 68.43 per cent of the total population. The "claimed" population of the cities is given in the third column of Table 7, but is not used for purposes of comparison, the aggregate being manifestly too great. In a few States where the school census was defective the population was estimated by using the 1890 ratio, and in five States the "claimed" city population is placed in column 5 for the same reason.

Table 8 gives the number of children of school census age in the cities, outside of the cities, and for the whole United States. In the cities the children of school-census age numbered 5,893,132, or 26.16 per cent of the city population; outside of the cities there were 15,084,884 children of school-census age, or 30.88 per cent of the total rural population. The number of children of school-census age for the United States was 20,978,016, or 29.39 per cent of the total population. This total of 20,978,016 was not the number of children from 5 to 18 years of age, but the number actually reported or estimated by State superintendents of public instruction. The last column of the table shows the ages for enumeration in the cities, being in most cases also the ages for enumeration in the entire State.

Table 9 shows the number of pupils enrolled in the cities, outside of the cities, and in the whole country. The number enrolled in the cities was 3,590,875, or 15.94 per cent of the city population; the number enrolled outside of the cities was 11,061,617, or 22.65 per cent of the rural population. The combined enrollment was 14,652,492, or 20.53 per cent of the total population. The same table also shows that the enrollment in cities was 60.93 per cent of the school population of those cities, the enrollment outside of cities was 73.33 per cent of the rural school population, and the enrollment for the whole country was 69.85 per cent of the total school population. The comparison shows that in the matter of enrollment the advantage is decidedly in favor of the rural schools.

Table 10 gives the aggregate and average attendance and average length of school term in the cities and outside of the cities in each State. The average length of school term in the cities was 188.9 days, or nearly nine and one-half months, while the length of term outside these cities was 122.8 days, or nearly six months and three

days. In the cities of only three States does the average length of school term fall below eight and one-half months, but in the rural schools there are wider variations. The shortest average term in the rural schools of any State is 61.7 days and the longest average term is 183.4 days. In six States the school term is less than four months, and in fourteen States less than five months. The average length of school term for the United States, as shown in the last column of the table, was 140.4 days, or about seven months.

Table 11 is a comparison of public high school statistics for city and rural schools. The 627 high schools in cities had 181,410 secondary students, this number being 5.05 per cent of the public-school enrollment of the cities. The 4,482 high schools outside of the cities of 8,000 population and over had 228,023 students, or only 2.06 per cent of the rural-school enrollment. The last column of the table shows that 2.79 per cent of the pupils enrolled in the public schools of the United States constituted the public high school enrollment. It may be observed that in a number of States the high schools of the cities had more than 8 per cent of the city public school enrollment. For the North Atlantic and Western divisions the percentages were 6.33 and 6.43, respectively.

Table 12 shows that male teachers constituted only 7.79 per cent of the teaching force in the cities, while in the rural schools it was composed of 38.16 per cent males and 61.84 per cent females. It may be noted that nearly all the 3,859 supervising officers in the city schools were males. If these be included, the teaching and supervising force of the cities would be composed of about 12 per cent males and 88 per cent females. For the whole United States the percentage of male teachers in the public schools was 32.6.

Table 13 shows the whole amount expended for public schools in cities of 8,000 population and over, the amount expended outside of such cities, and the aggregate for the whole country. The \$84,866,092 expended for city public schools was \$3.77 per capita of city population. The \$102,460,846 expended for rural schools was \$2.10 per capita of population outside of the cities. The total amount expended for public schools in the United States for 1896-97 was \$187,326,938, or \$2.62 per capita of population. The expenditure for city public schools, as shown in the second column of the table, presents wide variations. The per capita expenditure is but 96 cents in the cities of one State, and exceeding \$5 per capita in the cities of several other States. The expenditure per capita of population was as low as 32 cents in one State and as high as \$4.84 in another. In the two Southern divisions the per capita expenditure for rural schools is less than \$1.

Table 14 shows that the amount of money expended for teaching and supervising in cities, \$48,772,485, was 57.47 per cent of the total expenditure for public schools. In the rural schools the expenditure for teaching, \$70,531,057, was 68.84 per cent of the total expenditure. For the United States the expenditure for teaching and supervising was \$119,303,542, or 63.69 per cent of the total expenditure for public schools.

Table 15 shows that in the cities the average expenditure per pupil, based on average attendance, was \$31.58, and that in the rural schools the average was only \$13.84 per pupil for the school year. For the whole country the average per pupil was \$18.56. The average expenditure per pupil in city schools is as high as \$48.89 in one State and as low as \$11.88 in another. The expenditure per pupil in rural schools varies from \$3.53 in one State to \$48.74 in another.

The average sums received by teachers and supervisors for the whole school year without regard to the number of months of service are given in the second part of Table 15. The teachers and supervisors in city schools received \$625.48, while the average sum received in the rural schools was \$216.78, the average for the whole country being \$295.79. The highest city average in any State was \$844.93 and the lowest \$322.47. The highest average for the rural schools in any State was \$549.90 and the lowest was \$70.82.

Table 16 presents the estimated average salaries of teachers in the city and rural schools of the United States. The first column shows the average monthly salary of

male teachers in each State and the second column the average monthly salary of female teachers as derived from the reports of State superintendents of public instruction. The next column gives the average salaries of teachers and supervisors in the city schools as \$66.19 per month. This is found by dividing the average sum received by teachers and supervisors in city schools, \$625.48, by the average length of the school term in months. The average, \$625.48, was found by dividing the amount expended for teaching and supervising by the number of teachers and supervisors. This gives an average somewhat larger than the true average for teachers and much less than the true average for supervisors. The same method shows an average of \$35.31 per month for teachers and supervisors in the rural schools. The average monthly salary of teachers and supervisors in the public schools is estimated at \$42.14 for the whole country. The average monthly salary in the city schools of the North Atlantic Division was \$66.75 and in the rural schools \$34.22; in the South Atlantic Division \$58.92 in the city schools and \$28.93 in the rural schools; in the South Central Division \$60.86 in the city schools and \$36.30 in the rural schools; in the North Central Division \$64.68 in the city schools and \$32.70 in the rural schools; in the Western Division \$83.01 in the city schools and \$53.22 in the rural schools.

RELIGIOUS EXERCISES IN CITY SCHOOLS.

To ascertain the nature of religious exercises in the public schools of the cities this office in 1896 sent to each city superintendent the following request for information:

Please state whether you have any religious exercises in your schools, or whether these are forbidden by the regulations.

In case you have religious instruction, is it limited to the reading of the Bible, or are other exercises allowed?

Please state the nature of such religious exercises or instruction. Is the Bible or the New Testament read, or some book of selections?

In response to the above inquiry 531 superintendents in cities of 8,000 population and over sent information, and replies were received from 277 superintendents in cities of less than 8,000 population. The information furnished by the 531 superintendents is summarized in Table 17, and that from the 277 superintendents in Table 18. The statistics of these two tables are combined in Table 19.

Table 17 shows that of the 531 cities 425 have religious exercises in their public schools and 106 have not. In 57 of the latter such exercises are prohibited by law or regulation. The superintendents of 446 cities reported that religious exercises were not prohibited in their schools, while 28 did not answer this question. In 29 cities the religious exercises are limited to the reading of the Bible, in the schools of 381 cities the Bible is read, in 3 cities the New Testament only, and in 5 the Old Testament only, while in 38 cities books of scriptural selections are in use. In the schools of 343 cities the daily exercises begin with prayer and in 142 with sacred song. In 63 cities comment on the scriptural reading is forbidden by regulation.

Table 18 gives similar statistics for 277 cities of less than 8,000 population. Religious exercises are held in 226 of these schools and not held in 51; such exercises are prohibited in 20 and not prohibited in 243, and limited to the reading of the Bible in 14. The Bible is read in the schools of 221 of these cities, the New Testament only in 5, the Old Testament only in 3, and books of scriptural selections in 11. Exercises begin with prayer in 193 cities and sacred song is employed in 84. In 36 cities teachers are not allowed to comment upon the scriptural readings.

Table 19 combines the statistics of the two preceding tables, showing that in the public schools of 808 cities and villages of 4,000 population and over, religious exercises are held in 651, not held in 157, and prohibited in 77. In 602 of the cities the Bible is read, in 536 daily prayer is offered and in 226 there is sacred song. In only one State is the prohibition of religious exercises general. Reports were received from 29 cities and villages in Wisconsin, and in the schools of 24 of these religious exercises were prohibited.

TABLE 1.—*Summary, by States, of enrollment, attendance, supervising officers, and teachers in cities containing over 8,000 inhabitants in 1896-97.*

Cities of—	Number of city school systems.	Enrollment in public day schools.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Enrollment in private and parochial schools (estimated).	Number of supervising officers.	Number of teachers.		
							Male.	Female.	Total.
1	2	3	4	5	6	7	8	9	10
United States	601	3,590,875	507,622,259	2,687,758	824,609	3,859	5,773	68,344	74,117
North Atlantic Division ...	233	1,697,615	240,131,134	1,259,044	360,779	1,829	2,351	32,370	34,721
South Atlantic Division ...	43	254,737	34,366,949	184,829	47,392	199	560	4,744	5,304
South Central Division ...	52	193,874	25,398,650	142,592	47,356	204	442	3,296	3,738
North Central Division ...	237	1,247,867	180,438,070	953,142	348,447	1,383	1,996	24,197	26,193
Western Division	36	196,782	27,287,456	148,151	20,635	244	424	3,737	4,161
North Atlantic Division:									
Maine	10	24,475	3,225,948	18,406	6,195	41	40	596	636
New Hampshire	6	16,261	2,024,104	11,347	7,309	26	24	341	365
Vermont	2	3,828	533,942	2,882	2,175	5	8	86	94
Massachusetts	51	312,191	47,736,526	248,223	57,213	274	620	6,662	7,282
Rhode Island	9	49,379	5,983,487	32,324	10,623	40	137	968	1,105
Connecticut	19	74,624	10,453,610	54,760	15,139	90	121	1,610	1,731
New York	61	675,852	95,217,142	495,254	144,213	880	685	12,315	13,000
New Jersey	22	145,940	19,650,643	101,550	31,738	170	86	2,634	2,720
Pennsylvania	53	395,065	55,305,732	294,298	86,124	303	630	7,158	7,788
South Atlantic Division:									
Delaware	1	10,749	1,572,176	8,104	.....	3	5	221	226
Maryland	4	81,780	10,859,341	55,497	16,985	9	160	1,658	1,818
District of Columbia ...	2	42,995	6,081,636	33,283	5,300	64	126	880	1,006
Virginia	10	34,286	4,814,689	25,921	9,387	33	70	549	619
West Virginia	3	10,531	1,380,885	7,579	1,775	13	12	214	226
North Carolina	6	10,531	1,294,847	7,433	1,267	8	25	198	223
South Carolina	4	11,614	1,695,342	9,605	1,987	16	20	173	193
Georgia	9	40,858	5,516,330	30,075	5,591	42	81	658	739
Florida	4	11,393	1,151,703	7,332	5,100	11	61	193	254
South Central Division:									
Kentucky	11	50,284	7,156,051	37,633	16,267	77	79	919	998
Tennessee	6	28,828	3,762,445	20,950	6,400	53	60	451	511
Alabama	6	13,079	1,817,419	10,646	4,300	12	39	231	270
Mississippi	5	8,413	1,007,293	5,725	2,000	21	20	143	163
Louisiana	3	32,744	3,997,255	23,756	4,729	11	38	651	689
Texas	16	47,223	6,090,148	34,832	12,400	25	165	728	893
Arkansas	4	12,219	1,456,191	8,215	1,160	4	35	155	190
Oklahoma	1	1,084	111,848	835	100	1	6	18	24
Indian Territory	0	0	0	0	0	0	0	0	0
North Central Division:									
Ohio	46	240,491	35,818,435	193,318	76,701	233	488	4,724	5,212
Indiana	30	103,005	13,840,106	69,490	23,679	125	275	1,944	2,219
Illinois	39	319,600	49,082,332	250,840	111,503	408	390	6,260	6,650
Michigan	30	126,607	17,958,301	94,811	32,976	159	139	2,458	2,592
Wisconsin	21	100,142	13,646,760	73,253	34,244	123	168	1,839	2,007
Minnesota	10	78,778	11,558,821	61,418	17,885	123	87	1,675	1,762
Iowa	22	66,874	9,459,294	52,095	10,182	89	92	1,488	1,580
Missouri	15	132,567	18,298,251	96,119	31,630	56	219	2,450	2,669
North Dakota	0	0	0	0	0	0	0	0	0
South Dakota	1	1,859	256,500	1,425	200	2	3	45	48
Nebraska	10	37,307	5,065,369	28,190	4,975	35	43	658	701
Kansas	13	40,637	5,453,901	32,183	4,472	30	92	661	753
Western Division:									
Montana	3	8,209	1,061,384	5,974	660	9	20	161	181
Wyoming	1	1,071	145,186	830	50	2	1	26	27
Colorado	9	37,064	4,836,041	26,942	2,300	31	79	686	765
New Mexico	0	0	0	0	0	0	0	0	0
Arizona	0	0	0	0	0	0	0	0	0
Utah	2	15,433	2,198,111	12,663	450	22	46	261	307
Nevada	0	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	0	0
Washington	4	18,953	2,516,238	13,961	1,786	17	37	346	383
Oregon	3	13,816	2,091,377	10,855	1,050	16	30	274	304
California	14	102,236	14,439,119	76,926	14,339	147	211	1,983	2,194

TABLE 2.—*Summary, by States, of school property and expenditures in cities containing over 8,000 inhabitants in 1896-97.*

Cities of—	Number of school buildings.	Number of seats, or sittings for study.	Value of all public property used for school purposes.	Expenditure for super-vision and teaching.	Expenditure for all purposes (loans and bonds excepted).
1	2	3	4	5	6
United States	8,604	3,397,275	\$267,050,289	\$48,772,485	\$84,866,092
North Atlantic Division	4,017	1,609,178	135,970,151	23,274,845	44,418,713
South Atlantic Division	662	246,612	11,063,166	3,015,502	4,202,826
South Central Division	464	183,008	8,917,814	2,133,725	2,775,576
North Central Division	2,913	1,172,948	93,050,452	16,980,866	28,393,396
Western Division	548	185,529	18,048,706	3,367,547	5,075,581
North Atlantic Division:					
Maine	184	25,997	1,571,741	239,375	405,269
New Hampshire	88	14,644	1,330,648	216,148	310,925
Vermont	23	5,156	345,800	50,092	101,806
Massachusetts	1,233	314,929	32,958,874	5,153,841	9,399,687
Rhode Island	212	44,002	3,799,680	697,718	1,377,964
Connecticut	268	72,907	6,530,361	1,045,010	1,864,989
New York	862	614,338	52,788,549	9,435,458	19,523,654
New Jersey	253	124,209	7,367,432	1,721,979	2,839,178
Pennsylvania	894	392,996	29,277,066	4,665,224	8,595,241
South Atlantic Division:					
Delaware	28	10,816	675,505	109,716	175,299
Maryland	148	84,511	3,111,810	1,079,592	1,505,701
District of Columbia	94	40,670	3,500,000	743,298	1,117,634
Virginia	73	32,020	1,047,800	303,854	386,630
West Virginia	34	10,400	656,520	96,400	152,931
North Carolina	19	7,449	315,506	74,491	91,178
South Carolina	19	9,760	265,450	87,559	114,128
Georgia	124	38,886	1,339,250	443,908	564,362
Florida	123	12,100	151,325	76,684	94,963
South Central Division:					
Kentucky	102	49,194	2,356,748	631,669	870,878
Tennessee	52	25,201	1,160,310	300,651	367,100
Alabama	34	12,560	271,000	134,168	163,365
Mississippi	19	9,040	293,000	70,536	105,332
Louisiana	81	30,659	1,260,000	336,650	410,165
Texas	140	44,288	3,006,999	535,755	689,247
Arkansas	31	10,865	507,757	115,547	154,944
Oklahoma	5	1,200	62,000	8,749	14,545
Indian Territory	0	0	0	0	0
North Central Division:					
Ohio	535	237,725	19,183,262	3,331,938	5,492,335
Indiana	278	95,975	7,714,493	1,264,621	2,387,312
Illinois	596	305,428	25,498,636	5,187,999	8,664,634
Michigan	336	113,135	8,631,899	1,407,337	2,527,546
Wisconsin	253	93,767	5,560,020	1,212,053	1,678,709
Minnesota	176	74,525	7,846,524	1,222,044	1,811,949
Iowa	219	65,648	5,379,858	838,622	1,413,375
Missouri	268	113,745	8,417,880	1,678,851	3,143,854
North Dakota	0	0	0	0	0
South Dakota	10	1,908	260,000	27,070	40,785
Nebraska	116	32,741	2,656,600	435,990	689,988
Kansas	126	38,351	2,095,280	394,336	542,909
Western Division:					
Montana	42	9,100	1,117,724	137,602	292,055
Wyoming	5	1,100	130,000	21,136	27,240
Colorado	96	31,697	3,093,000	586,412	1,017,943
New Mexico	0	0	0	0	0
Arizona	0	0	0	0	0
Utah	46	14,750	1,285,736	190,435	328,054
Nevada	0	0	0	0	0
Idaho	0	0	0	0	0
Washington	52	18,872	2,037,882	236,961	457,378
Oregon	42	12,861	994,786	217,024	323,404
California	265	97,149	9,389,578	1,977,977	2,629,507

TABLE 3.—Comparative statistics of cities containing over 8,000 inhabitants, summarized by States, etc., in 1896-97.

Cities of—	1	2	3	4	5	6	7	8	9	10	11	12	13	14
		Ratio of pri- vate school enrollment to enrollment in all schools, public and private.	Ratio of at- tend- ance to en- roll- ment (pub- lic schools).	Average number of days at- tend- ance of each pupil en- rolled.	Average length of school term.	Average number of pupils in at- tend- ance to each teacher.	Average number of teachers to each super- vising officer.	Average number of seats for each pupil in at- tend- ance.	Average number of seats to a building.	Value of school property per capita in average at- tend- ance.	Cost of teaching and super- vision per capita of pupils in average at- tend- ance.	Total cost of schools per capita of pupils in average at- tend- ance.	Average cost per day of tution for one pupil for all purposes.	Average daily expendi- ture per pupil for all purposes.
United States:														
1892-93	21.2	71.9	137.0	180.6	35.3	20.2	130.3	387	\$99.32	\$18.29	\$31.92	9.60	16.75	
1893-94	20.8	72.9	139.7	191.5	36.2	18.7	127.1	374	100.15	17.85	30.64	9.32	16.00	
1894-95	20.3	73.6	140.0	190.1	36.3	18.2	128.3	385	97.39	18.16	30.72	9.55	16.16	
1895-96	19.6	73.5	140.6	191.4	36.4	17.9	131.6	397	100.48	18.26	31.26	9.54	16.34	
1896-97	18.7	74.8	141.4	188.9	36.3	19.3	126.4	395	99.36	18.15	31.58	9.61	16.72	
North Atlantic Division:														
1892-93	20.7	71.2	138.0	183.7	34.5	20.6	131.2	388	105.15	18.45	32.98	9.52	16.67	
1893-94	20.3	72.1	140.4	184.8	36.1	18.8	127.9	374	103.95	17.93	30.95	9.20	15.89	
1894-95	19.8	72.6	141.5	184.8	35.9	19.9	126.8	381	102.37	18.44	32.17	9.46	16.51	
1895-96	18.5	72.4	141.5	185.6	36.2	18.5	127.7	384	105.85	17.93	34.34	9.60	17.56	
1896-97	17.5	74.2	141.5	190.7	36.3	19.0	127.8	401	107.98	18.49	35.28	9.69	18.50	
South Atlantic Division:														
1892-93	18.6	70.7	131.7	188.3	35.4	26.3	133.1	457	64.90	16.14	22.45	8.66	12.05	
1893-94	18.8	71.6	134.0	187.3	36.0	23.5	130.4	426	68.85	16.03	22.69	8.56	12.12	
1894-95	17.8	72.5	133.6	184.2	35.2	26.9	127.8	373	60.31	15.88	21.84	8.62	11.86	
1895-96	17.1	70.9	133.9	186.0	35.3	22.6	128.2	340	61.49	16.45	23.10	8.71	12.23	
1896-97	15.7	72.6	134.9	185.9	34.8	26.7	133.4	373	59.86	10.90	22.74	8.77	12.23	
South Central Division:														
1892-93	22.5	72.7	133.9	184.2	38.6	22.4	126.0	379	66.73	15.81	21.62	8.58	11.74	
1893-94	21.1	74.4	134.3	180.4	37.3	19.7	117.6	344	71.67	15.95	22.42	8.48	12.46	
1894-95	18.8	69.6	125.6	180.6	36.0	14.1	130.0	349	74.94	16.72	23.49	9.26	13.00	
1895-96	20.1	72.7	129.2	177.8	37.8	18.7	136.6	412	78.52	15.79	22.87	8.88	12.87	
1896-97	19.6	73.6	131.0	178.2	38.1	18.3	128.3	394	62.54	14.96	19.47	8.40	10.93	
North Central Division:														
1892-93	23.6	73.2	137.8	188.4	35.9	19.8	130.4	388	95.54	17.95	32.73	9.53	17.37	
1893-94	22.8	74.6	141.4	189.6	36.3	17.3	127.6	385	98.05	17.33	31.93	9.26	16.85	
1894-95	22.7	76.0	142.2	187.2	37.0	16.4	130.9	408	96.01	17.73	30.83	9.47	16.47	
1895-96	22.5	76.0	143.4	188.6	36.6	17.6	136.8	437	98.90	17.62	29.55	9.34	15.67	
1896-97	21.8	76.4	144.6	190.4	36.4	18.9	123.1	403	97.62	17.82	29.79	9.41	15.74	
West Division:														
1892-93	13.3	69.9	133.5	191.1	35.9	13.8	123.4	318	156.23	24.05	48.16	12.59	25.21	
1893-94	12.7	71.1	135.6	190.8	35.5	15.1	121.3	297	151.07	24.07	38.26	12.20	19.40	
1894-95	14.1	73.2	136.4	186.3	37.4	14.8	122.7	335	122.7	22.83	36.14	12.61	20.05	
1895-96	11.2	71.3	134.4	188.4	36.9	13.6	137.2	334	136.96	22.72	35.02	12.06	18.58	
1896-97	9.5	75.3	138.7	184.2	35.6	17.1	125.2	339	121.83	22.73	20.76	12.34	18.60	

North Atlantic Division:	Maine.....	20.2	75.2	131.8	175.3	28.9	15.5	141.2	141	85.39	15.72	22.02	8.97	12.56
	New Hampshire.....	31.0	60.8	124.5	178.4	31.1	14.0	123.1	166	117.27	19.65	27.40	10.68	15.36
	Vermont.....	36.2	75.3	139.5	185.3	30.7	18.6	126.9	254	119.99	17.73	35.32	9.38	19.07
	Massachusetts.....	15.5	79.5	132.9	185.1	34.2	26.6	126.9	255	119.99	20.76	37.87	10.80	19.69
	Rhode Island.....	17.7	65.1	121.2	185.1	29.3	27.6	136.1	208	117.55	21.59	42.63	11.66	23.03
	Connecticut.....	16.9	73.4	131.6	182.2	31.6	19.2	133.1	272	119.25	19.09	33.06	10.00	17.84
	New York.....	17.6	73.3	140.9	192.2	38.1	14.8	124.0	713	106.59	19.05	39.42	9.91	20.50
	New Jersey.....	17.9	69.6	134.6	193.5	37.3	16.0	134.6	491	72.55	16.96	27.96	14.45	15.54
	Pennsylvania.....	17.9	74.7	140.0	187.9	37.8	25.7	133.5	440	99.48	15.85	29.21	8.44	15.54
	South Atlantic Division:													
South Atlantic Division:	Delaware.....	75.4	75.4	146.3	194.0	35.8	75.3	146.3	386	83.35	13.54	21.63	6.98	11.15
	Maryland.....	67.9	77.9	132.8	195.7	30.5	20.2	152.3	571	55.07	19.45	27.13	9.94	13.87
	District of Columbia.....	10.9	77.4	141.4	182.7	33.1	15.7	122.2	433	105.16	22.33	33.55	12.22	18.36
	Virginia.....	21.5	75.6	140.4	185.7	41.9	18.8	123.5	439	40.42	11.72	14.92	6.31	8.03
	West Virginia.....	14.4	72.0	131.1	182.2	33.5	17.4	137.2	306	86.62	12.72	20.18	6.98	11.07
	North Carolina.....	10.7	70.6	123.0	174.2	33.3	27.9	100.2	392	42.45	10.02	12.27	5.75	7.04
	South Carolina.....	14.6	82.7	146.0	176.5	49.8	19.1	101.6	514	27.64	9.92	11.88	5.16	6.73
	Georgia.....	12.2	73.6	135.0	189.4	40.7	17.6	123.3	314	44.53	14.76	18.77	8.05	10.23
	Florida.....	36.9	64.4	105.0	137.1	28.9	23.1	165.0	98	20.64	10.46	12.95	6.66	8.25
	South Central Division:													
South Central Division:	Kentucky.....	24.4	74.8	142.3	190.2	37.7	13.0	130.7	482	62.62	16.78	23.14	8.83	12.17
	Tennessee.....	16.5	72.7	130.5	179.6	41.0	9.6	120.3	485	55.38	14.35	17.52	7.99	9.23
	Alabama.....	24.7	81.4	139.0	170.7	39.4	22.5	118.0	369	25.46	12.60	15.35	7.38	8.99
	Mississippi.....	19.2	68.0	119.8	177.9	35.1	7.8	157.9	476	51.18	12.32	18.40	7.00	10.46
	Louisiana.....	12.6	72.6	122.1	168.3	34.5	62.6	129.0	379	53.04	14.17	17.27	8.42	10.26
	Texas.....	20.8	73.8	139.0	174.8	39.0	35.7	127.1	316	86.33	15.38	19.79	8.80	11.32
	Arkansas.....	8.7	67.2	119.2	177.3	43.2	47.5	132.3	351	61.77	14.07	18.86	7.93	10.64
	Oklahoma.....	8.4	77.0	103.2	133.9	30.6	24.0	143.7	240	74.25	10.48	17.42	7.82	13.00
	North Central Division:													
North Central Division:	Ohio.....	80.4	80.4	148.9	185.3	37.1	23.4	123.0	444	99.23	17.24	28.41	9.30	15.33
	Indiana.....	18.7	67.4	134.4	199.2	31.3	17.8	138.1	345	111.02	18.20	34.35	9.14	17.25
	Illinois.....	25.9	78.5	153.6	195.7	37.7	16.3	121.8	512	101.65	20.60	34.54	10.53	17.65
	Michigan.....	20.7	74.9	141.8	189.4	36.6	16.3	119.3	337	91.04	14.84	26.66	7.84	14.07
	Wisconsin.....	23.5	73.1	136.3	180.3	36.5	16.3	120.0	371	73.25	16.55	22.92	8.88	12.30
	Minnesota.....	18.5	77.9	146.7	188.2	34.9	14.8	121.3	423	127.70	19.30	22.34	10.57	15.68
	Iowa.....	13.2	77.9	156.4	181.6	32.9	17.3	126.0	309	103.27	19.09	27.13	8.87	14.94
	Missouri.....	19.3	72.5	138.0	190.4	36.0	47.7	118.3	424	87.58	17.47	32.71	9.17	17.18
	South Dakota.....	9.7	76.7	137.9	180.0	29.7	24.0	133.9	191	182.46	19.00	28.62	10.55	15.94
	Nebraska.....	11.8	75.2	135.8	179.7	40.2	20.0	116.1	282	94.24	15.47	24.48	13.62	18.61
Western Division:	Kansas.....	9.9	79.2	134.2	169.5	42.7	25.1	119.2	304	65.11	12.25	16.87	7.23	9.95
	Montana.....	7.4	72.8	129.3	177.7	33.0	20.1	152.3	217	187.43	28.03	48.89	12.96	27.52
	Wyoming.....	5.4	77.5	135.6	174.9	30.7	13.5	132.5	229	156.63	25.47	32.82	14.56	18.76
	Colorado.....	4.8	72.7	130.5	170.5	35.2	24.7	117.6	310	114.80	21.77	37.78	12.13	21.05
	Utah.....	2.8	82.1	142.4	179.6	41.2	14.0	116.5	321	101.53	15.04	25.91	8.66	14.92
	Washington.....	8.6	73.7	132.8	180.2	36.5	22.5	135.2	363	145.32	16.97	32.76	9.42	18.18
	Oregon.....	7.1	78.6	151.3	192.7	35.7	19.0	118.5	306	91.64	19.99	29.79	10.38	15.46
	California.....	12.3	75.2	141.2	187.7	35.1	14.9	126.3	367	122.06	25.71	34.18	13.70	18.21

TABLE 4.—Statistics of public high schools in cities of 8,000 population and over in 1896-97.

State or Territory.	Number of schools.	Number of second-ary instructors.			Number of secondary pupils.			Average number of teachers to a high school.	Average number of students to a teacher.	Average number of students to a high school.
		Male.	Fe-male.	Total.	Male.	Female.	Total.			
United States.....	627	2, 288	3, 632	5, 920	73, 872	107, 538	181, 410	9. 4	30. 6	289. 3
North Atlantic Division....	229	883	1, 548	2, 431	30, 492	40, 205	70, 697	10. 6	29. 1	308. 3
South Atlantic Division....	42	125	199	324	3, 665	5, 978	9, 643	7. 7	29. 8	229. 6
South Central Division.....	64	149	186	335	3, 239	6, 199	9, 438	5. 2	28. 2	147. 5
North Central Division.....	256	958	1, 475	2, 433	31, 335	47, 642	78, 977	9. 5	32. 5	308. 5
Western Division.....	36	173	224	397	5, 141	7, 514	12, 655	11. 0	31. 9	351. 5
North Atlantic Division:										
Maine.....	9	22	44	66	853	1, 152	2, 005	7. 3	30. 4	222. 8
New Hampshire.....	6	15	30	45	602	788	1, 390	7. 5	30. 9	231. 7
Vermont.....	1	3	2	5	33	98	131	5. 0	26. 2	131. 0
Massachusetts.....	64	285	502	787	9, 651	11, 712	21, 363	12. 3	27. 1	333. 8
Rhode Island.....	7	52	56	108	1, 060	1, 382	2, 442	15. 4	22. 6	348. 9
Connecticut.....	16	60	98	158	1, 763	2, 144	3, 907	9. 9	24. 7	244. 2
New York.....	52	198	414	612	9, 798	10, 467	20, 265	11. 8	31. 1	389. 7
New Jersey.....	20	51	128	179	1, 892	3, 197	5, 089	9. 0	28. 4	254. 5
Pennsylvania.....	54	197	274	471	4, 840	9, 265	14, 105	8. 7	29. 9	201. 2
South Atlantic Division:										
Delaware.....	1	5	13	18	262	362	624	18. 0	34. 7	624. 0
Maryland.....	8	25	38	63	1, 179	1, 124	2, 303	7. 9	36. 6	287. 9
District of Columbia.....	4	44	55	99	924	1, 489	2, 413	24. 8	24. 4	603. 3
Virginia.....	11	19	51	70	740	1, 292	2, 032	6. 4	29. 0	184. 7
West Virginia.....	3	4	5	9	78	178	256	3. 0	28. 4	85. 3
North Carolina.....	1	3	0	3	46	85	131	3. 0	43. 7	131. 0
South Carolina.....	2	4	2	6	61	90	151	3. 0	25. 2	75. 5
Georgia.....	10	17	31	48	286	1, 200	1, 486	4. 8	31. 0	148. 6
Florida.....	2	4	4	8	89	158	247	4. 0	30. 9	123. 5
South Central Division:										
Kentucky.....	13	43	38	81	807	1, 261	2, 068	6. 2	25. 5	159. 1
Tennessee.....	10	20	31	51	486	1, 086	1, 572	5. 1	30. 8	157. 2
Alabama.....	9	11	27	38	370	666	1, 036	4. 2	27. 3	115. 1
Mississippi.....	5	7	10	17	190	331	521	3. 4	30. 6	104. 2
Louisiana.....	6	16	33	49	288	709	997	8. 2	20. 3	166. 2
Texas.....	15	40	38	78	838	1, 753	2, 591	5. 2	33. 2	172. 7
Arkansas.....	5	10	7	17	199	312	511	3. 4	30. 1	102. 2
Oklahoma.....	1	2	2	4	61	81	142	4. 0	35. 5	142. 0
Indian Territory.....										
North Central Division:										
Ohio.....	53	186	269	455	6, 241	9, 437	15, 678	8. 6	34. 5	295. 8
Indiana.....	35	119	128	247	3, 502	4, 955	8, 457	7. 1	34. 2	241. 6
Illinois.....	44	224	270	494	5, 541	10, 134	15, 675	11. 2	31. 7	356. 3
Michigan.....	28	96	203	299	4, 095	5, 728	9, 823	10. 7	32. 9	350. 8
Wisconsin.....	22	70	113	183	2, 221	2, 901	5, 122	8. 3	28. 0	232. 8
Minnesota.....	14	59	152	211	2, 496	3, 184	5, 680	15. 1	26. 9	405. 7
Iowa.....	23	65	137	202	2, 304	3, 577	5, 881	8. 8	29. 1	255. 7
Missouri.....	17	89	114	203	2, 795	4, 643	7, 438	11. 9	36. 6	437. 5
North Dakota.....										
South Dakota.....	1	2	3	5	76	97	173	5. 0	34. 6	173. 0
Nebraska.....	9	24	50	74	1, 065	1, 505	2, 570	8. 2	34. 7	285. 6
Kansas.....	10	24	36	60	999	1, 481	2, 480	6. 0	41. 3	248. 0
Western Division:										
Montana.....	2	2	9	11	125	215	340	5. 5	30. 9	170. 0
Wyoming.....	1	1	4	5	68	82	150	5. 0	20. 0	150. 0
Colorado.....	10	53	49	102	1, 101	1, 691	2, 792	10. 2	27. 4	279. 2
New Mexico.....										
Arizona.....										
Utah.....	2	14	11	25	261	389	650	12. 5	26. 0	325. 0
Nevada.....										
Idaho.....										
Washington.....	4	17	23	40	558	819	1, 377	10. 0	34. 4	344. 3
Oregon.....	2	8	16	24	395	614	1, 009	12. 0	42. 0	504. 5
California.....	15	78	112	190	2, 633	3, 704	6, 337	12. 7	33. 4	422. 5

TABLE 5.—*Statistics of evening schools belonging to the public school systems of cities of 8,000 population and over in 1896-97.*

State or Territory.	Number of schools.	Teachers.			Pupils.		
		Male.	Female.	Total.	Male.	Female.	Total.
United States	813	1,814	1,995	4,141	101,841	43,252	183,168
North Atlantic Division	558	1,204	1,612	3,092	74,399	36,354	140,053
South Atlantic Division	54	82	102	184	4,831	794	7,625
South Central Division	13	6	41	47	2,169	450	2,619
North Central Division	162	463	169	688	18,984	5,298	28,006
Western Division	26	59	71	130	1,458	356	4,865
North Atlantic Division:							
Maine	4	12	10	22	312	164	476
New Hampshire	7	8	16	24	368	174	542
Vermont	0	0	0	0	0	0	0
Massachusetts <i>a</i>	201	335	712	1,271	14,074	6,804	35,119
Rhode Island	47	177	178	355	4,703	2,022	6,725
Connecticut <i>a</i>	20	51	39	90	364	79	3,076
New York <i>a</i>	87	502	441	943	30,150	14,035	54,039
New Jersey <i>a</i>	41	75	130	257	5,869	2,113	10,554
Pennsylvania	151	44	86	130	18,559	10,963	29,522
South Atlantic Division:							
Delaware	0	0	0	0	0	0	0
Maryland	15	50	29	79	3,397	425	3,822
District of Columbia <i>a</i>	26	23	63	86	618	302	2,920
Virginia	9	2	7	9	339	0	339
West Virginia	0	0	0	0	0	0	0
North Carolina	0	0	0	0	0	0	0
South Carolina	0	0	0	0	0	0	0
Georgia	4	7	3	10	477	67	544
Florida	0	0	0	0	0	0	0
South Central Division:							
Kentucky	10	4	38	42	1,834	450	2,284
Tennessee	1	0	3	3	157	0	157
Alabama	0	0	0	0	0	0	0
Mississippi	0	0	0	0	0	0	0
Louisiana	0	0	0	0	0	0	0
Texas	0	0	0	0	0	0	0
Arkansas	2	2	0	2	178	0	178
Oklahoma	0	0	0	0	0	0	0
Indian Territory							
North Central Division:							
Ohio	61	73	46	119	3,727	899	4,626
Indiana	9	17	6	23	377	191	568
Illinois <i>a</i>	44	245	54	299	9,092	2,552	12,019
Michigan <i>a</i>	12	48	18	66	2,131	727	2,970
Wisconsin <i>a</i>	11	7	2	65	234	64	2,538
Minnesota <i>a</i>	16	54	2	56	1,619	529	2,978
Iowa <i>a</i>	1	1	3	4			167
Missouri	8	18	38	56	1,804	336	2,140
North Dakota							
South Dakota	0	0	0	0	0	0	0
Nebraska	0	0	0	0	0	0	0
Kansas	0	0	0	0	0	0	0
Western Division:							
Montana	0	0	0	0	0	0	0
Wyoming	0	0	0	0	0	0	0
Colorado	0	0	0	0	0	0	0
New Mexico							
Arizona							
Utah	0	0	0	0	0	0	0
Nevada							
Idaho							
Washington	0	0	0	0	0	0	0
Oregon	5	5	5	10	223	154	377
California <i>a</i>	21	54	66	120	1,235	202	4,488

a Only the totals are given in some cities.

TABLE 6.—*Statistics of kindergartens belonging to the public school systems of cities and villages of 4,000 population and over in 1896-97.*

State or Territory.	In cities of 8,000 population and over.					In cities and villages of 4,000 population and over, but less than 8,000.				
	Number of kindergartens.	Number of teachers.	Number of pupils.			Number of kindergartens.	Number of teachers.	Number of pupils.		
			Boys.	Girls.	Total.			Boys.	Girls.	Total.
United States.....	1, 077	2, 024	35, 968	37, 883	a81, 916	80	139	2, 052	2, 218	a 4, 717
North Atlantic Division..	506	885	13, 560	14, 819	31, 929	41	62	870	940	2, 257
South Atlantic Division..	8	13	100	100	400					
South Central Division..	25	45	690	721	1, 946	1	1	35	40	75
North Central Division..	459	921	18, 432	19, 432	41, 144	32	62	966	1, 046	2, 012
Western Division.....	79	160	3, 186	3, 311	6, 497	6	14	181	192	373
North Atlantic Division:										
Maine.....	0	0	0	0	0	3	4	49	53	102
New Hampshire.....	10	12	199	192	439					
Vermont.....						1	3	46	48	94
Massachusetts.....	141	278	4, 399	4, 578	9, 801	14	23	262	283	712
Rhode Island.....	20	43	790	882	1, 672					
Connecticut.....	38	101	606	639	2, 035	7	12	114	109	445
New York.....	132	226	4, 163	4, 388	8, 551	12	17	335	362	755
New Jersey.....	43	62	395	423	3, 206	1	1	25	37	62
Pennsylvania.....	122	163	3, 008	3, 217	6, 225	3	3	39	48	87
South Atlantic Division:										
Delaware.....										
Maryland.....										
District of Columbia..										
Virginia.....										
West Virginia.....										
North Carolina.....	4	7	100	100	200					
South Carolina.....										
Georgia.....	4	6			200					
Florida.....										
South Central Division:										
Kentucky.....	10	17	247	255	1, 037					
Tennessee.....										
Alabama.....	1	1	57	65	122	1	1	35	40	75
Mississippi.....										
Louisiana.....	10	21	312	323	635					
Texas.....	4	6	74	78	152					
Arkansas.....										
Oklahoma.....										
Indian Territory.....										
North Central Division:										
Ohio.....	21	26	328	373	1, 084					
Indiana.....	16	29	412	455	927	1	12	56	49	105
Illinois.....	58	122	2, 227	2, 519	4, 746					
Michigan.....	55	84	1, 536	1, 535	3, 459	15	18	219	247	466
Wisconsin.....	88	182	4, 824	4, 818	11, 441	16	32	691	750	1, 441
Minnesota.....	48	91	3, 207	3, 317	6, 524					
Iowa.....	49	74	565	631	1, 846					
Missouri.....	103	284	4, 447	4, 865	9, 312					
North Dakota.....										
South Dakota.....										
Nebraska.....	21	29	886	919	1, 805					
Kansas.....										
Western Division:										
Montana.....										
Wyoming.....										
Colorado.....	25	52	1, 328	1, 404	2, 732	2	4	76	86	162
New Mexico.....										
Arizona.....										
Utah.....										
Nevada.....										
Idaho.....										
Washington.....										
Oregon.....	2	2	12	12	24					
California.....	52	106	1, 846	1, 895	3, 741	4	10	105	106	211

a In certain cities only the totals were reported.

TABLE 7.—*Estimated population of cities of 8,000 inhabitants and over in 1897 and the population outside of such cities.*

State or Territory.	Per cent of total population in cities of 8,000 inhabitants and over in 1890.	Estimated total population of the United States in 1897.	Claimed population of cities of 8,000 population and over in 1897.	Per cent of total population.	Estimated population of cities of 8,000 population and over in 1897.	Per cent of total population in 1897.	Estimated population outside of cities of 8,000 population and over in 1897.	Per cent of total population in 1897.
United States....	29.20	71,374,142	24,878,211	34.86	22,531,091	31.57	48,843,051	68.43
N. Atlantic Division...	51.81	19,947,800	11,765,177	58.98	10,475,874	52.52	9,471,926	47.48
S. Atlantic Division...	16.03	9,732,882	1,884,900	19.37	1,733,243	17.81	7,999,639	82.19
S. Central Division...	10.45	12,844,600	1,639,568	12.76	1,439,452	11.21	11,405,148	88.79
N. Central Division...	25.91	24,933,500	8,234,072	33.02	7,600,974	30.48	17,332,526	69.52
Western Division.....	29.99	3,915,360	1,354,494	34.59	1,281,548	32.73	2,633,812	67.27
N. Atlantic Division:								
Maine.....	19.72	657,300	162,080	24.66	145,669	22.16	511,631	77.84
New Hampshire.....	27.37	393,700	128,000	32.10	a 128,000	32.10	270,700	67.90
Vermont.....	7.93	333,000	29,000	8.71	b 26,407	7.93	306,593	92.07
Massachusetts.....	69.90	2,634,000	1,885,557	71.59	1,857,119	70.51	776,881	29.49
Rhode Island.....	78.89	395,700	286,545	72.41	b 312,168	78.89	83,532	21.11
Connecticut.....	51.63	840,100	482,495	57.43	453,224	53.98	386,876	46.02
New York.....	60.02	6,851,000	4,822,031	70.38	b 4,111,970	60.02	2,739,030	39.98
New Jersey.....	54.04	1,765,000	931,321	52.68	b 955,427	54.04	812,573	45.96
Pennsylvania.....	40.93	6,070,000	2,998,148	49.39	2,485,590	40.95	3,584,410	59.05
S. Atlantic Division:								
Delaware.....	36.46	173,200	68,500	39.55	70,950	40.96	102,250	59.04
Maryland.....	44.65	1,179,000	583,229	49.47	b 526,424	44.65	652,576	55.35
Dist. of Columbia...	100.00	277,782	277,782	100.00	277,782	100.00	.....	.00
Virginia.....	13.40	1,704,000	283,246	16.62	a 283,246	16.62	1,420,754	83.38
West Virginia.....	6.95	849,300	70,000	8.24	b 59,026	6.95	790,274	93.05
North Carolina.....	3.87	1,763,000	90,056	5.11	74,858	4.25	1,688,142	95.75
South Carolina.....	6.86	1,274,000	100,000	7.85	102,240	8.03	1,171,760	91.97
Georgia.....	10.84	2,015,000	317,000	15.73	243,630	12.09	1,771,370	87.91
Florida.....	12.02	497,600	95,087	19.11	a 95,087	19.11	402,513	80.89
S. Central Division:								
Kentucky.....	14.87	1,993,000	416,700	20.91	340,343	17.08	1,652,657	82.92
Tennessee.....	11.45	1,877,000	235,614	12.55	216,236	11.52	1,660,764	88.48
Alabama.....	5.89	1,741,000	146,000	8.39	170,371	9.79	1,570,629	90.21
Mississippi.....	2.64	1,431,000	63,000	4.40	b 37,778	2.64	1,393,222	97.36
Louisiana.....	23.65	1,253,000	286,478	22.86	b 296,335	23.65	956,665	76.35
Texas.....	10.08	2,979,000	403,776	13.55	307,209	10.31	2,671,791	89.69
Arkansas.....	4.89	1,086,000	80,000	6.20	63,180	4.90	1,226,820	95.10
Oklahoma.....	.....	280,600	8,000	2.85	8,000	2.85	272,600	97.15
Indian Territory.....	.....	.....	.....	.....	.....	.....	.....	.....
N. Central Division:								
Ohio.....	31.57	3,834,000	1,653,392	43.12	1,420,247	37.04	2,413,753	62.96
Indiana.....	18.27	2,244,000	670,500	29.88	472,378	21.05	1,771,622	78.95
Illinois.....	38.83	4,594,000	2,232,918	48.61	a 2,232,918	48.61	2,361,082	51.39
Michigan.....	26.08	2,246,000	792,671	35.29	617,094	27.48	1,628,906	72.52
Wisconsin.....	25.17	2,072,000	577,999	27.90	547,213	26.41	1,524,787	73.53
Minnesota.....	28.37	1,700,000	446,453	26.26	b 482,290	28.37	1,217,710	71.63
Iowa.....	14.08	2,101,000	378,600	18.02	361,389	17.20	1,739,611	82.80
Missouri.....	26.27	3,056,000	970,377	31.96	937,773	30.89	2,098,227	69.11
North Dakota.....	.....	303,600	.....	.....	.....	.....	303,600	100.00
South Dakota.....	3.10	342,900	12,000	3.50	13,492	3.93	329,408	96.07
Nebraska.....	24.46	1,131,000	280,728	24.82	315,654	27.91	815,346	72.09
Kansas.....	11.62	1,329,000	218,429	16.44	200,496	15.09	1,128,504	84.91
Western Division:								
Montana.....	18.58	229,400	67,000	29.21	b 42,623	18.58	186,777	81.42
Wyoming.....	19.26	99,700	10,000	10.03	b 19,202	19.26	89,498	80.74
Colorado.....	37.07	564,800	241,000	42.67	220,239	38.99	344,561	61.01
New Mexico.....	.....	174,900	.....	.....	.....	.....	174,900	100.00
Arizona.....	.....	80,650	.....	.....	.....	.....	80,650	100.00
Utah.....	28.73	260,700	80,000	30.69	b 74,899	28.73	185,801	71.27
Nevada.....	18.60	41,610	.....	.....	.....	.....	41,610	100.00
Idaho.....	.....	138,100	.....	.....	.....	.....	138,100	100.00
Washington.....	28.27	479,700	148,000	30.85	b 135,611	28.27	344,089	71.73
Oregon.....	18.14	378,800	105,000	27.72	a 105,000	27.72	273,800	72.28
California.....	40.98	1,467,000	703,494	47.95	683,974	46.62	783,026	53.38

a Claimed population of cities.

b Population of cities estimated on the basis of the 1890 percentage of total population.

TABLE 8.—*Number of children of school census age and percentage to population in cities of 8,000 inhabitants and over and outside of such cities in 1897.*

State or Territory.	Ratio of number of children of school census age to total population in cities in 1890.	Number of children of school census age in cities of 8,000 population and over in 1896-97.	Per cent to total city population.	Number of children of school census age outside of cities of 8,000 population and over in 1896-97.	Per cent to total rural population.	Total number of children of school census age in the United States in 1896-97.	Per cent to total population of United States.	School census age.
United States.....	3.6	5,893,132	26.16	15,084,884	30.88	20,978,016	29.39	.....
North Atlantic Division.....	3.6	2,549,962	24.34	1,857,157	19.61	4,407,119	22.69	.....
South Atlantic Division.....	4.3	407,397	23.51	2,863,913	35.80	3,271,310	33.61	.....
South Central Division.....	3.2	414,382	28.79	3,962,851	34.75	4,377,233	34.08	.....
North Central Division.....	3.6	2,247,549	29.57	5,686,386	32.81	7,933,935	31.82	.....
Western Division.....	4.4	273,842	21.37	714,577	27.13	988,419	25.24	.....
North Atlantic Division:								
Maine.....	3.1	46,990	32.26	163,351	31.93	210,341	32.00	4-21
New Hampshire.....	8.0	22,820	17.83	43,319	16.00	66,139	16.59	5-16
Vermont.....	4.2	5,840	22.12	84,326	27.50	90,166	27.08	5-21
Massachusetts.....	5.9	314,766	16.95	116,621	15.01	431,387	16.38	5-15
Rhode Island.....	5.4	54,227	17.37	21,035	25.18	75,262	19.02	5-15
Connecticut.....	4.5	100,783	22.22	78,480	20.30	179,263	21.84	4-16
New York.....	3.2	994,461	24.18	208,738	7.62	1,203,199	17.56	5-21
New Jersey.....	3.0	256,866	26.83	199,996	24.61	456,862	25.84	5-18
Pennsylvania.....	3.3	753,209	30.30	941,291	26.26	1,694,500	27.92	6-21
South Atlantic Division:								
Delaware.....	4.4	16,125	22.73	17,460	17.08	33,585	19.39	6-21
Maryland.....	3.9	119,231	22.65	225,969	34.63	345,200	29.28	6-21
District of Columbia.....	4.9	60,306	21.71	0	.....	60,306	21.71	6-18
Virginia.....	4.9	70,085	24.74	595,448	41.91	665,533	39.06	5-21
West Virginia.....	3.3	16,897	28.63	279,620	35.38	296,517	34.91	6-21
North Carolina.....	3.6	20,794	27.78	618,606	36.64	639,400	36.27	6-21
South Carolina.....	7.1	14,400	14.08	458,800	39.15	473,200	37.14	6-21
Georgia.....	3.7	65,846	27.03	539,125	30.44	604,971	30.02	6-18
Florida.....	6.2	23,713	24.94	128,885	32.02	152,598	30.67	6-21
South Central Division:								
Kentucky.....	2.5	136,137	40.00	599,968	36.30	736,105	36.93	6-20
Tennessee.....	3.3	65,526	30.30	655,397	39.46	720,923	38.41	6-21
Alabama.....	5.1	33,406	19.61	580,590	36.97	613,996	35.27	7-21
Mississippi.....	2.1	17,261	45.69	524,270	37.63	541,531	37.84	5-21
Louisiana.....	3.6	66,024	22.28	425,729	44.50	491,753	39.25	6-18
Texas.....	4.2	73,145	23.81	645,519	24.16	718,664	24.12	8-17
Arkansas.....	3.0	21,036	33.30	442,640	36.08	463,676	35.94	6-21
Oklahoma.....	.....	1,847	23.09	88,738	32.55	90,585	32.29	6-21
Indian Territory.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:								
Ohio.....	3.3	430,378	30.30	742,859	30.78	1,173,237	30.60	6-21
Indiana.....	2.9	162,889	34.43	587,013	33.13	749,902	33.42	6-21
Illinois.....	5.3	615,946	27.58	780,825	33.07	1,396,771	30.40	6-21
Michigan.....	2.9	212,791	34.48	488,443	29.99	701,234	31.22	5-20
Wisconsin.....	2.8	195,444	35.71	501,489	32.89	696,933	33.64	4-20
Minnesota.....	3.5	116,653	24.19	375,097	30.80	491,750	28.93	5-21
Iowa.....	3.1	116,577	32.26	611,117	35.13	727,694	34.64	5-21
Missouri.....	3.5	267,935	28.57	705,212	33.61	973,147	32.05	6-20
North Dakota.....	.....	.....	.....	65,892	21.70	65,892	21.70	6-20
South Dakota.....	5.7	2,367	17.54	104,130	31.61	106,497	31.06	6-20
Nebraska.....	5.1	61,893	19.61	293,036	35.94	354,929	31.38	5-21
Kansas.....	3.1	64,676	32.26	431,273	38.22	495,949	37.32	5-21
Western Division:								
Montana.....	3.4	10,596	24.86	35,583	19.05	46,179	20.13	6-21
Wyoming.....	2.7	2,500	13.02	18,770	23.32	21,270	21.33	6-21
Colorado.....	4.6	47,878	21.74	82,484	23.94	130,362	23.08	6-21
New Mexico.....	.....	.....	.....	48,924	27.97	48,924	27.97	6-21
Arizona.....	.....	.....	.....	17,427	21.61	17,427	21.61	6-18
Utah.....	2.5	17,391	23.22	64,491	34.71	81,882	31.41	6-18
Nevada.....	3.3	.....	.....	9,112	21.90	9,112	21.90	6-18
Idaho.....	.....	.....	.....	42,128	30.51	42,128	30.51	5-21
Washington.....	5.2	24,906	18.37	95,657	27.80	120,563	25.13	5-21
Oregon.....	4.6	21,881	20.84	107,739	39.35	129,620	34.22	4-20
California.....	4.6	148,690	21.74	192,262	24.55	340,952	23.24	5-17

a Estimated number of children 5 to 18 years of age.

TABLE 9.—*Number of pupils enrolled, percentage to total population, and percentage to school population in cities of 8,000 inhabitants and over and outside of such cities in 1897.*

State or Territory.	Number of pupils enrolled in cities of 8,000 population and over.	Percentage of population enrolled.	Number of pupils enrolled outside of cities of 8,000 population and over.	Percentage of population enrolled.	Number of pupils enrolled in the public schools of the United States.	Percentage of population enrolled.	Per cent of school population of cities enrolled.	Per cent of school population outside of cities enrolled.	Percent of school population of United States enrolled.
United States...	3,590,875	15.94	11,061,617	22.65	14,652,492	20.53	60.93	73.33	69.85
N. Atlantic Division...	1,697,615	16.20	1,847,519	19.51	3,545,164	17.77	66.57	99.48	80.44
S. Atlantic Division...	254,737	14.70	1,815,550	22.70	2,070,287	21.27	62.53	63.39	63.29
S. Central Division...	193,874	13.47	2,531,072	22.19	2,724,946	21.21	46.79	63.87	62.25
N. Central Division...	1,247,897	16.42	4,339,589	25.04	5,587,456	22.41	55.52	76.52	70.42
Western Division...	196,782	15.36	527,857	20.04	724,639	18.51	71.86	73.87	73.31
N. Atlantic Division:									
Maine...	24,475	16.80	107,664	21.04	132,139	20.10	52.09	65.91	62.82
New Hampshire...	16,261	12.70	47,946	17.71	64,207	16.10	71.26	110.68	97.08
Vermont...	3,828	14.50	61,521	20.07	65,349	19.62	65.55	72.96	72.48
Massachusetts...	312,191	16.82	127,176	16.37	439,367	16.68	99.18	109.05	101.55
Rhode Island...	49,379	15.82	12,958	15.51	62,337	15.75	91.06	61.60	82.83
Connecticut...	74,624	16.45	69,297	17.93	143,921	17.13	74.04	88.30	80.28
New York...	675,852	16.44	527,347	19.25	1,203,199	17.56	67.96	252.64	100.00
New Jersey...	145,940	15.27	148,940	18.33	294,880	16.68	56.82	74.47	64.54
Pennsylvania...	395,065	15.89	744,700	20.78	1,139,765	18.78	52.45	79.11	67.26
S. Atlantic Division:									
Delaware...	10,749	15.15	22,425	21.93	33,174	19.15	66.66	128.44	98.78
Maryland...	81,780	15.54	148,167	22.70	229,947	19.50	68.59	65.57	66.61
Dist. of Columbia...	42,995	15.48	0	.....	42,995	15.48	71.29	0	71.29
Virginia...	34,286	12.10	333,531	23.48	367,817	21.59	48.92	56.01	55.27
West Virginia...	10,531	17.84	205,134	25.96	215,665	25.39	62.32	73.36	72.73
North Carolina...	10,531	14.07	360,389	21.35	370,920	21.04	50.64	58.26	58.01
South Carolina...	11,614	11.36	246,569	21.04	258,183	20.27	80.65	53.74	54.56
Georgia...	40,858	16.77	405,313	22.88	446,171	22.14	62.05	75.18	73.75
Florida...	11,393	11.98	94,022	23.36	105,415	21.18	48.05	72.95	69.08
S. Central Division:									
Kentucky...	50,284	14.77	349,842	21.17	400,126	20.68	36.94	58.31	54.36
Tennessee...	28,828	13.33	452,737	27.26	481,585	25.06	43.99	69.08	66.80
Alabama...	13,079	7.68	306,447	19.51	319,526	18.35	39.15	52.78	52.04
Mississippi...	8,413	22.27	342,202	24.56	350,615	24.50	48.74	65.27	64.75
Louisiana...	32,744	11.05	137,203	14.34	169,947	13.56	49.59	32.23	34.56
Texas...	47,223	15.37	569,345	21.31	616,568	20.70	64.56	88.20	85.79
Arkansas...	12,219	19.34	304,051	24.78	316,270	24.52	58.09	68.69	68.21
Oklahoma...	1,084	13.55	69,225	25.39	70,309	25.06	58.69	73.01	77.62
Indian Territory...	0	.....	0	.....	.....	.....	.....	.....	.....
N. Central Division:									
Ohio...	240,491	16.93	585,159	24.24	825,650	21.53	55.88	78.77	70.37
Indiana...	163,005	21.81	448,068	25.49	551,073	24.56	63.24	76.33	73.49
Illinois...	319,600	14.31	600,825	25.45	920,425	20.04	51.89	76.95	65.90
Michigan...	126,607	20.52	365,205	22.42	491,812	21.90	59.50	74.77	70.14
Wisconsin...	100,142	18.30	326,423	21.41	426,565	20.59	51.24	65.91	61.21
Minnesota...	78,778	16.33	293,111	24.07	371,889	21.83	67.53	78.14	75.63
Iowa...	66,874	18.50	479,962	27.59	546,836	26.03	57.36	78.54	75.15
Missouri...	132,567	14.14	540,585	25.76	673,152	22.17	49.48	76.66	69.17
North Dakota...	0	.....	57,088	18.80	57,088	18.80	.....	86.64	86.64
South Dakota...	1,859	13.78	87,142	26.45	89,001	25.96	78.54	83.69	83.57
Nebraska...	37,307	11.82	228,968	28.08	266,275	23.54	60.28	78.14	75.02
Kansas...	40,637	20.27	327,053	28.98	367,690	27.67	62.83	75.83	74.14
Western Division:									
Montana...	8,209	19.26	23,227	12.44	31,436	13.70	77.47	65.28	68.67
Wyoming...	1,071	5.58	10,511	13.06	11,582	11.62	42.84	56.00	54.45
Colorado...	37,064	16.83	63,816	18.52	100,880	17.86	77.41	77.37	77.38
New Mexico...	0	.....	24,155	13.81	24,155	13.81	.....	49.87	49.87
Arizona...	0	.....	13,361	16.57	13,361	16.57	.....	76.67	76.67
Utah...	15,433	20.61	53,795	28.95	69,228	26.55	88.74	83.41	84.55
Nevada...	0	.....	6,860	16.49	6,860	16.49	.....	75.29	75.29
Idaho...	0	.....	31,883	23.09	31,883	23.09	.....	75.68	75.68
Washington...	18,953	13.98	71,160	20.68	90,113	18.79	76.10	74.39	74.74
Oregon...	13,816	13.16	73,396	26.81	87,212	23.02	63.14	68.12	67.28
California...	102,236	14.95	155,693	19.88	257,929	17.58	68.76	80.98	75.65

TABLE 10. — Aggregate and average attendance and length of school term in cities of 8,000 population and over, compared with like statistics of public schools outside of such cities.

State or Territory.	In cities of 8,000 population and over.			Outside of cities of 8,000 population and over.			Average length of school term, in days, for the United States.
	Aggregate number of days attended by pupils in public schools.	Average daily attendance.	Average length of school term, in days.	Aggregate number of days attended by pupils in public schools.	Average daily attendance.	Average length of school term, in days.	
United States	507,622,259	2,687,758	188.9	909,168,413	7,401,832	122.8	140.4
North Atlantic Division	240,131,134	1,259,044	190.7	197,143,771	1,270,042	155.2	172.9
South Atlantic Division	34,366,949	184,829	185.9	107,309,772	1,089,720	98.5	111.2
South Central Division	25,398,650	142,592	178.2	145,334,374	1,697,409	85.6	92.8
North Central Division	180,438,070	953,142	190.4	413,500,615	2,975,637	139.0	151.2
Western Division	27,287,456	148,151	184.2	45,879,881	369,024	124.3	141.5
North Atlantic Division:							
Maine	3,225,948	18,406	175.3	9,907,708	78,165	126.8	136.0
New Hampshire	2,024,104	11,347	178.4	4,396,218	36,370	120.9	134.6
Vermont	533,942	2,882	185.3	7,237,789	47,583	152.1	154.0
Massachusetts	47,736,526	248,223	192.3	14,563,244	80,722	167.9	186.0
Rhode Island	5,983,487	32,324	185.1	2,602,673	16,900	154.0	190.0
Connecticut	10,453,610	54,760	192.7	8,490,649	46,303	183.4	187.5
New York	95,217,142	495,254	192.2	57,214,811	325,000	176.0	185.8
New Jersey	19,650,643	101,550	193.5	15,444,365	90,226	171.2	183.0
Pennsylvania	55,305,732	294,298	187.9	77,286,314	542,773	142.4	158.4
South Atlantic Division:							
Delaware	1,572,176	8,104	194.0	2,068,705	14,589	141.8	160.0
Maryland	10,859,341	55,497	195.7	13,460,773	78,130	172.3	182.0
District of Columbia	6,081,636	33,283	182.7				183.0
Virginia	4,814,689	25,921	185.7	20,795,831	187,500	110.9	120.0
West Virginia	1,380,885	7,579	182.2	14,279,106	133,502	107.0	111.0
North Carolina	1,294,847	7,433	174.2	13,859,968	224,292	61.8	65.4
South Carolina	1,695,342	9,605	176.5	13,518,479	172,954	78.2	83.3
Georgia	5,516,330	30,075	183.4	23,320,913	216,608	107.7	116.9
Florida	1,151,703	7,332	157.1	6,005,997	62,145	96.6	103.0
South Central Division:							
Kentucky	7,156,051	37,633	190.2	25,832,964	249,228	103.7	115.0
Tennessee	3,762,445	20,950	179.6	26,741,030	317,226	84.3	90.2
Alabama	1,817,419	10,646	170.7	13,944,581	202,354	68.9	74.0
Mississippi	1,007,293	5,725	177.9	20,355,495	196,958	103.3	105.4
Louisiana	3,997,255	23,756	168.3	9,159,783	100,367	91.3	106.0
Texas	6,090,148	34,832	174.8	34,536,016	405,417	85.2	92.8
Arkansas	1,456,191	8,215	177.3	11,554,933	187,294	61.7	67.0
Oklahoma	111,848	825	133.9	3,209,572	38,565	83.2	84.3
Indian Territory	0	0					
North Central Division:							
Ohio	35,818,435	193,318	185.3	64,022,343	413,986	154.6	164.4
Indiana	13,840,106	69,490	199.2	43,551,341	333,257	130.7	142.5
Illinois	49,082,332	250,840	195.7	62,313,118	454,641	137.1	157.9
Michigan	17,958,301	94,811	189.4	37,943,958	252,408	150.3	161.0
Wisconsin	13,646,760	73,253	186.3	30,313,240	200,705	151.0	160.5
Minnesota	11,558,821	61,418	188.2	25,084,512	174,079	144.1	155.6
Iowa	9,459,294	52,095	181.6	46,855,146	295,525	158.5	162.0
Missouri	18,298,251	96,119	190.4	43,042,649	394,312	109.2	141.0
North Dakota	0	0		4,139,365	38,478	107.6	107.6
South Dakota	256,500	1,425	180.0	7,303,029	53,175	137.3	138.4
Nebraska	5,065,369	28,190	179.7	22,343,463	143,252	156.0	159.8
Kansas	5,453,901	32,183	169.5	26,588,451	221,819	119.9	126.2
Western Division:							
Montana	1,061,384	5,974	177.7	2,247,520	15,226	147.6	149.2
Wyoming	145,186	830	174.9	547,814	6,870	79.7	90.0
Colorado	4,836,041	26,942	179.5	6,279,079	42,658	147.2	159.7
New Mexico	0	0		1,783,978	19,349	92.2	92.2
Arizona	0	0		1,329,929	10,439	127.4	127.4
Utah	2,198,111	12,663	173.6	5,145,769	35,652	144.3	152.0
Nevada	0	0		638,330	4,145	154.0	154.0
Idaho	0	0		1,992,760	22,645	87.7	87.7
Washington	2,516,238	13,961	180.2	3,122,272	49,251	63.4	89.2
Oregon	2,091,377	10,855	192.7	4,636,212	50,866	91.1	109.0
California	14,439,119	76,926	187.7	18,156,218	111,923	162.2	172.6

TABLE 11.—*Number of public high school students and percentage to public school enrollment in cities of 8,000 population and over and outside of such cities in 1897.*

State or Territory.	Public high school students in cities of 8,000 population and over.	Per cent of public school enrollment.	Public high school students outside of cities of 8,000 population and over.	Per cent of public school enrollment.	Total number of public high school students in the United States.	Per cent of public school enrollment.
United States.....	181,410	5.05	228,023	2.06	409,433	2.79
North Atlantic Division....	70,697	4.16	55,702	3.01	126,399	3.57
South Atlantic Division....	9,643	3.79	10,878	0.60	20,521	0.99
South Central Division....	9,438	4.87	20,214	0.89	29,652	1.09
North Central Division....	78,977	6.33	131,561	3.03	210,538	3.77
Western Division.....	12,655	6.43	9,668	1.83	22,323	3.08
North Atlantic Division:						
Maine.....	2,005	8.19	6,172	5.73	8,177	6.19
New Hampshire.....	1,390	8.55	2,068	4.31	3,458	5.39
Vermont.....	151	3.42	2,621	4.26	2,752	4.21
Massachusetts.....	21,363	6.84	9,997	7.86	31,360	7.11
Rhode Island.....	2,442	4.95	467	3.60	2,909	4.67
Connecticut.....	3,907	5.24	2,219	3.20	6,126	4.26
New York.....	20,265	3.00	18,692	3.54	38,957	3.24
New Jersey.....	5,089	3.49	3,527	2.37	8,616	2.92
Pennsylvania.....	14,105	3.57	9,939	1.33	24,044	2.11
South Atlantic Division:						
Delaware.....	624	5.81	627	2.80	1,251	3.77
Maryland.....	2,303	2.82	1,124	0.76	3,427	1.49
District of Columbia....	2,413	5.61	0	0	2,413	5.61
Virginia.....	2,032	5.93	1,436	0.43	3,468	0.94
West Virginia.....	256	2.43	1,043	0.51	1,299	0.60
North Carolina.....	131	1.24	341	0.09	472	0.13
South Carolina.....	151	1.30	2,152	0.87	2,303	0.89
Georgia.....	1,486	3.64	3,166	0.78	4,652	1.04
Florida.....	247	2.17	989	1.05	1,236	1.17
South Central Division:						
Kentucky.....	2,068	4.11	1,731	0.49	3,799	0.95
Tennessee.....	1,572	5.45	3,233	0.71	4,805	1.00
Alabama.....	1,036	7.92	1,511	0.49	2,547	0.80
Mississippi.....	521	6.19	2,630	0.77	3,151	0.90
Louisiana.....	997	3.04	428	0.31	1,425	0.84
Texas.....	2,591	5.49	8,514	1.50	11,105	1.80
Arkansas.....	511	4.18	1,969	0.65	2,480	0.78
Oklahoma.....	142	13.10	88	0.13	230	0.33
Indian Territory.....			110		110	
North Central Division:						
Ohio.....	15,678	6.52	22,380	3.81	37,958	4.60
Indiana.....	8,457	8.21	12,887	2.88	21,344	3.87
Illinois.....	15,675	4.90	16,234	2.70	31,909	3.47
Michigan.....	9,823	7.76	15,922	4.36	25,745	5.23
Wisconsin.....	5,122	5.11	10,465	3.21	15,587	3.65
Minnesota.....	5,680	7.21	4,870	1.66	10,550	2.84
Iowa.....	5,881	8.79	18,745	3.91	24,626	4.50
Missouri.....	7,438	5.61	9,382	1.74	16,820	2.50
North Dakota.....			909	1.59	909	1.59
South Dakota.....	173	9.31	1,247	1.43	1,420	1.69
Nebraska.....	2,570	6.89	9,541	4.17	12,111	4.55
Kansas.....	2,480	6.10	9,079	2.78	11,559	3.14
Western Division:						
Montana.....	340	4.14	603	2.60	943	3.00
Wyoming.....	150	14.01	70	0.67	220	1.90
Colorado.....	2,792	7.53	1,843	2.89	4,635	4.59
New Mexico.....			206	0.85	206	0.85
Arizona.....			127	0.95	127	0.95
Utah.....	650	4.21	0	0	650	0.94
Nevada.....			375	5.47	375	5.47
Idaho.....			292	0.92	292	0.92
Washington.....	1,377	7.27	1,184	1.66	2,561	2.84
Oregon.....	1,009	7.30	512	0.70	1,521	1.74
California.....	6,337	6.20	4,456	2.86	10,793	4.18

TABLE 12.—*Number of teachers and percentage of male teachers in cities of 8,000 inhabitants and over and outside of such cities in 1896-97.*

State or Territory.	Number of teachers in cities of 8,000 population and over.	Percentage of male teachers.	Number of teachers outside of cities of 8,000 population and over.	Percentage of male teachers.	Number of teachers in the public schools of the United States.	Percentage of male teachers.	Number of teachers and supervisors in cities of 8,000 population and over.
United States	74,117	7.79	329,151	38.16	403,332	32.6	77,976
North Atlantic Division	34,721	6.77	63,513	25.79	98,234	19.1	36,550
South Atlantic Division	5,304	10.56	41,184	48.23	46,552	43.9	5,503
South Central Division	3,738	11.82	56,737	55.64	60,475	52.9	3,942
North Central Division	26,193	7.62	150,300	34.60	176,493	30.6	27,576
Western Division	4,161	10.19	17,417	33.32	21,578	28.9	4,405
North Atlantic Division:							
Maine	636	6.29	6,091	19.98	6,727	18.7	677
New Hampshire	365	6.58	2,346	7.59	2,711	7.4	391
Vermont	94	8.51	2,287	14.78	2,381	14.5	99
Massachusetts	7,282	8.51	5,561	8.99	12,843	8.7	7,556
Rhode Island	1,105	12.40	712	8.57	1,817	10.9	1,145
Connecticut	1,731	6.99	2,341	13.71	4,072	10.9	1,821
New York	13,000	5.27	21,385	22.33	34,385	15.9	13,880
New Jersey	2,720	3.16	3,149	22.80	5,869	13.7	2,890
Pennsylvania	7,788	8.09	19,641	42.11	27,429	32.4	8,091
South Atlantic Division:							
Delaware	226	2.21	614	34.69	840	26.0	229
Maryland	1,818	8.80	3,018	31.58	4,836	23.0	1,827
District of Columbia	1,006	12.52	0	0	1,070	14.6	1,070
Virginia	619	11.31	7,956	36.99	8,575	35.1	652
West Virginia	226	5.31	6,228	61.27	6,454	59.3	239
North Carolina	223	11.21	7,662	55.72	7,885	54.5	231
South Carolina	193	10.36	4,780	46.55	4,973	45.1	209
Georgia	739	10.96	8,522	51.68	9,261	48.4	781
Florida	254	24.02	2,404	42.39	2,658	40.6	265
South Central Division:							
Kentucky	998	7.92	9,211	53.01	10,209	48.6	1,075
Tennessee	511	11.74	8,624	58.69	9,135	56.1	564
Alabama	270	14.44	6,853	65.62	7,123	63.7	282
Mississippi	163	12.27	7,692	47.15	7,855	46.4	184
Louisiana	689	5.52	2,993	46.34	3,682	38.7	700
Texas	893	18.48	12,324	53.96	13,217	51.6	918
Arkansas	190	18.42	6,991	66.30	7,181	65.0	194
Oklahoma	24	25.00	2,049	40.46	2,073	40.3	25
Indian Territory	0	0	0	0	0	0	0
North Central Division:							
Ohio	5,212	9.36	20,004	49.13	25,216	40.9	5,445
Indiana	2,219	12.39	12,833	53.30	15,052	47.3	2,344
Illinois	6,650	5.86	18,891	36.03	25,541	28.2	7,058
Michigan	2,592	5.36	13,009	26.32	15,601	22.8	2,751
Wisconsin	2,007	8.37	10,370	22.51	12,377	20.2	2,130
Minnesota	1,762	4.94	9,476	24.88	11,238	21.8	1,885
Iowa	1,580	5.82	26,452	21.67	28,032	20.8	1,669
Missouri	2,669	8.21	12,269	46.89	14,938	40.0	2,725
North Dakota	0	0	3,027	34.46	3,027	36.1	0
South Dakota	48	6.25	4,400	29.55	4,508	29.3	50
Nebraska	701	6.13	8,646	28.58	9,347	26.9	736
Kansas	753	12.22	10,863	37.66	11,616	36.0	783
Western Division:							
Montana	181	11.05	839	23.36	1,020	21.2	190
Wyoming	27	3.70	438	23.74	465	22.6	29
Colorado	765	10.53	2,355	29.77	3,120	25.0	796
New Mexico	0	0	605	54.21	605	54.2	0
Arizona	0	0	354	32.77	354	32.8	0
Utah	307	14.98	870	50.34	1,177	41.1	329
Nevada	0	0	304	12.83	304	12.8	0
Idaho	0	0	793	37.58	793	37.6	0
Washington	383	9.66	2,862	40.08	3,245	36.5	400
Oregon	304	9.87	3,013	41.72	3,317	38.8	320
California	2,194	9.62	4,984	23.66	7,178	19.4	2,341

a Includes 64 supervising officers for the District of Columbia not included in the first column.

TABLE 13.—*Expenditure per capita of population for public schools in cities of 8,000 inhabitants and over and outside of such cities in 1896-97.*

State or Territory.	In cities of 8,000 population and over.		Outside of cities of 8,000 population and over.		In the United States.	
	Amount expended for public schools.	Expend- ed per capita of popula- tion.	Amount expended for public schools.	Expend- ed per capita of popula- tion.	Total amount expended for public schools.	Expend- ed per capita of popula- tion.
United States.....	\$84,866,092	\$3.77	\$102,469,846	\$2.10	\$187,326,938	\$2.62
North Atlantic Division....	44,418,713	4.24	27,795,945	2.93	72,214,658	3.62
South Atlantic Division....	4,202,826	2.42	7,425,743	0.93	11,628,569	1.19
South Central Division....	2,775,576	1.93	10,357,719	0.91	13,133,295	1.02
North Central Division....	28,393,396	3.74	48,301,223	2.79	76,694,619	3.08
Western Division.....	5,075,581	3.96	8,580,216	3.26	13,655,797	3.49
North Atlantic Division:						
Maine.....	405,269	2.78	1,188,595	2.32	1,593,864	2.43
New Hampshire.....	310,925	2.43	729,384	2.69	1,040,309	2.61
Vermont.....	101,806	3.86	811,190	2.65	912,996	2.74
Massachusetts.....	9,399,687	5.06	2,990,951	3.85	12,390,638	4.71
Rhode Island.....	1,377,964	4.41	353,771	4.24	1,731,735	4.88
Connecticut.....	1,864,989	4.11	1,094,836	2.83	2,959,825	3.52
New York.....	19,523,654	4.75	7,166,203	2.61	26,689,857	3.90
New Jersey.....	2,839,178	2.97	2,438,069	3.00	5,277,247	2.98
Pennsylvania.....	8,595,241	3.46	11,022,946	3.08	19,618,187	3.23
South Atlantic Division:						
Delaware.....	175,299	2.47	93,701	0.98	275,000	1.63
Maryland.....	1,505,701	2.86	1,089,001	1.67	2,594,702	2.20
District of Columbia.....	1,117,634	4.02			1,117,634	4.02
Virginia.....	386,630	1.36	1,466,909	1.03	1,853,539	1.09
West Virginia.....	152,931	2.59	1,640,718	2.08	1,793,649	2.11
North Carolina.....	91,178	1.22	726,381	0.43	817,562	0.46
South Carolina.....	114,128	1.12	582,940	0.50	697,068	0.55
Georgia.....	564,362	2.32	1,201,610	0.68	1,765,972	0.88
Florida.....	94,963	1.00	618,480	1.54	713,443	1.43
South Central Division:						
Kentucky.....	870,878	2.56	2,048,167	1.24	2,919,045	1.47
Tennessee.....	367,100	1.70	1,323,650	0.80	1,690,750	0.90
Alabama.....	163,365	0.96	499,994	0.32	663,359	0.39
Mississippi.....	105,332	2.71	1,167,168	0.84	1,272,500	0.89
Louisiana.....	410,165	1.38	579,145	0.61	989,310	0.79
Texas.....	689,247	2.24	3,307,531	1.24	3,996,778	1.34
Arkansas.....	154,944	2.45	1,121,990	0.91	1,276,934	0.99
Oklahoma.....	14,545	1.82	310,074	1.14	324,619	1.16
Indian Territory.....	0					
North Central Division:						
Ohio.....	5,492,335	3.87	7,082,055	2.93	12,574,390	3.28
Indiana.....	2,387,312	5.05	4,577,356	2.58	6,964,668	3.10
Illinois.....	8,664,634	3.88	7,670,916	3.25	16,335,550	3.56
Michigan.....	2,527,546	4.10	3,851,161	2.36	6,378,707	2.84
Wisconsin.....	1,678,709	3.07	3,896,706	2.23	5,075,415	2.45
Minnesota.....	1,811,949	3.76	3,341,241	2.74	5,153,190	3.03
Iowa.....	1,413,375	3.91	6,477,055	3.72	7,890,430	3.76
Missouri.....	3,143,854	3.35	3,570,038	1.70	6,713,892	2.21
North Dakota.....	0		1,125,893	3.71	1,125,893	3.71
South Dakota.....	40,785	3.02	1,299,878	3.76	1,280,663	3.74
Nebraska.....	689,988	2.19	2,731,259	3.35	3,421,247	3.02
Kansas.....	542,909	2.71	3,237,665	2.87	3,780,574	2.85
Western Division:						
Montana.....	292,055	6.85	500,043	2.68	792,098	3.45
Wyoming.....	27,240	1.42	184,095	2.29	211,335	2.12
Colorado.....	1,017,943	4.62	1,366,246	3.97	2,384,183	4.38
New Mexico.....	0		155,955	0.89	155,955	0.89
Arizona.....	0		205,852	2.55	205,852	2.55
Utah.....	328,054	4.38	577,659	3.11	905,713	3.47
Nevada.....	0		202,046	4.86	202,046	4.86
Idaho.....	0		328,249	2.38	328,249	2.38
Washington.....	457,378	3.37	968,131	2.81	1,425,509	2.97
Oregon.....	323,044	3.08	873,705	2.34	1,197,109	3.16
California.....	2,629,507	3.84	3,218,241	4.11	5,847,748	3.99

TABLE 14.—*Expenditure for teaching and supervising and percentage to total expenditure for schools in cities of 8,000 population and over and outside of such cities in 1896-97.*

State or Territory.	In cities of 8,000 population and over.		Outside of cities of 8,000 population and over.		In the United States.	
	Expenditure for teaching and supervising.	Per cent of total expenditure.	Expenditure for teaching and supervising.	Per cent of total expenditure.	Expenditure for teaching and supervising.	Per cent of total expenditure.
United States.....	\$48,772,485	57.47	\$70,531,057	68.84	\$119,303,542	63.69
North Atlantic Division.....	23,274,845	52.40	16,381,052	58.93	39,655,897	54.91
South Atlantic Division.....	3,015,502	71.75	5,843,568	78.69	8,859,070	76.18
South Central Division.....	2,133,725	76.88	8,783,480	84.80	10,917,205	83.13
North Central Division.....	16,980,866	59.81	33,847,485	70.08	50,828,351	66.27
Western Division.....	3,367,547	66.35	5,675,472	66.15	9,043,019	66.22
North Atlantic Division:						
Maine.....	289,375	71.40	874,953	73.61	1,164,328	73.05
New Hampshire.....	216,148	69.52	435,499	59.71	651,647	62.64
Vermont.....	50,092	49.20	581,899	71.73	631,991	69.22
Massachusetts.....	5,153,841	54.83	1,878,971	62.82	7,032,812	56.76
Rhode Island.....	697,718	50.63	235,962	66.70	933,680	53.92
Connecticut.....	1,045,010	56.03	792,508	72.39	1,837,518	62.08
New York.....	9,435,458	48.33	4,724,602	65.93	14,160,060	53.05
New Jersey.....	1,721,979	60.65	1,472,070	60.38	3,194,049	60.52
Pennsylvania.....	4,665,224	54.28	5,384,588	48.85	10,049,812	51.23
South Atlantic Division:						
Delaware.....	109,716	62.59	115,284	.....	225,000	81.82
Maryland.....	1,079,592	71.70	852,920	78.32	1,932,512	74.48
District of Columbia.....	743,298	66.51	.....	.....	743,298	66.51
Virginia.....	303,854	78.59	1,156,105	78.81	1,459,959	78.77
West Virginia.....	96,400	63.03	1,016,113	61.93	1,112,513	62.03
North Carolina.....	74,491	81.70	630,925	86.86	705,416	86.28
South Carolina.....	87,559	76.72	511,621	87.77	599,180	85.96
Georgia.....	443,908	78.66	1,090,112	90.72	1,534,020	86.87
Florida.....	76,684	80.75	470,488	76.07	547,172	76.69
South Central Division:						
Kentucky.....	631,669	72.53	1,740,545	84.98	2,372,214	81.27
Tennessee.....	300,651	81.90	1,042,219	78.74	1,342,870	79.42
Alabama.....	134,168	82.13	484,500	96.90	618,668	93.26
Mississippi.....	70,536	66.97	1,037,477	83.89	1,108,013	87.07
Louisiana.....	336,650	82.08	443,822	76.63	780,472	78.90
Texas.....	535,755	77.73	2,868,299	86.72	3,404,054	85.17
Arkansas.....	115,547	74.57	974,964	86.90	1,090,511	85.40
Oklahoma.....	8,749	60.15	191,654	61.81	200,403	61.73
Indian Territory.....	0	.....	.....	.....	.....	.....
North Central Division:						
Ohio.....	3,331,938	60.67	5,098,937	72.00	8,430,875	67.05
Indiana.....	1,264,621	52.97	3,740,169	81.71	5,004,790	71.86
Illinois.....	5,167,999	59.64	5,209,444	67.91	10,377,443	63.53
Michigan.....	1,407,337	55.68	2,637,015	68.47	4,044,352	63.40
Wisconsin.....	1,212,058	72.20	2,239,928	65.94	3,451,986	68.01
Minnesota.....	1,222,044	67.44	2,184,536	65.38	3,406,580	66.11
Iowa.....	838,622	59.33	4,425,732	68.33	5,264,354	66.72
Missouri.....	1,678,851	53.40	2,627,053	73.59	4,305,904	64.13
North Dakota.....	0	.....	586,774	52.12	586,774	52.12
South Dakota.....	27,070	66.37	802,013	64.68	829,083	64.74
Nebraska.....	435,990	63.19	1,954,028	71.54	2,390,018	69.86
Kansas.....	394,336	72.63	2,341,856	72.33	2,736,192	72.38
Western Division:						
Montana.....	137,602	47.12	300,531	60.10	438,133	55.31
Wyoming.....	21,136	77.59	132,133	71.77	153,269	72.52
Colorado.....	586,412	57.61	733,509	53.69	1,319,921	55.36
New Mexico.....	0	.....	124,015	79.52	124,015	79.52
Arizona.....	0	.....	155,991	75.78	155,991	75.78
Utah.....	190,435	58.05	324,138	56.11	514,573	56.81
Nevada.....	0	.....	167,171	82.74	167,171	82.74
Idaho.....	0	.....	197,283	60.10	197,283	60.10
Washington.....	236,961	51.81	532,189	54.97	769,150	53.96
Oregon.....	217,024	67.11	567,944	65.00	784,968	65.57
California.....	1,977,977	75.22	2,440,568	75.83	4,418,545	75.56

TABLE 15.—Average expenditure per pupil for all purposes, based on average attendance—Average sums received by teachers and supervisors in cities and outside of cities in 1896-97.

State or Territory.	Average expenditure per pupil for whole school year.			Average sums received by teachers and supervisors for whole school year.		
	In cities of 8,000 population and over.	Outside such cities.	In the United States.	In cities of 8,000 population and over.	Outside such cities.	In the United States.
United States.....	\$31.58	\$13.84	\$18.56	\$625.48	\$216.78	\$295.79
North Atlantic Division....	35.28	21.89	28.56	636.79	265.56	403.69
South Atlantic Division....	22.74	6.81	9.12	547.97	142.36	190.30
South Central Division....	19.47	6.10	7.14	542.29	155.37	180.52
North Central Division....	29.79	16.23	19.52	615.78	227.29	287.99
Western Division.....	20.76	23.25	26.40	764.48	330.49	419.08
North Atlantic Division:						
Maine.....	22.02	15.21	16.50	427.44	144.62	173.08
New Hampshire.....	27.40	20.05	21.80	552.81	187.72	240.37
Vermont.....	35.32	17.05	18.09	505.97	255.00	265.43
Massachusetts.....	37.87	34.49	37.00	682.09	355.39	547.60
Rhode Island.....	42.63	20.93	35.18	609.36	351.13	513.86
Connecticut.....	34.06	23.65	29.28	573.87	352.07	451.26
New York.....	39.42	22.05	32.54	679.79	230.41	411.81
New Jersey.....	27.96	27.02	27.52	595.84	494.15	544.22
Pennsylvania.....	29.21	20.31	23.44	576.59	278.45	366.39
South Atlantic Division:						
Delaware.....	21.63	6.83	13.69	479.11	188.68	267.86
Maryland.....	27.13	13.94	19.42	590.91	233.46	399.61
District of Columbia....	33.55	.....	33.55	694.67	.....	694.67
Virginia.....	14.92	7.82	8.69	466.03	145.92	170.26
West Virginia.....	20.18	12.29	12.72	403.35	163.49	172.38
North Carolina.....	12.27	3.24	3.53	322.47	82.43	89.46
South Carolina.....	11.88	3.37	3.82	418.94	107.39	120.49
Georgia.....	18.87	5.55	7.16	568.38	128.55	165.64
Florida.....	12.95	9.95	10.27	289.37	196.61	205.86
South Central Division:						
Kentucky.....	23.14	8.22	10.18	587.60	190.56	232.36
Tennessee.....	17.52	4.17	5.00	533.07	121.60	147.00
Alabama.....	15.35	2.47	3.58	475.77	70.82	86.85
Mississippi.....	18.40	5.93	6.28	383.35	135.25	141.06
Louisiana.....	17.27	5.77	7.97	480.93	148.83	211.97
Texas.....	19.79	8.16	9.08	583.61	233.21	257.55
Arkansas.....	18.86	5.99	6.53	595.60	139.54	151.86
Oklahoma.....	17.42	8.04	8.24	349.96	93.58	96.67
Indian Territory.....	.....	.....	.....	.....	.....	.....
North Central Division:						
Ohio.....	28.41	17.11	20.70	611.93	257.90	334.35
Indiana.....	34.35	13.74	17.30	539.51	294.32	332.50
Illinois.....	34.54	16.87	23.16	732.22	281.85	406.31
Michigan.....	26.66	15.26	18.37	511.57	205.22	259.24
Wisconsin.....	22.92	16.92	18.53	569.04	218.59	278.91
Minnesota.....	22.34	19.19	21.83	618.30	233.57	303.13
Iowa.....	27.13	21.92	22.69	592.47	167.88	187.80
Missouri.....	32.71	9.05	13.69	616.09	215.10	288.25
North Dakota.....	.....	29.26	29.26	.....	193.85	193.85
South Dakota.....	28.62	23.32	23.45	541.40	179.90	183.91
Nebraska.....	24.48	19.07	19.96	592.38	226.92	255.70
Kansas.....	16.87	14.60	14.89	503.62	216.18	235.55
Western Division:						
Montana.....	48.89	32.84	37.37	724.22	362.09	429.54
Wyoming.....	32.82	26.80	27.45	728.83	303.06	329.61
Colorado.....	37.78	32.03	38.19	736.70	315.62	423.05
New Mexico.....	.....	8.06	8.06	.....	204.98	204.98
Arizona.....	.....	19.72	19.72	.....	440.65	440.65
Utah.....	25.91	16.20	18.75	578.83	382.24	437.21
Nevada.....	.....	48.74	48.74	.....	549.90	549.90
Idaho.....	.....	14.50	14.50	.....	248.78	248.78
Washington.....	32.76	19.66	22.55	592.40	187.06	237.03
Oregon.....	29.79	17.18	19.40	678.20	189.50	236.65
California.....	34.18	28.75	30.96	844.93	504.55	615.57

TABLE 16.—*Estimated average monthly salaries of teachers and supervisors in cities of 8,000 population and over, and outside of such cities, and average salaries of male and female teachers in the United States in 1896-97.*

State or Territory.	Average monthly salaries of teachers in the United States.		Average monthly salaries of teachers and supervisors in cities of 8,000 population and over.	Average monthly salaries of teachers and supervisors outside of such cities.	Average monthly salaries of teachers and supervisors in the United States.
	Males.	Females.			
United States	\$44.62	\$38.38	\$66.19	\$35.31	\$42.14
North Atlantic Division	55.35	40.85	66.75	34.22	46.72
South Atlantic Division	31.11	30.80	58.92	28.93	34.23
South Central Division	41.21	34.50	60.86	36.30	38.91
North Central Division	45.14	37.45	64.68	32.70	38.09
Western Division	59.42	52.95	83.01	53.22	59.28
North Atlantic Division:					
Maine	40.64	25.88	48.74	22.81	25.45
New Hampshire	37.10	27.64	61.97	31.08	35.72
Vermont	38.52	26.84	54.58	33.55	34.47
Massachusetts	144.80	52.20	70.90	42.36	58.88
Rhode Island	99.24	50.48	65.81	45.60	54.09
Connecticut	88.77	42.70	59.53	38.39	48.16
New York			70.74	26.18	47.33
New Jersey	81.39	48.19	61.55	57.73	59.48
Pennsylvania	43.72	38.11	61.34	39.11	46.26
South Atlantic Division:					
Delaware	36.60	34.08	49.39	26.61	33.48
Maryland	48.00	40.40	60.36	32.92	43.91
District of Columbia	111.62	69.00	76.00		75.92
Virginia	31.98	26.67	50.16	26.34	28.38
West Virginia			44.28	30.56	31.06
North Carolina	25.38	21.40	37.02	26.68	27.36
South Carolina	25.18	24.29	47.45	27.47	28.96
Georgia			61.98	23.89	28.36
Florida	37.81	32.48	36.82	40.71	39.97
South Central Division:					
Kentucky	44.03	37.18	61.79	36.79	44.10
Tennessee	31.88	26.18	59.36	28.83	32.59
Alabama			55.71	20.59	23.47
Mississippi	31.70	26.55	43.07	26.21	26.77
Louisiana	33.58	29.98	57.12	32.64	39.99
Texas	56.71	46.48	66.77	54.74	55.51
Arkansas	37.50	32.50	67.15	45.30	45.33
Oklahoma	30.50	27.00	52.23	22.50	22.96
Indian Territory					
North Central Division:					
Ohio	35.00	29.00	66.01	33.36	40.77
Indiana	48.25	40.25	54.17	45.07	46.70
Illinois	59.64	50.69	74.95	41.15	51.50
Michigan	47.79	34.95	54.02	27.33	32.20
Wisconsin	67.90	35.50	61.06	28.95	34.78
Minnesota	45.50	34.78	68.89	32.44	38.96
Iowa	37.01	31.45	51.27	21.20	23.19
Missouri	42.50	49.50	64.72	39.40	40.89
North Dakota	40.29	34.84		36.03	36.10
South Dakota			60.16	26.22	26.58
Nebraska	42.57	36.14	66.04	29.09	39.64
Kansas	30.26	34.29	59.39	36.09	37.33
Western Division:					
Montana	68.58	52.01	81.46	49.06	57.58
Wyoming	58.04	45.89	83.29	76.15	73.25
Colorado	64.07	53.74	82.04	42.88	53.01
New Mexico				44.46	44.46
Arizona	72.90	66.26		69.18	69.39
Utah	59.44	42.43	66.69	53.02	57.53
Nevada	98.00	61.00		71.42	71.42
Idaho	61.00	41.00		56.80	56.54
Washington	44.56	38.14	65.75	59.01	53.15
Oregon	45.16	37.42	70.35	41.65	43.42
California	80.19	65.42	89.98	62.21	71.33

TABLE 17.—*Statistics relating to religious exercises in the public schools of 531 cities of 8,000 population and over in 1896.*

State or Territory.	Number of cities reporting.	Yes.	No.	Prohibited.	Not prohibited.	Limited to reading of Bible.	Bible.	New Testament only.	Old Testament only.	Book of selections.	Prayer.	Sacred song.	Comment forbidden.
United States	531	425	106	57	446	29	381	3	5	38	343	142	63
North Atlantic Division	217	199	18	9	202	20	185	1	1	15	163	65	35
South Atlantic Division	37	35	2	1	34	0	28	0	2	1	30	12	3
South Central Division	40	27	13	6	30	2	21	0	0	2	19	7	5
North Central Division	207	153	54	29	166	5	140	2	2	17	127	54	20
Western Division	30	11	19	12	14	2	7	0	0	3	4	4	0
North Atlantic Division:													
Maine	9	9	0	0	9	0	9	0	0	0	9	5	1
New Hampshire	6	6	0	0	6	0	5	0	0	1	6	3	0
Vermont	1	1	0	0	1	0	0	1	1	0	1	1	0
Massachusetts	50	50	0	0	50	4	48	0	0	7	45	14	14
Rhode Island	8	8	0	0	8	0	7	0	0	1	7	6	0
Connecticut	16	16	0	0	16	1	13	0	0	0	13	0	2
New York	55	43	12	9	44	5	38	0	0	3	33	15	8
New Jersey	21	20	1	0	21	2	19	0	0	2	18	5	5
Pennsylvania	51	46	5	0	47	8	46	0	0	1	30	16	5
South Atlantic Division:													
Delaware	1	1	0	0	1	0	1	0	0	0	1	0	1
Maryland	3	3	0	0	3	0	3	0	0	0	3	0	1
District of Columbia	1	1	0	0	1	0	1	0	0	0	1	1	1
Virginia	10	9	1	1	8	0	8	0	0	0	7	5	0
West Virginia	3	3	0	0	3	0	3	0	0	0	2	0	0
North Carolina	3	3	0	0	3	0	3	0	1	1	2	0	0
South Carolina	4	4	0	0	4	0	2	0	1	0	4	2	0
Georgia	8	8	0	0	8	0	4	0	0	0	8	2	0
Florida	4	3	1	0	3	0	3	0	0	0	2	2	0
South Central Division:													
Kentucky	9	7	2	0	8	0	6	0	0	0	3	3	1
Tennessee	6	5	1	1	5	1	4	0	0	2	4	0	0
Alabama	6	6	0	0	6	1	6	0	0	0	4	1	1
Mississippi	3	2	1	0	2	0	1	0	0	0	2	1	0
Louisiana	1	1	0	0	1	0	1	0	0	0	0	1	0
Texas	12	5	7	4	7	0	2	0	0	0	5	1	2
Arkansas	3	1	2	1	1	0	1	0	0	0	1	0	1
Oklahoma	0	0	0	0	0	0	0	0	0	0	0	0	0
Indian Territory													
North Central Division:													
Ohio	41	39	2	1	40	1	38	0	0	7	35	17	5
Indiana	25	23	2	1	24	0	22	0	0	1	13	8	5
Illinois	33	26	7	2	31	0	24	0	1	2	24	8	4
Michigan	29	20	9	3	24	1	14	0	1	4	18	8	1
Wisconsin	19	1	18	17	1	0	0	0	0	0	1	0	0
Minnesota	9	3	6	3	3	0	3	0	0	1	3	1	0
Iowa	17	15	2	1	15	1	13	1	0	1	11	6	2
Missouri	15	8	7	0	10	0	8	0	0	0	8	5	2
North Dakota	0	0	0	0	0	0	0	0	0	0	0	0	0
South Dakota	1	1	0	0	1	0	1	0	0	0	1	0	0
Nebraska	7	7	0	0	7	0	7	0	0	0	7	0	1
Kansas	11	10	1	1	10	2	10	1	0	1	6	1	0
Western Division:													
Montana	3	0	3	3	0	0	0	0	0	0	0	0	0
Wyoming	1	1	0	0	1	0	0	0	0	0	0	0	0
Colorado	5	4	1	1	4	1	4	0	0	0	3	0	0
New Mexico	0	0	0	0	0	0	0	0	0	0	0	0	0
Arizona	0	0	0	0	0	0	0	0	0	0	0	0	0
Utah	2	2	0	0	2	0	1	0	0	2	0	0	0
Nevada	0	0	0	0	0	0	0	0	0	0	0	0	0
Idaho													
Washington	4	2	2	2	2	0	0	0	0	1	0	2	0
Oregon	2	0	2	1	1	0	0	0	0	0	0	0	0
California	13	2	11	5	4	1	2	0	0	0	1	2	0

TABLE 18.—*Statistics relating to religious exercises in the public schools of 277 cities of over 4,000 but less than 8,000 population in 1896.*

State or Territory.	Number cities reporting.	Yes.	No.	Prohibited.	Not prohibited.	Limited to reading of Bible.	Bible.	New testament only.	Old Testament only.	Book of selections.	Prayer.	Sacred song.	Comment forbidden.
United States	277	226	51	20	243	14	221	5	3	11	193	84	36
North Atlantic Division	141	130	11	3	136	10	127	4	2	9	110	44	21
South Atlantic Division	11	11	0	0	11	1	11	0	0	0	7	5	2
South Central Division	18	13	5	1	16	0	12	0	1	0	13	7	2
North Central Division	88	62	26	9	72	2	64	0	0	2	56	24	9
Western Division	19	10	9	7	8	1	7	1	0	0	7	4	2
North Atlantic Division:													
Maine	10	10	0	0	10	1	10	2	0	0	8	3	2
New Hampshire	2	2	0	0	2	0	2	0	0	1	1	1	0
Vermont	5	5	0	0	5	0	5	0	0	0	5	2	0
Massachusetts	41	41	0	0	41	3	41	0	0	4	38	14	11
Rhode Island	3	3	0	0	3	0	3	1	0	0	2	0	1
Connecticut	11	10	1	1	10	0	9	1	0	1	9	3	2
New York	36	32	4	1	35	4	30	0	1	2	26	14	4
New Jersey	6	6	0	0	6	0	6	0	1	0	6	1	0
Pennsylvania	27	21	6	1	24	2	21	0	0	1	15	6	1
South Atlantic Division:													
Delaware	1	1	0	0	1	0	1	0	0	0	1	1	0
Maryland	1	1	0	0	1	0	1	0	0	0	1	1	0
District of Columbia													
Virginia	2	2	0	0	2	1	2	0	0	0	1	1	0
West Virginia	2	2	0	0	2	0	2	0	0	0	2	0	1
North Carolina	3	3	0	0	3	0	3	0	0	0	0	1	0
South Carolina													
Georgia	1	1	0	0	1	0	1	0	0	0	1	0	0
Florida													
South Central Division:													
Kentucky	4	3	1	0	3	0	3	0	0	0	3	2	0
Tennessee	3	3	0	0	3	0	3	0	0	0	3	2	0
Alabama	3	3	0	0	3	0	2	0	1	0	3	1	0
Mississippi	1	0	1	0	1	0	0	0	0	0	0	0	0
Louisiana													
Texas	5	3	2	1	4	0	3	0	0	0	3	2	2
Arkansas	1	0	1	0	1	0	0	0	0	0	0	0	0
Oklahoma	1	1	0	0	1	0	1	0	0	0	1	0	0
Indian Territory													
North Central Division:													
Ohio	19	19	0	0	19	0	19	0	0	0	16	9	0
Indiana	3	3	0	0	3	0	3	0	0	0	3	1	1
Illinois	16	11	5	0	15	1	11	0	0	0	10	1	0
Michigan	16	12	4	0	14	0	16	0	0	2	12	6	4
Wisconsin	10	0	10	7	1	0	0	0	0	0	0	0	0
Minnesota	7	6	1	1	6	0	6	0	0	0	6	3	3
Iowa													
Missouri	10	4	6	1	7	0	2	0	0	0	4	0	1
North Dakota													
South Dakota	1	1	0	0	1	0	1	0	0	0	1	0	0
Nebraska													
Kansas	6	6	0	0	6	1	6	0	0	0	4	4	0
Western Division:													
Montana													
Wyoming	1	0	1	1	0	0	0	0	0	0	0	0	0
Colorado	4	4	0	0	4	0	4	0	0	0	2	1	2
New Mexico	2	2	0	0	2	0	2	0	0	0	2	2	0
Arizona	1	0	1	1	0	0	1	0	0	0	0	0	0
Utah	2	2	0	0	2	1	1	1	0	0	2	0	0
Nevada	1	0	1	1	0	0	0	0	0	0	0	0	0
Idaho													
Washington													
Oregon													
California	8	2	6	4	0	0	0	0	0	0	1	1	0

TABLE 19.—Combined statistics relating to religious exercises in the public schools of 803 cities of more than 4,000 population in 1896. (Tables 17 and 18 combined.)

State or Territory.	Number cities reporting.	Yes.	No.	Prohibited.	Not prohibited.	Limited to reading of Bible.	Bible.	New Testament only.	Old Testament only.	Book of selections.	Prayer.	Sacred song.	Comment forbidden.
United States	808	651	157	77	689	43	602	8	8	49	536	226	99
North Atlantic Division	358	329	29	12	338	30	312	5	3	24	273	109	56
South Atlantic Division	48	46	2	1	45	1	39	0	2	1	37	17	5
South Central Division	58	40	18	7	46	2	33	0	1	2	32	14	7
North Central Division	295	215	80	38	233	7	204	2	2	19	183	73	29
Western Division	49	21	28	19	22	3	14	1	0	3	11	8	2
North Atlantic Division:													
Maine	19	19	0	0	19	1	19	2	0	0	17	8	3
New Hampshire	8	8	0	0	8	0	7	0	0	2	7	4	0
Vermont	6	6	0	0	6	0	5	1	1	0	6	3	0
Massachusetts	91	91	0	0	91	7	89	0	0	11	84	28	25
Rhode Island	11	11	0	0	11	0	10	1	0	1	9	6	1
Connecticut	27	26	1	1	26	1	22	1	0	1	22	3	4
New York	91	75	16	10	79	9	68	0	1	5	59	29	12
New Jersey	27	26	1	0	27	2	25	0	1	2	24	6	5
Pennsylvania	78	67	11	1	71	10	67	0	0	2	45	22	6
South Atlantic Division:													
Delaware	2	2	0	0	2	0	2	0	0	0	2	1	1
Maryland	4	4	0	0	4	0	4	0	0	0	4	1	1
District of Columbia	1	1	0	0	1	0	1	0	0	0	1	1	1
Virginia	12	11	1	1	10	1	10	0	0	0	8	6	0
West Virginia	5	5	0	0	5	0	5	0	0	0	4	0	1
North Carolina	6	6	0	0	6	0	6	0	1	1	2	1	0
South Carolina	4	4	0	0	4	0	2	0	1	0	4	2	0
Georgia	9	9	0	0	9	0	5	0	0	0	9	2	0
Florida	4	3	1	0	3	0	3	0	0	0	2	2	0
South Central Division:													
Kentucky	13	10	3	0	11	0	9	0	0	0	6	5	1
Tennessee	9	8	1	1	8	1	7	0	0	2	7	2	0
Alabama	9	9	0	0	9	1	8	0	1	0	7	2	1
Mississippi	4	2	2	0	3	0	1	0	0	0	2	1	0
Louisiana	1	1	0	0	1	0	1	0	0	0	0	1	0
Texas	17	8	9	5	11	0	5	0	0	0	8	3	4
Arkansas	4	1	3	1	2	0	1	0	0	0	1	0	1
Oklahoma	1	1	0	0	1	0	1	0	0	0	1	0	0
Indian Territory													
North Central Division:													
Ohio	60	58	2	1	59	1	57	0	0	7	51	26	5
Indiana	28	26	2	1	27	0	25	0	0	1	16	9	6
Illinois	49	37	12	2	46	1	35	0	1	2	34	9	4
Michigan	45	32	13	3	38	1	30	0	1	6	30	14	5
Wisconsin	29	1	28	24	2	0	0	0	0	0	1	0	0
Minnesota	16	9	7	4	9	0	9	0	0	1	9	4	3
Iowa	17	15	2	1	15	1	13	1	0	1	11	6	2
Missouri	25	12	13	1	17	0	10	0	0	0	12	5	3
North Dakota													
South Dakota	2	2	0	0	2	0	2	0	0	0	2	0	0
Nebraska	7	7	0	0	7	0	7	0	0	0	7	0	1
Kansas	17	16	1	1	16	3	16	1	0	1	10	5	0
Western Division:													
Montana	3	0	3	3	0	0	0	0	0	0	0	0	0
Wyoming	2	1	1	1	1								
Colorado	9	8	1	1	8	1	8	0	0	0	5	1	2
New Mexico	2	2	0	0	2	0	2	0	0	0	2	2	0
Arizona	1		1	1									
Utah	4	4	0	0	4	1	2	1	0	2	2	0	0
Nevada	1	0	1	1	0	0	0	0	0	0	0	0	0
Idaho													
Washington	4	2	2	2	2	0	0	0	0	1	0	2	0
Oregon	2	0	2	1	1	0	0	0	0	0	0	0	0
California	21	4	17	9	4	1	2	0	0	0	2	3	0

TABLE 20.—*Summary of statistics of the public-school systems of cities and villages of less than 8,000 population but more than 4,000, in 1896-97.*

State or Territory.	Number of cities.	Regular teachers.			Pupils enrolled.		
		Male.	Female.	Total.	Male.	Female.	Total.
United States	307	731	6, 189	a 6, 950	143, 133	149, 798	a 321, 435
North Atlantic Division	142	258	3, 057	3, 315	60, 663	63, 244	146, 376
South Atlantic Division	14	46	189	235	4, 955	5, 881	11, 682
South Central Division	18	48	230	308	6, 538	6, 039	15, 668
North Central Division	117	332	2, 393	2, 725	61, 755	64, 814	129, 267
Western Division	16	47	320	367	9, 222	9, 220	18, 442
North Atlantic Division:							
Maine	11	30	201	331	3, 530	4, 226	10, 897
New Hampshire	2	7	65	72	1, 357	1, 413	2, 770
Vermont	5	4	112	116	2, 570	2, 656	5, 226
Massachusetts	43	79	1, 062	1, 141	17, 846	18, 221	43, 512
Rhode Island	3	9	66	75	1, 973	1, 979	3, 952
Connecticut	11	12	239	251	2, 996	2, 951	9, 534
New York	28	24	549	573	10, 813	11, 419	28, 003
New Jersey	7	9	128	137	2, 489	2, 576	6, 465
Pennsylvania	32	84	535	619	17, 089	17, 803	36, 017
South Atlantic Division:							
Delaware	1	1	11	12	275	325	600
Maryland	1	5	12	17	.....	.....	846
District of Columbia							
Virginia	3	11	37	48	1, 171	1, 462	2, 633
West Virginia	1	9	17	26	665	617	1, 282
North Carolina	4	5	61	66	1, 530	1, 970	3, 500
South Carolina	1	2	12	14	250	350	600
Georgia	2	8	22	30	654	751	1, 405
Florida	1	5	17	22	410	406	816
South Central Division:							
Kentucky	4	6	51	87	1, 013	1, 052	3, 756
Tennessee	2	1	22	23	513	507	1, 820
Alabama	5	19	39	58	1, 406	1, 247	2, 653
Mississippi	1	3	24	27	453	539	992
Louisiana							
Texas	5	17	78	95	2, 791	2, 834	5, 625
Arkansas	1	2	16	18	362	460	822
Oklahoma							
Indian Territory							
North Central Division:							
Ohio	24	91	511	602	13, 313	13, 455	26, 768
Indiana	10	36	167	203	4, 758	5, 053	9, 811
Illinois	18	48	388	436	10, 192	10, 617	21, 535
Michigan	16	27	343	370	8, 337	8, 559	16, 896
Wisconsin	14	30	301	331	6, 116	6, 554	14, 642
Minnesota	6	12	126	133	2, 822	3, 084	5, 906
Iowa	5	9	126	135	2, 834	3, 162	5, 996
Missouri	15	54	244	298	7, 777	8, 697	16, 474
North Dakota	2	0	60	60	1, 499	1, 507	3, 006
South Dakota	1	1	17	18	386	383	769
Nebraska							
Kansas	6	24	110	134	3, 721	3, 743	7, 464
Western Division:							
Montana							
Wyoming	1	1	17	18	421	433	854
Colorado	1	3	23	26	648	675	1, 323
New Mexico	1	1	17	18	468	465	933
Arizona	1	0	12	12	398	380	778
Utah	2	13	30	43	1, 539	1, 488	3, 027
Nevada							
Idaho							
Washington	3	6	49	55	1, 331	1, 386	2, 717
Oregon							
California	7	23	172	195	4, 417	4, 393	8, 810

a In some cities only totals were given.

TABLE 21.—Public kindergartens in cities of over 8,000 inhabitants.

City.	Number of kinder- gartens.	Number of teachers.	Pupils.		
			Male.	Female.	Total.
ALABAMA.					
Anniston.....	1	1	57	65	122
ARKANSAS.					
Hot Springs.....					
CALIFORNIA.					
Los Angeles.....	32	71	1,181	1,195	2,376
Oakland.....	1	1	18	32	50
Sacramento.....	5	10	107	123	235
San Diego.....	6	6	221	177	398
San Jose.....	7	16	284	323	607
Santa Cruz.....	1	2	35	40	75
COLORADO.					
Denver (district No. 1).....	20	41	951	1,021	1,972
Denver (district No. 2).....	5	11	377	383	760
CONNECTICUT.					
Bristol.....	3	6			344
Greenwich.....					
Hartford.....	10	42			
Manchester (ninth district).....	1	7			204
New Britain.....	7	14	231	219	450
New Haven.....	10	24	375	420	795
Norwalk.....					
Norwich.....	4	4			130
Rockville.....	1	1			29
Stamford.....	2	3			92
Willimantic.....					
GEORGIA.					
Augusta.....	4	6			200
Rome.....	0	0			0
ILLINOIS.					
Chicago.....	53	108	2,152	2,425	4,577
Evanston (district No. 1).....	2	5	45	56	101
Rockford.....	3	9	30	38	68
INDIANA.					
Frankfort.....	1	1			60
Hammond.....	1	2	50	65	115
Indianapolis.....	1	4			
Jeffersonville.....					
Laporte.....	3	5	78	87	165
Richmond.....	2	2	52	59	111
Terre Haute.....	8	15	232	244	476
IOWA.					
Burlington.....	3	8			200
Cedar Rapids.....	12	12			
Des Moines (north side).....	4	12	112	111	223
Des Moines (west side).....	11	15			450
Dubuque.....	4	8	142	168	310
Marshalltown.....	7	7	123	140	263
Oskaloosa.....	5	6	101	125	226
Sioux City.....	3	6	87	87	174
KENTUCKY.					
Covington.....	5	12			535
Frankfort.....	1		37	57	94
Lexington.....	4	5	210	198	408
LOUISIANA.					
New Orleans.....	10	21	312	323	635
MAINE.					
Augusta.....	0	0	0	0	0
Portland.....					

TABLE 21.—*Public kindergartens in cities of over 8,000 inhabitants*—Continued.

City.	Number of kinder- gartens.	Number of teachers.	Pupils.		
			Male.	Female.	Total.
MASSACHUSETTS.					
Boston	64	125	2, 380	2, 442	4, 822
Brookline	11	19	255	267	522
Cambridge	9	17			641
Clinton	1	1			11
Fall River	3	6	119	116	235
Lawrence	1	2			35
Lowell	12	25	475	495	970
Malden	1	2	33	40	73
Medford	4	8	124	106	230
Newton	12	24	328	369	697
North Adams	1	3	95	100	195
Northampton	1	2	22	24	46
Peabody	3	6			137
Salem	5	11	155	162	317
Somerville	4	8	68	98	166
Springfield	5	11	243	247	490
Worcester	4	8	102	112	214
MICHIGAN.					
Alpena	1	5			100
Battle Creek	5	10			80
Detroit	2	3	140	122	262
Escanaba	2	2	66	70	136
Grand Haven	1	3			
Grand Rapids	7	7	235	211	446
Holland	2	4			208
Ironwood	2	5	103	117	220
Ishpeming	2	6	148	157	305
Jackson (district No. 1)	8	8			
Merominee	5	5	160	190	350
Muskegon	8	10	300	281	581
Saginaw (east side)	6	12	274	237	511
Saginaw (west side)					
Sault Sainte Marie	0	0	0	0	0
Traverse City	4	4	110	150	260
West Bay City					
MINNESOTA.					
Duluth	14	27	513	652	1, 165
St. Paul	27	52	1, 065	1, 011	2, 016
Winona	7	12	1, 689	1, 654	3, 343
MISSISSIPPI.					
Natchez					
Vicksburg					
MISSOURI.					
Kansas City	3	3	78	80	158
St. Louis	100	281	4, 369	4, 785	9, 154
NEBRASKA.					
Lincoln					
Omaha	21	29	886	919	1, 805
NEW HAMPSHIRE.					
Concord (union school district)	4	6	149	138	287
Nashua	4	4	50	54	104
Portsmouth	2	2			48
NEW JERSEY.					
Newark	14	28			1, 227
Passaic	7	8	342	356	698
Paterson	16	21			1, 014
Plainfield	4	4			147
Town of Union	2	1	53	67	120
Trenton					
NEW YORK.					
Albany	18	18	541	535	1, 076
Binghamton	12	14	272	287	559
Brooklyn	2	2	41	55	96
Buffalo	0	0	0	0	0
Cohoes	2	4	43	96	139

TABLE 21.—Public kindergartens in cities of over 8,000 inhabitants—Continued.

City.	Number of kinder- gartens.	Number of teachers.	Pupils.		
			Male.	Female.	Total.
NEW YORK—continued.					
Dunkirk	0	0	0	0	0
Flushing	1	2	51	60	111
Geneva	4	5	79	91	170
Glens Falls	4	4	181	136	317
Gloversville	9	11	271	290	561
Jamestown	1	1	14	16	30
Lansingburg	1	2			
Mount Vernon	5	8	242	282	524
New Brighton (Staten Island)	1	2	282	288	570
New Rochelle	4	6	94	124	218
Niagara Falls	4	4	76	63	139
North Tonawanda	4	4	150	160	310
Port Jervis	13	75	988	1,036	2,024
Rochester	5	10	149	171	320
Saratoga Springs					
Schenectady	3	3	52	72	124
Sing Sing	6	7	125	152	277
Syracuse					
Tonawanda	11	15	343	334	677
Utica	5	6	169	140	309
Yonkers					
NORTH CAROLINA.					
Asheville	4	7	100	100	200
OHIO.					
Cleveland	9	17	209	247	456
Columbus	6				383
Dayton	2	3	70	70	140
Fremont	2	3	30	32	62
Mansfield	2	3	19	24	43
Newark					
OREGON.					
Astoria	2	2	12	12	24
Salem	0	0	0	0	0
PENNSYLVANIA.					
Allegheny					
Oil City					
Philadelphia	122	163	3,008	3,217	6,225
Pittsburg					
RHODE ISLAND.					
Newport	4	9	164	148	312
Pawtucket	4	9	117	106	223
Providence	12	25	509	568	1,077
TEXAS.					
El Paso	1	3	74	78	152
Paris	3	3			
VERMONT.					
Burlington					
WISCONSIN.					
Beloit	2	6	170	181	351
Fond du Lac	5	7	200	223	423
Madison	2	4	73	60	133
Manitowoc	1	1	35	41	76
Marinette	5	5	251	220	471
Milwaukee	40	78	3,210	3,148	6,358
Oshkosh	8	14			922
Racine	6	11	301	320	621
Sheboygan	6	19			877
Stevens Point	4	5	108	121	229
Superior	9	32	476	504	980
Total for the United States	1,077	2,024	35,968	37,883	81,916

TABLE 22.—*Public kindergartens in village systems.*

City.	Number of kinder- gartens.	Number of teachers.	Pupils.		
			Male.	Female.	Total.
ALABAMA.					
Bessemer.....	1	1	35	40	75
CALIFORNIA.					
Santa Barbara.....	3	8	70	66	136
Santa Cruz.....	1	2	35	40	75
COLORADO.					
Aspen.....	2	4	76	86	162
CONNECTICUT.					
Branford.....	1	2	30	30	60
East Hartford.....	2	4			142
Wallingford.....	2	4	84	79	163
Winchester.....	2	2			80
INDIANA.					
Valparaiso.....	1	12	56	49	105
MAINE.					
Houlton.....	2	2	30	42	72
Saco.....	1	2	19	11	30
MASSACHUSETTS.					
Andover.....	2	2			85
Braintree.....	4	4	80	97	177
Bridgewater.....	1	3	23	21	44
Easton.....	1	2	17	19	36
Milton.....	4	8	100	103	203
Watertown.....	1	2			82
West Springfield.....	1	2	42	43	85
MICHIGAN.					
Albion.....	1	1	15	23	38
Ausable.....	2	2	50	70	120
Big Rapids.....	4	4		4	4
Mount Clemens.....	4	4			
Negaunee.....	1	2	64	60	124
Niles.....	1	3	29	31	60
St. Joseph.....	2	2	61	59	120
NEW JERSEY.					
Woodbury.....	1	1	25	37	62
NEW YORK.					
Catskill.....	1	1	35	38	73
Haverstraw.....	1	1	28	30	58
Ilion.....	2	3	61	62	123
Nyack.....	1	2			
Port Chester.....	3	6	139	136	275
Rensselaer.....	1	1			58
Watford.....	1	1	15	18	33
Whiteplains.....	2	2	57	78	135
PENNSYLVANIA.					
Greensburg.....	2	2	29	36	65
Hanover.....	1	1	10	12	22
VERMONT.					
St. Albans.....	1	2	46	48	94
WISCONSIN.					
Baraboo.....	4	8	136	144	280
Beaverdam.....	1	1	30	34	64
Berlin.....	2	3	80	86	166
Menasha.....	2	3	105	118	223
Menomonee.....	3	10	174	156	330
Monroe.....	3	5	110	134	244
Oconto.....	1	2	56	78	134
Total for the United States.....	80	139	2,052	2,218	4,270

TABLE 23.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants in 1896-97.*

	City.	Population in 1896 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
ALABAMA.											
1	Anniston	11,000	7-21	3,300	700	500	637	1,137	936	176	164,824
2	Birmingham†	40,000	7-21	8,849	600	1,489	1,854	3,343	2,602	158	411,116
3	Huntsville	10,000	7-21	2,500	500	483	490	973	636	160	101,760
4	Mobile	45,000	.....	10,350	.....	1,988	2,152	4,140	3,726	187	696,762
5	Montgomery	25,000	7-21	5,207	350	1,075	1,313	2,388	1,806	160	287,857
6	Selma	15,000	6-21	3,200	800	473	625	1,098	940	165	155,100
ARKANSAS.											
7	Fort Smith	18,000	6-21	4,007	500	1,118	1,267	2,385	1,680	168	282,240
8	Hot Springs	12,000	6-21	3,614	60	1,316	1,282	2,598	1,720	178	306,160
9	Little Rock	35,500	6-21	9,517	500	2,544	2,697	5,241	3,757	176	680,525
10	Pine Bluff	14,500	6-21	3,898	100	1,100	895	1,995	1,058	177	187,266
CALIFORNIA.											
11	Alameda	15,112	5-17	3,351	217	1,619	1,493	3,112	2,174	195½	393,411
12	Berkeley	12,700	5-17	2,701	250	.....	.....	2,416	1,719	194	349,245
13	Eureka	8,000	5-17	1,843	40	809	831	1,640	1,341	190½	257,301
14	Fresno	12,000	5-17	1,814	45	878	965	1,843	1,214	.....	214,600
15	Los Angeles	100,000	5-17	20,680	1,287	9,175	9,596	18,771	13,844	173	2,395,146
16	Oakland	648,682	5-17	13,857	1,642	4,932	5,092	10,024	7,426	195	1,447,039
17	Pasadena	10,000	5-17	2,470	225	.....	.....	2,201	1,766	171	302,025
18	Sacramento	32,000	5-17	6,100	416	2,595	2,765	5,360	3,886	.....	607,384
19	San Bernardino *	8,000	5-17	6,130	155	2,604	2,465	5,073	1,076	171	184,002
20	San Diego	20,000	5-17	3,483	243	1,599	1,603	3,202	2,401	188	456,190
21	San Francisco	385,000	5-17	74,840	8,501	19,161	19,947	39,108	33,531	195½	6,569,334
22	San Jose	23,000	5-17	4,733	700	2,207	2,398	4,605	3,065	194	608,491
23	Santa Cruz	9,000	5-17	2,156	186	864	860	1,724	1,232	190	233,955
24	Stockton	20,000	5-17	3,632	432	1,589	1,568	3,157	2,251	187	420,996
COLORADO.											
25	Colorado Springs	20,000	6-21	4,176	200	1,741	1,815	3,556	2,598	190	493,620
26	Cripple Creek	30,000	6-21	4,072	50	1,741	1,697	3,438	2,641	173	456,893
27	Denver: District No. 1 ...	65,000	6-21	14,644	.....	4,781	6,593	11,374	8,694	181	1,573,614
28	District No. 2 ...	35,000	6-21	8,206	250	3,356	3,534	6,890	4,728	182	861,143
29	District No. 17, north .....	.....	6-21	5,532	* 150	2,167	2,157	4,324	3,118	.....	510,767
30	Leadville	12,000	6-21	2,400	600	836	877	1,713	1,210	183½	222,280
31	Pueblo: District No. 1 ...	35,000	6-21	3,733	55	1,036	1,046	2,082	1,408	184	259,157
32	District No. 20 ...	35,000	6-21	3,475	145	1,104	1,162	2,266	1,565	174	272,310
33	Trinidad	9,000	6-21	1,640	* 150	713	708	1,421	980	190	186,257
CONNECTICUT.											
34	Ansonia	12,000	4-16	2,776	70	1,246	1,200	2,446	1,681	182	305,924
35	Bridgeport	59,117	4-16	13,790	2,000	4,259	4,286	8,545	6,871	179	1,229,945
36	Bristol	9,000	4-16	1,928	2	.....	.....	1,848	1,367	189	258,268
37	Danbury	20,000	4-16	4,707	900	.....	.....	2,866	2,332	198	461,736
38	Greenwich†	610,131	4-16	2,250	253	(1,878)	.....	1,878	1,011	200	202,200
39	Hartford	70,000	4-16	12,869	1,600	.....	.....	10,212	6,862	183	1,255,746

* Statistics of 1895-96.

† Statistics of 1894-95.

a Estimated.

b Population in 1890.

c Approximately.

d Average.

TABLE 23.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants in 1896-97—Continued.*

	City.	Population in 1896 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
CONNECTICUT—cont'd.											
	Manchester:										
40	Town schools . . .	4,000	4-16	1,017	0	435	460	895	734	190	139,441
41	Ninth district (incorporated).	6,000	4-16	1,121	7	-----	-----	1,181	899	182	164,148
42	Meriden	26,000	4-16	6,094	1,500	2,386	2,346	4,732	3,088	194	599,072
43	Middletown	10,000	4-16	1,722	500	-----	-----	1,255	960	181 ¹ ₂	174,240
44	New Britain	25,000	4-16	5,055	1,300	1,686	1,836	3,522	2,711	182 ¹ ₂	494,686
45	New Haven	100,000	4-16	21,195	2,790	-----	-----	16,235	12,724	200	2,544,800
46	New London	16,000	4-16	3,007	475	-----	-----	2,505	1,761	190	334,590
47	Norwalk	20,000	4-16	4,013	632	1,549	1,520	3,069	2,126	200	425,100
48	Norwich (Central district)	17,747	4-16	1,393	400	-----	-----	1,169	890	188	167,320
49	Rockville	9,000	4-16	2,000	300	-----	-----	-----	-----	-----	-----
50	Stamford	19,000	4-16	4,180	640	-----	-----	2,781	2,064	197	412,800
51	Waterbury	40,000	4-16	9,702	1,470	-----	-----	6,331	* 4,374	-----	* 839,804
52	Willimantic *	9,500	4-16	1,964	300	(1,304)	-----	1,804	905	198	179,190
DELAWARE.											
53	Wilmington	68,500	6-21	516,125	-----	-----	-----	10,749	8,104	194	1,572,176
DIST. OF COLUMBIA.											
54	Washington:										
55	First 8 divisions c	277,782	6-18	60,306	65,000	14,647	15,494	30,141	23,380	183	4,278,540
	9th to 11th divisions d		6-17		300	5,572	7,282	12,854	9,903	182	1,893,096
FLORIDA.											
56	Jacksonville *	36,000	6-21	10,482	2,000	2,779	2,940	5,719	3,647	160	583,520
57	Keywest	20,000	6-21	4,613	1,250	1,069	1,032	2,101	1,393	160	211,930
58	Pensacola *	14,087	6-21	3,700	850	905	973	1,878	1,163	151	175,613
59	Tampa	25,000	6-21	4,918	1,000	875	820	1,695	1,129	160	180,640
GEORGIA.											
60	Americus	8,000	6-18	1,879	25	617	786	1,403	977	182	177,726
61	Athens	11,000	6-18	2,800	200	721	813	1,534	1,041	172	179,420
62	Atlanta	114,000	6-18	16,338	-----	6,410	7,346	13,756	9,220	190	1,751,800
63	Augusta	45,000	6-18	12,371	2,500	2,500	3,500	6,000	4,000	175	700,000
64	Brunswick	8,000	6-18	2,140	100	498	592	1,090	786	170	133,620
65	Columbus	20,000	6-18	4,315	300	1,184	1,295	2,479	* 1,578	175	* 271,416
66	Macon	37,000	6-18	12,594	450	3,353	3,693	7,046	5,901	188	1,109,388
67	Rome	9,000	6-18	2,240	200	663	742	1,405	1,000	190	190,000
68	Savannah	65,000	6-18	11,169	200	2,863	3,282	6,145	* 5,572	184	* 1,002,960
ILLINOIS.											
69	Alton	12,000	6-21	4,879	700	968	948	1,916	1,451	191	277,141
	Aurora:										
70	Dist. No. 4 (west)	25,000	6-21	1,608	-----	660	730	1,390	1,043	193	202,581
71	Dist. No. 5 (east).	25,000	6-21	5,145	815	1,416	1,410	2,826	2,300	190	437,000
72	Austin	9,397	6-21	2,435	200	943	1,073	2,016	1,605	190	297,259
73	Belleville	18,500	6-21	5,783	1,200	1,470	1,325	2,795	2,420	199	481,580
74	Bloomington	25,000	6-21	7,878	500	1,919	2,054	3,973	3,221	177	570,117
75	Cairo	15,500	6-21	3,792	392	983	1,101	2,084	1,609	182	292,880
76	Canton	12,000	6-21	3,500	-----	836	842	1,678	* 1,303	180	* 131,974

* Statistics of 1895-96.

† Statistics of 1894-95.

a Population in 1890.

b Estimated.

c Embracing the white schools of the city and all the suburban schools.

d Embracing the colored schools of the city.

TABLE 23.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants in 1896-97—Continued.*

	City.	Population in 1896 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
ILLINOIS—continued.											
77	Champaign.....	8,506	6-21	a 3,000	200	804	802	1,606	1,097	189	207,350
78	Chicago.....	1,616,635	6-21	451,597	91,041	112,489	113,229	225,718	178,192	195	35,638,477
79	Danville.....	18,000	6-21	3,552	† 200	1,317	1,396	2,713	1,992	188	376,288
80	Decatur.....	25,500	6-21	6,658	† 500	2,068	2,146	4,214	3,327	188	625,476
81	East St. Louis:										
82	District No. 1....	23,000	7-21	5,128	750	1,283	1,355	2,638	1,806	196	353,937
	District No. 2, T.										
	2 N., R. 10 W.....	1,200	6-21	a 350	10	110	90	200	.....	195	.....
83	District No. 2, T.										
	2 N., R. 9 W.*.....		6-21	1,647	† 58	390	381	771	546	198	107,959
84	Elgin.....	20,680	6-21	5,246	711	.....	.....	3,749	2,888	200	577,653
	Evanston:										
85	District No. 1....	11,000	.....	a 3,300	200	.....	.....	* 1,569	1,254	190	236,258
86	Dist. No. 2 (South Evanston).....	5,479	6-21	1,482	150	393	419	812	650	192	121,800
87	Dist. No. 3 (North Evanston).....	1,366	7-21	413	20	131	145	276	214	187	40,060
88	Freeport*.....	15,000	6-21	2,912	625	1,015	1,118	2,133	2,026	190	385,007
89	Galesburg.....	22,000	6-21	4,389	500	1,535	1,649	3,184	2,456	164	402,784
90	Jacksonville.....	16,500	6-21	4,037	400	1,162	1,205	2,367	1,832	176	322,446
91	Joliet.....	32,000	6-21	9,073	1,500	2,641	2,506	5,147	4,101	185	758,695
92	Kankakee.....	12,000	6-21	2,875	749	785	768	1,553	1,221	176	214,791
93	Lasalle.....	69,855	.....	a 3,000	.....	.....	.....	.....	.....	.....	.....
94	Lincoln*.....	10,000	6-21	3,501	400	823	706	1,529	1,032	179	185,255
95	Mattoon.....	10,000	6-21	2,728	300	875	936	1,811	1,318	181	239,571
96	Moline.....	16,000	6-21	4,564	240	1,568	1,609	3,177	2,612	177	462,374
97	Ottawa.....	11,000	6-21	3,150	500	917	860	1,777	1,427	193	275,943
98	Pekin.....	10,000	6-21	2,350	250	812	757	1,569	1,136	172	195,340
99	Peoria.....	55,000	6-21	15,966	987	4,354	4,562	8,946	6,694	191	1,282,170
100	Quincy.....	35,000	6-21	10,228	2,500	2,482	2,385	4,867	3,423	195	668,460
101	Rockford.....	35,000	6-21	7,836	325	2,666	2,748	5,414	4,230	191	808,025
102	Rock Island†.....	18,000	6-21	4,733	850	1,433	1,491	2,924	2,429	176	427,439
103	Springfield.....	30,800	6-21	9,014	1,305	2,302	2,294	4,596	3,750	183	686,250
	Sterling:										
104	District No. 1....	.....	6-21	a 250	.....	100	92	192	140	189	26,403
105	District No. 3....	6,500	6-21	872	100	333	366	699	571	188	107,367
106	District No. 8*.....	3,000	.....	a 600	25	248	268	516	430	187	71,810
107	Streator.....	11,500	6-21	6,455	600	1,303	1,352	2,655	1,733	187	324,988
INDIANA.											
108	Anderson.....	20,000	6-21	5,227	250	1,592	1,648	3,240	2,392	180	430,560
109	Bloomington.....	8,000	6-21	1,621	12	686	697	1,383	1,030	177	182,310
110	Brazil.....	8,000	6-21	2,375	200	821	922	1,743	1,262	170	214,540
111	Columbus.....	8,000	6-21	2,242	175	721	764	1,485	1,041	166	172,822
112	Crawfordsville.....	8,500	6-21	1,862	300	700	750	1,450	* 1,037	176	* 196,406
113	Elkhart.....	15,000	6-21	3,583	200	1,316	1,261	2,577	2,071	180	372,780
114	Evansville.....	65,000	6-21	16,326	* 3,000	3,814	3,886	7,700	615	195	1,200,361
115	Fort Wayne.....	48,000	.....	12,631	4,000	2,572	2,621	5,193	4,187	193	808,091
116	Frankfort.....	8,000	.....	1,936	.....	858	945	1,803	1,373	180	247,140
117	Goshen.....	8,000	6-21	2,024	60	796	849	1,645	1,204	180	216,720
118	Hammond.....	14,000	6-21	3,106	700	725	768	1,493	1,003	188	188,516
119	Huntington*.....	11,000	6-21	2,989	400	887	890	1,777	1,426	195	278,070
120	Indianapolis.....	170,000	6-21	31,410	2,687	13,861	13,713	27,574	17,282	187	3,231,848
121	Jeffersonville*.....	13,000	6-21	4,000	235	826	886	1,712	1,539	177	272,400
122	Kokomo.....	11,000	6-21	3,069	120	1,085	1,077	2,162	1,717	175	300,475
123	Lafayette.....	20,000	6-21	5,436	900	1,497	1,607	3,104	2,256	180	406,080
124	Laporte.....	8,000	6-21	2,519	400	633	674	1,307	1,016	185	187,960
125	Logansport.....	16,000	6-21	4,450	700	1,394	1,463	2,857	2,216	178	394,448

* Statistics of 1895-96.

† Statistics of 1894-95.

a Estimated.

b Population in 1890.

TABLE 23.—Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants in 1896-97—Continued.

City.	Population in 1896 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
INDIANA—continued.										
126 Madison †.....	9,500	6-21	3,762	500	805	868	1,673	.....	190	.....
127 Marion.....	20,000	6-21	4,520	.....	1,641	1,732	3,373	2,478	175	433,705
128 Michigan City †.....	13,000	6-21	4,818	1,200	788	758	1,546	1,262	190	240,204
129 Muncie.....	20,000	6-21	5,073	250	1,634	1,806	3,440	2,516	180	452,846
130 New Albany.....	21,000	6-21	5,808	700	1,560	1,625	3,185	2,230	180	401,310
131 Richmond.....	20,000	6-21	4,703	500	1,555	1,498	3,053	2,484	187½	465,750
132 Shelbyville.....	8,000	6-21	1,998	100	670	717	1,387	1,052	173½	182,422
133 South Bend.....	29,000	6-21	8,663	2,300	1,761	1,752	3,513	2,853	177	504,981
134 Terra Haute.....	38,500	6-21	9,466	1,000	3,414	3,382	6,796	5,005	188½	943,442
135 Vincennes.....	10,000	6-21	a 2,500	700	809	726	1,535	1,097	196	215,012
136 Wabash.....	11,000	6-21	2,375	0	787	935	1,722	1,255	190	238,450
137 Washington.....	11,000	6-21	2,397	900	817	760	1,577	b 1,171	166	b 194,454
IOWA.										
138 Boone.....	10,500	5-21	2,571	150	820	940	1,760	1,400	180	252,000
139 Burlington.....	30,000	5-21	8,080	1,000	2,121	2,179	4,300	3,579	185	662,115
140 Cedar Rapids.....	28,000	5-21	8,080	† 300	.....	.....	4,863	3,861	180	694,980
141 Clinton.....	17,700	5-21	6,041	400	1,740	1,819	3,559	2,764	185	511,340
142 Council Bluffs.....	22,000	5-21	7,586	715	2,191	2,170	4,361	3,429	175	617,738
143 Creston.....	9,000	5-21	2,540	150	886	991	1,877	1,377	187½	258,601
144 Davenport.....	36,000	.....	10,887	900	2,872	2,748	5,620	4,584	192	880,168
Des Moines:										
145 North side.....	.....	a	2,000	20	689	761	1,450	1,034	177	183,092
146 East side.....	16,000	5-21	5,410	300	1,957	2,028	3,985	3,048	177	538,643
147 West side.....	30,000	.....	8,059	400	.....	.....	4,697	3,380	177	597,806
148 Dubuque.....	42,000	5-21	12,663	2,500	2,725	2,633	5,358	4,035	190	766,574
149 Fort Dodge.....	10,000	5-21	2,300	300	747	749	1,496	1,234	180	222,120
150 Fort Madison.....	11,000	5-21	3,053	500	676	732	1,408	1,200	170	204,000
151 Iowa City.....	8,000	5-21	3,689	500	.....	.....	11,508	11,158	a	214,809
152 Keokuk †.....	15,000	5-21	4,564	.....	1,220	1,258	2,478	1,836	178	326,950
153 Marshalltown.....	12,500	5-21	3,046	* 100	1,075	1,179	2,254	1,752	175	306,609
154 Muscatine †.....	12,400	5-21	3,817	.....	1,241	1,219	2,460	1,942	181	351,441
155 Oskaloosa.....	10,500	5-21	2,927	20	989	1,049	2,038	1,532	176	269,632
156 Ottumwa.....	18,000	5-21	5,074	150	1,901	2,052	3,953	3,014	186	560,641
157 Sioux City.....	30,000	5-21	11,249	800	2,733	2,737	5,470	4,376	173½	759,235
Waterloo:										
158 East side †.....	.....	5-21	1,761	.....	(1,152)	.....	1,152	929	.....	.....
159 West side.....	10,000	5-21	1,180	† 50	.....	.....	827	631	180	113,580
KANSAS.										
160 Arkansas City *.....	8,000	5-21	2,490	60	720	875	1,595	1,450	153	221,850
161 Atchison.....	16,000	5-21	a 2,900	350	1,071	1,155	2,226	1,690	174	294,060
162 Emporia.....	8,000	5-21	2,841	300	1,077	1,122	2,199	1,645	175	287,875
163 Fort Scott.....	11,000	5-21	a 3,900	125	1,276	1,409	2,685	2,026	160	324,081
164 Hutchinson.....	9,000	.....	2,730	50	1,050	1,115	2,165	1,698	170	288,660
165 Kansas City.....	50,000	5-21	13,200	900	3,668	3,991	7,659	6,326	172	1,075,420
166 Lawrence.....	10,800	5-21	3,868	.....	1,197	1,382	2,579	2,068	172	340,536
167 Leavenworth.....	21,572	5-21	7,411	1,000	.....	.....	3,208	2,571	177	455,067
168 Ottawa.....	8,005	5-21	2,381	50	845	960	1,805	1,462	175½	256,581
169 Parsons.....	8,000	5-21	2,431	200	891	943	1,834	1,391	180	250,380
170 Pittsburg *.....	10,652	5-21	3,217	153	1,028	1,090	2,118	1,488	158	235,113
171 Topeka.....	35,000	6-21	10,025	750	3,032	3,234	6,266	4,952	180	891,382
172 Wichita.....	23,000	5-21	7,282	250	2,107	2,191	4,298	3,416	157	532,896

* Statistics of 1895-96.

† Statistics of 1894-95.

a Estimated.

b On April 19 main building burned, and nine rooms were closed from that date. Therefore the average attendance is not as high as it would have been, as the schools were free from any disease and the attendance is always good from that time until close of school.

TABLE 23.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants in 1896-97—Continued.*

City.	Population in 1896 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
KENTUCKY.										
173 Bowling Green.....	10,000	6-20	2,484	200	674	741	1,415	1,055	185	195,181
174 Covington.....	60,000	6-20	17,529	3,867	2,090	2,244	4,334	3,390	192	643,880
175 Frankfort.....	10,000	6-20	1,582	175	488	532	1,020	656	194	127,264
176 Henderson†.....	13,200	6-20	3,300	300	900	950	1,850	1,200	192	230,400
177 Hopkinsville.....	8,060	6-20	1,016	100	317	402	719	533	196	104,132
178 Lexington.....	30,000	6-20	9,857	1,525	2,186	2,308	4,494	3,130	180	563,400
179 Louisville.....	215,000	6-20	80,123	8,000	12,843	13,395	26,238	19,830	190	3,767,700
180 Maysville.....	10,500	.....	a 3,500	250	.....	.....	2,000	.....	200	.....
181 Newport.....	30,000	6-20	9,071	1,200	1,814	1,865	3,679	3,113	200	622,600
182 Owensboro.....	12,000	6-20	3,425	500	1,092	1,083	2,175	1,627	183	297,741
183 Paducah *.....	18,000	6-20	4,250	150	1,101	1,259	2,360	1,599	190	303,753
LOUISIANA.										
184 Baton Rouge.....	b 10,478	.....	a 2,700	.....	.....	.....	.....	.....	.....	.....
185 New Orleans.....	260,000	6-18	a 60,000	.....	14,306	15,407	29,713	21,942	169	3,686,256
186 Shreveport.....	16,000	6-18	3,324	250	832	899	1,731	873	173	151,029
MAINE.										
187 Auburn.....	13,500	4-21	3,894	135	.....	.....	2,643	1,941	180	347,000
188 Augusta.....	12,000	4-21	2,997	271	.....	.....	1,470	1,014	180	187,920
189 Bangor.....	25,000	4-21	5,993	700	1,733	1,843	3,576	2,970	175	519,750
190 Bath.....	8,000	4-21	2,498	0	876	820	1,696	1,359	170	231,030
191 Biddeford.....	17,000	4-21	5,228	1,200	.....	.....	1,714	1,235	177	218,595
192 Calais.....	7,500	4-21	2,430	75	666	964	1,630	1,209	170	205,530
193 Lewiston.....	23,000	4-21	7,987	1,743	.....	.....	2,697	1,939	169	328,637
194 Portland *.....	40,000	4-21	10,794	1,561	3,425	2,812	6,237	4,562	182	830,284
195 Rockland.....	8,000	4-21	2,281	10	699	752	1,451	1,213	160½	194,686
196 Waterville.....	8,080	5-20	2,888	500	653	708	1,361	934	174	162,516
MARYLAND.										
197 Baltimore.....	550,000	6-21	110,731	16,000	38,436	37,756	76,192	51,712	199	10,290,688
198 Cumberland.....	b 12,729	.....	a 3,200	.....	.....	.....	.....	.....	.....	.....
199 Frederick.....	8,500	.....	a 2,200	.....	688	744	1,432	942	150	141,300
200 Hagerstown †.....	12,000	6-20	a 3,100	255	(1,920)	.....	1,920	1,325	151	190,653
MASSACHUSETTS.										
201 Adams.....	9,213	5-14	1,893	40	.....	.....	1,935	1,596	190	308,240
202 Amesbury.....	9,984	5-15	1,612	500	649	644	1,293	1,027	180	184,860
203 Attleboro.....	8,500	5-15	1,607	25	997	920	1,917	1,440	193	277,920
204 Beverly.....	13,000	5-15	1,988	0	.....	.....	2,204	1,606	195	324,870
205 Boston.....	510,000	5-15	81,947	12,272	41,386	40,469	81,855	71,266	200	14,253,200
206 Brockton.....	35,020	5-15	5,866	608	.....	.....	5,872	5,125	185	948,125
207 Brockline.....	17,000	5-17	2,529	150	1,542	1,568	3,050	2,425	198	480,150
208 Cambridge.....	81,643	8-14	8,179	2,518	.....	.....	13,992	11,068	200	2,213,600
209 Chelsea.....	32,000	5-15	5,634	992	2,821	2,846	5,667	4,087	200	817,400
210 Chicopee.....	18,000	8-14	1,669	784	.....	.....	2,471	1,631	195	318,045
211 Clinton.....	12,050	5-15	2,149	314	1,010	935	1,945	1,613	195	314,535
212 Everett †.....	b 11,068	5-15	3,040	3	(4,053)	.....	4,053	2,745	190	511,550
213 Fall River.....	97,355	5-15	18,801	4,333	7,742	7,429	15,162	10,374	190	1,905,206
214 Fitchburg.....	29,000	5-15	5,342	1,000	2,492	2,308	4,800	3,546	190	674,500
215 Framingham.....	9,512	5-15	1,820	10	1,076	1,090	2,166	1,883	c 180	315,338
216 Gardner.....	9,500	5-15	1,635	125	910	944	1,854	1,445	177	255,783

* Statistics of 1895-96.

† Statistics of 1894-95.

a Estimated.

b Population in 1890.

c The high school was in session 195 days.

TABLE 23.—Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants in 1896-97—Continued.

City.	Population in 1896 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
MASSACHUSETTS—continued.										
217 Gloucester	29,000	5-15	4,086	300	2,170	2,268	4,438	*3,777	.....	*717,630
218 Haverhill	35,000	5-15	5,887	1,417	.....	.....	5,134	4,143	189	789,029
219 Holyoke	44,159	5-15	8,795	4,190	.....	.....	5,695	†3,677	194½	†676,440
220 Hydepark	12,000	5-15	2,221	713	.....	.....	2,200	1,509	184½	278,104
221 Lawrence	55,000	5-15	9,635	2,200	.....	.....	7,343	5,630	200	1,126,000
222 Lowell	84,359	5-15	16,390	4,500	6,253	6,038	12,291	9,182	186	1,707,852
223 Lynn	63,500	5-15	10,344	800	5,318	5,020	10,338	8,774	190	1,667,060
224 Malden	32,000	5-15	5,243	1,100	.....	.....	5,334	4,473	180	805,230
225 Marlboro	16,000	5-15	3,140	360	.....	.....	2,869	2,348	168½	395,638
226 Medford	15,156	5-15	2,524	25	1,632	1,687	3,319	2,455	188	461,540
227 Melrose	13,050	5-15	2,359	20	.....	.....	2,251	.....	193	.....
228 Milford	9,500	5-15	1,459	300	.....	.....	1,576	1,253	a175	226,000
229 Natick	9,000	8-14	b1,800	12	842	927	1,769	1,563	c185	289,155
230 New Bedford	61,900	5-15	10,055	3,000	4,162	4,160	8,322	6,119	182	1,113,640
231 Newburyport	14,554	5-15	2,303	619	.....	.....	1,905	1,456	200	291,260
232 Newton	27,622	5-15	4,861	899	2,561	2,586	5,147	3,953	192	759,034
233 North Adams	20,250	5-15	3,721	1,170	1,751	1,763	3,514	2,208	187	412,896
234 Northampton	17,800	5-15	2,749	460	1,348	1,312	2,660	2,215	.....	419,091
235 Peabody	11,000	5-15	1,464	400	967	824	1,791	1,386	194	268,874
236 Pittsfield	21,000	5-15	3,861	139	2,113	2,174	4,287	3,206	195	623,627
237 Plymouth	7,956	5-15	1,314	0	818	833	1,651	1,240	182	228,160
238 Quincy	21,617	.....	4,702	200	.....	.....	4,683	3,608	180	649,440
239 Revere	9,000	5-15	1,773	0	895	978	1,873	1,635	184	310,840
240 Salem	35,000	5-15	6,051	2,270	2,390	2,135	4,525	3,473	205	711,965
241 Somerville	54,400	5-15	8,885	1,410	5,200	5,382	10,582	7,663	180½	1,383,171
242 Southbridge	8,250	5-15	1,651	848	624	618	1,242	803	184	147,796
243 Spencer	7,850	5-15	1,626	371	713	733	1,446	1,124	190	213,539
244 Springfield	53,173	5-15	8,307	1,374	4,715	4,284	8,999	7,091	191	1,354,343
245 Taunton	28,000	8-14	2,866	554	2,225	2,063	4,288	3,619	d190	690,390
246 Wakefield	8,500	5-15	1,501	20	.....	.....	1,863	1,481	187½	277,683
247 Waltham	20,877	8-14	2,344	1,100	1,355	1,409	2,764	2,375	.....	.....
248 Westfield	10,663	5-15	1,828	.....	1,025	1,033	e2,058	1,544	193	297,992
249 Weymouth	11,400	5-15	1,874	0	1,085	1,206	2,291	1,856	185	365,190
250 Woburn	14,176	5-15	3,135	205	1,514	1,254	2,768	2,239	200	447,800
251 Worcester	100,000	5-15	18,271	2,196	9,623	9,116	18,739	14,147	182½	2,582,827
MICHIGAN.										
252 Adrian	9,541	5-20	2,314	350	935	892	1,827	1,255	193	238,776
253 Alpena	12,500	5-20	4,489	1,500	932	954	1,886	1,480	192	284,062
254 Ann Arbor	11,300	5-20	2,643	250	1,251	1,081	2,332	1,973	190	374,826
255 Battlecreek	18,000	5-20	3,971	260	1,401	1,568	2,969	2,430	193	468,990
256 Bay City	30,034	5-20	10,475	2,000	2,600	2,870	5,470	4,083	196	800,278
257 Detroit	285,000	5-20	78,700	14,012	18,759	17,135	35,894	27,093	186	5,028,138
258 Escanaba	8,000	5-20	b1,700	700	641	661	1,302	928	193	171,298
259 Flint	11,000	5-20	2,700	150	600	1,100	2,200	1,740	194	337,560
260 Grand Haven	8,000	7-20	1,735	200	700	680	1,380	1,112	196½	218,508
261 Grand Rapids	90,000	5-20	25,050	3,248	7,625	7,826	15,451	12,045	193	3,324,685
262 Holland	8,000	5-20	2,490	0	.....	.....	1,804	1,409	193	272,988
263 Iron Mountain	11,000	5-20	2,707	.....	1,100	987	2,087	1,340	200	267,907
264 Ironwood	10,000	5-20	2,268	500	1,106	1,000	2,106	1,394	197	278,800
265 Ishpeming	12,500	5-20	3,707	500	.....	.....	2,697	*1,798	198	*372,456

* Statistics of 1895-96.

† Statistics of 1894-95.

a The high school was in session 190 days.

b Estimated.

c The primary schools were in session 175 days and the high school 195 days.

d The high school was in session 200 days.

e There are 148 children in the model school and kindergarten of the State Normal School.

TABLE 23.—Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants in 1896-97—Continued.

City.	Population in 1896 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
MICHIGAN—continued.										
Jackson:										
District No. 1 ...	25,000	5-20	α 3,500	1500	1,187	1,160	2,347	1,926	191	367,866
District No. 17 ..	25,000	5-20	2,810	425	917	886	1,803	* 1,234	186	* 234,460
Kalamazoo	24,000	.....	α 6,000	* 600	1,878	1,941	3,819	3,127	184	575,368
Lansing	18,000	5-20	4,157	250	1,501	1,605	3,106	2,467	189	466,263
Ludington	8,000	.....	α 2,400	250	847	879	1,726	1,435	193½	277,773
Manistee	13,449	5-20	4,909	1,290	1,833	1,769	3,602	2,206	193½	426,779
Marquette	10,000	5-20	2,935	400	1,076	994	2,070	1,433	197	282,301
Menominee	14,000	5-21	3,960	500	1,440	1,460	2,900	1,900	176	334,400
Muskegon	22,000	.....	6,710	500	2,206	2,241	4,447	3,519	175	615,825
Owosso†	9,000	5-20	2,239	80	950	1,000	1,950	1,471	195	286,845
Port Huron	19,347	5-20	6,357	900	1,727	1,618	3,345	2,325	200	464,914
Saginaw:										
East side	30,000	.....	α 7,500	.....	2,957	2,876	5,833	4,446	176	782,496
West side*	18,000	5-20	5,793	400	2,000	2,200	4,200	3,000	196	588,000
Sault Sainte Marie..	9,000	5-20	2,003	300	698	922	1,620	1,252	195	244,140
Traverse City	9,000	5-20	2,323	150	939	998	1,937	1,310	180	235,800
West Bay City†	14,000	5-21	4,246	700	1,240	1,257	2,497	1,740	193	335,899
MINNESOTA.										
Brainerd	10,000	6-21	2,170	0	899	1,030	1,929	1,344	174	235,900
Duluth	b 33,113	.....	α 14,419	* 1,200	4,674	4,939	9,613	7,376	195	1,438,320
Fairbault	8,800	5-21	1,900	400	595	694	1,289	966	179	172,919
Mankato*	11,000	6-20	2,760	1,040	950	920	1,870	1,400	175	245,000
Minneapolis	200,000	.....	α 48,621	† 5,000	16,200	16,214	32,414	25,405	188	4,778,108
Red Wing	8,000	5-21	1,900	150	850	850	1,700	1,390	180	250,154
St. Cloud	9,127	6-21	α 1,891	1,145	659	602	1,261	944	174	167,159
St. Paul	b 133,156	.....	α 34,813	† 7,000	11,459	11,750	23,209	18,089	190	3,436,910
Stillwater†	b 11,260	.....	α 2,634	350	889	867	1,756	1,536	176	270,336
Winona	22,000	.....	α 5,695	† 1,600	.....	.....	* 3,737	* 2,968	199	* 564,015
MISSISSIPPI.										
Columbus	8,000	6-21	2,386	0	646	740	1,386	900	180	162,000
Jackson	10,000	5-21	2,763	150	696	804	1,500	1,050	180	189,000
Meridian	15,000	5-21	4,000	1,000	836	1,034	1,870	1,240	160	199,993
Natchez†	11,000	5-21	3,425	850	610	754	1,364	835	180	150,300
Vicksburg*	19,000	5-21	4,687	0	987	1,206	2,293	.....	180	.....
MISSOURI.										
Carthage	10,000	6-20	2,655	50	981	1,099	2,080	1,556	180	280,080
Chillicothe	8,000	6-20	1,829	75	748	800	1,548	1,215	177	215,055
Clinton	8,000	6-20	2,167	25	776	834	1,610	1,168	180	210,458
Hannibal	15,000	6-20	4,237	200	1,160	1,425	2,585	1,961	177	358,367
Jefferson City*	10,000	6-20	2,400	500	560	665	1,225	α 816	180	α 145,880
Joplin	14,600	6-20	4,265	30	1,758	1,778	3,536	2,491	175	435,925
Kansas City	150,000	6-20	43,740	* 3,000	10,405	11,115	21,520	15,606	180	2,791,080
Moberly	11,000	6-20	3,930	250	834	947	1,781	1,277	176	223,604
Nevada	10,500	6-20	2,425	50	814	879	1,694	1,401	177	247,977
St. Charles	9,000	6-21	2,025	500	885	909	1,794	608	198	123,624
St. Joseph	60,000	6-20	23,121	1,200	3,979	4,124	8,103	5,376	180	1,057,680
St. Louis	611,277	6-20	162,384	25,000	36,565	38,358	74,923	54,861	200	10,972,200
Sedalia*	20,000	6-20	4,434	200	1,693	1,763	3,456	2,693	180	487,686
Springfield	25,600	5-20	6,323	500	2,580	2,613	5,193	3,464	160	555,755
Webb City	8,000	6-20	2,000	50	782	747	1,529	1,066	180	191,880

* Statistics of 1895-96.

† Statistics of 1894-95.

α Estimated.

b Population in 1890.

TABLE 23.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants in 1896-97—Continued.*

City.	Population in 1896 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
MONTANA.										
312 Butte	40,000	6-21	6,354	500	2,331	2,335	4,666	3,338	175	577,780
313 Greatfalls	12,000	6-21	1,772	* 30	720	770	1,490	1,094	194	212,187
314 Helena *	15,000	6-21	2,470	130	971	1,082	2,053	1,542	176	271,417
NEBRASKA.										
315 Beatrice	12,000	5-21	2,466	50	1,002	1,029	2,031	1,571	175	275,728
316 Fremont	10,000	5-21	2,592	.....	945	932	1,877	1,500	185	274,054
317 Grand Island	8,000	5-21	2,324	200	824	920	1,744	1,382	180	248,768
318 Hastings	13,500	5-21	2,366	60	811	950	1,761	1,295	178	230,510
319 Kearney	a 8,074	5-21	2,411	12	672	798	1,470	977	176	171,941
320 Lincoln	a 55,154	5-21	11,270	500	3,126	3,128	6,254	4,729	176	832,304
321 Nebraska City *	12,000	.....	b 2,500	.....	763	758	1,521	1,114	177	196,674
322 Omaha	140,000	5-21	30,134	3,500	8,236	8,344	16,580	12,762	182	2,322,502
323 Plattsmouth	8,000	5-21	2,359	100	638	629	1,267	928	175	b 165,184
324 South Omaha	14,000	5-21	3,441	100	1,409	1,393	2,802	1,932	180	347,704
NEW HAMPSHIRE.										
325 Concord (Union dist.)	18,000	.....	b 3,500	346	1,246	1,243	2,489	1,847	186	343,542
326 Dover	13,000	5-16	2,085	600	773	854	1,627	1,231	170	217,770
327 Keene (Union dist.)	8,000	5-15	b 1,600	150	612	625	1,237	981	182	173,082
328 Manchester	55,000	5-16	9,574	* 4,000	2,772	2,610	5,382	3,651	175	638,925
329 Nashua	24,000	5-16	4,763	1,963	2,053	1,947	4,000	2,563	175	448,525
330 Portsmouth	10,000	6-16	1,498	250	749	777	1,526	1,054	190	202,260
NEW JERSEY.										
331 Atlantic City	21,000	5-20	4,317	200	1,571	1,584	3,155	2,211	190	429,090
332 Bayonne	22,000	5-18	6,805	1,100	2,148	2,117	4,265	2,765	191	511,354
333 Bridgeton	14,000	5-18	3,125	100	1,129	1,313	2,442	1,668	200	333,600
334 Camden	a 58,313	5-20	b 18,000	650	5,695	6,056	11,751	6,979	194	1,353,926
335 Elizabeth	50,000	5-20	11,600	2,500	.....	.....	f 5,531	4,951	180	891,180
336 Harrison	10,000	5-18	2,900	800	500	400	900	680	210	142,800
337 Hoboken	53,000	5-18	19,479	1,500	4,084	4,035	8,119	5,067	194	1,160,470
338 Jersey City	a 163,003	5-18	57,123	* 6,463	14,072	14,315	28,387	19,646	194	3,769,139
339 Longbranch	8,000	.....	b 3,000	190	1,229	1,213	2,442	1,753	179	314,878
340 Millville	a 10,002	5-18	2,845	133	1,026	1,117	2,143	1,407	.....	259,282
341 Morristown	10,000	5-20	b 1,500	* 870	591	648	1,239	* 870	191	* 167,910
342 Newark	225,000	5-18	53,941	8,347	16,256	16,334	32,592	22,895	187	4,510,989
343 New Brunswick	a 18,603	5-18	4,949	895	1,349	1,341	2,690	2,039	185	400,550
344 Orange	22,000	5-18	4,938	1,200	1,280	1,311	2,591	1,740	197	330,437
345 Passaic	20,000	5-18	5,148	498	1,757	1,778	3,535	2,225	200	450,891
346 Paterson	100,000	5-18	25,757	12,500	.....	.....	16,146	10,726	195	2,091,570
347 Perth Amboy	15,500	5-20	3,384	300	1,074	982	2,056	1,512	183	277,393
348 Phillipsburg	10,400	5-18	2,650	259	871	904	1,775	1,364	200	273,763
349 Plainfield	15,000	5-18	3,303	500	1,160	1,188	2,348	1,657	190	297,195
350 Rahway *	8,000	5-18	1,861	194	684	630	1,314	923	195	181,106
351 Town of Union (P. O., Weehawken)	15,000	5-18	3,561	300	1,404	1,438	2,842	2,130	199	412,836
352 Trenton *	62,500	5-18	14,080	2,389	3,757	3,914	7,671	5,442	202	1,099,284
NEW YORK.										
353 Albany	97,120	5-21	23,859	4,812	6,728	6,674	13,402	10,548	183	1,924,309
354 Amsterdam	19,000	4-21	5,093	.....	.....	.....	.....	b 1,900	190	b 325,000
355 Auburn	28,250	5-21	6,937	1,200	1,824	1,877	3,701	3,005	183	557,315
356 Batavia	10,000	5-18	2,040	300	.....	.....	1,619	1,058	190	200,960
357 Binghamton	45,000	5-18	8,872	440	3,475	3,621	7,096	5,749	195	1,120,945

* Statistics of 1895-96.

† Statistics of 1894-95.

a Population in 1890.

b Estimated.

TABLE 23.—Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants in 1896-97—Continued.

City.	Population in 1896 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
NEW YORK—cont'd.										
358 Brooklyn.....	1,149,424	4-21	272,447	37,500	76,897	77,207	154,104	111,925	193	21,607,633
359 Buffalo.....	363,000	4-16	72,504	18,319	26,821	26,181	53,002	36,830	194	7,111,136
360 Cohoes.....	25,000	5-18	7,098	1,700	1,410	1,528	2,938	2,136	191	393,366
361 Corning.....	10,000	5-18	1,769	24	806	800	1,606	1,284	194	249,117
362 Cortland.....	10,000	5-18	1,770	500	506	600	1,106	848	188	161,949
363 Dunkirk.....	12,000	5-21	3,162	739	.....	.....	1,586	1,227	184	225,814
Edgewater:										
364 Rosebank.....										
365 Tompkinsville* ^a	3,000	5-18	510	8	169	170	339	281	194	54,822
366 Stapleton ^b	8,000	5-18	1,849	124	771	707	1,478	1,061	191	202,602
367 Elmira.....	42,000	4-18	7,940	750	2,745	2,727	5,472	4,656	192	893,894
368 Flushing.....	10,000	4-21	2,505	952	702	718	1,420	1,013	193	190,343
369 Geneva.....	10,861	5-18	2,343	565	708	743	1,451	1,116	187	214,179
370 Glens Falls.....	12,000	5-21	3,100	1,000	714	769	1,483	1,000	195	c 195,000
371 Gloversville.....	15,000	5-18	3,373	45	1,501	1,598	3,099	2,476	194	480,320
372 Hornellsville.....	12,000	5-18	2,526	400	989	1,033	2,022	1,558	189	294,235
373 Hudson.....	10,000	5-18	2,340	321	.....	.....	1,393	1,083	187	202,483
374 Ithaca.....	12,000	5-18	2,300	380	980	1,121	2,101	1,694	193	326,984
375 Jamestown.....	21,000	4-16	4,404	244	2,057	2,038	4,095	3,248	188	610,897
376 Johnstown.....	11,000	5-18	2,004	0	828	994	1,822	1,372	193	264,707
Kingston:										
377 Kingston school district.....	14,000	5-18	2,938	316	1,047	1,081	2,128	1,618	193	312,092
378 District No. 2.....		5-18	1,013	86	480	396	876	585	190	111,150
379 District No. 3.....			c 500	.....	* 225	* 230	* 455	342	197	67,357
380 District No. 4.....	2,500	4-16	485	40	223	210	433	285	193	55,015
381 Lansingburg*.....	12,500	5-21	2,733	300	1,029	1,050	2,079	1,495	191	285,545
382 Littlefalls.....	9,871	5-18	2,047	520	676	603	1,279	1,014	193	192,941
383 Lockport*.....	19,000	5-21	4,617	382	(3,172)	.....	3,172	2,392	195	460,786
384 Long Island City†.....	45,000	5-21	11,000	700	3,600	3,958	7,558	5,406	198	1,070,398
385 Middletown.....	13,500	.....	3,419	283	1,129	1,124	2,253	1,696	191	326,349
386 Mount Vernon.....	20,000	5-21	3,996	314	1,753	1,664	3,417	2,468	194	478,804
387 New Brighton.....	d 16,423	.....	c 5,000	.....	.....	.....	.....	.....	.....	.....
388 Newburg.....	25,000	5-18	5,582	1,329	2,072	1,992	4,064	2,946	192	565,798
389 New Rochelle.....	12,500	5-18	3,005	120	1,243	1,278	2,521	1,757	192	337,344
390 New York.....	2,000,000	5-18	350,000	40,000	136,472	130,301	266,773	196,404	194	38,102,376
391 Niagara Falls.....	18,000	5-18	3,500	527	1,398	1,459	2,857	2,051	193	395,883
392 North Tonawanda*.....	10,000	.....	c 1,200	290	.....	856	892	1,748	.....	218,769
393 Ogdensburg.....	d 11,662	.....	c 1,300	.....	.....	.....	.....	.....	.....	.....
394 Olean†.....	12,000	5-21	2,593	400	1,002	925	1,927	1,436	193	277,203
395 Oswego.....	25,000	5-18	6,590	1,074	.....	.....	3,827	3,040	193	586,720
Peekskill:										
396 District No. 7.....	10,500	5-18	c 1,250	* 125	439	517	956	651	193	125,688
397 District No. 8.....	4,500	5-18	894	51	396	365	761	582	186	108,252
398 Plattsburg.....	9,000	5-21	2,300	125	945	708	1,713	1,287	185	238,057
399 Port Jervis.....	10,000	5-18	2,049	113	975	982	1,957	1,527	192	293,250
400 Poughkeepsie.....	23,500	5-21	6,250	778	1,800	1,810	3,610	2,722	191	519,902
401 Rochester.....	165,000	5-21	56,000	8,589	11,488	13,977	25,465	18,052	194	3,372,160
402 Rome.....	15,500	5-21	2,950	461	979	1,008	1,987	1,513	187	282,262
403 Saratoga Springs.....	14,000	4-18	3,312	50	1,197	1,298	2,495	1,594	195	300,917
404 Schenectady*.....	22,815	5-18	5,278	1,330	1,340	1,450	2,790	2,159	188	410,294
405 Sing Sing.....	d 9,352	5-18	c 1,500	* 67	488	528	1,016	787	189	148,802
406 Syracuse.....	122,653	5-18	25,400	2,579	9,407	9,434	18,841	14,166	195	2,762,370
407 Tonawanda.....	8,000	5-18	2,237	350	875	941	1,816	1,267	194	246,858
408 Troy.....	65,000	.....	.....	5,000	3,571	3,295	6,866	5,295	189	1,000,440
409 Utica.....	55,000	5-21	13,510	2,425	4,457	4,357	8,814	5,923	190	1,093,349

* Statistics of 1895-96.

a J. W. Barris, principal.

c Estimated.

† Statistics of 1894-95.

b A. Hall Burdick, principal.

d Population in 1890.

TABLE 23.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants in 1896-97—Continued.*

City.	Population in 1896 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
NEW YORK—cont'd.										
410 Watertown	21,000	5-18	3,900	100	1,797	1,800	3,597	2,698	190	509,653
411 Watervliet*	15,000	5-18	2,912	538	908	1,184	2,092	1,318	197	259,763
412 Woodhaven	8,000	.....	2,056	74	987	916	1,903	1,343	196	263,417
413 Yonkers	40,000	5-21	10,400	2,091	2,874	2,646	5,520	4,235	188	796,203
NORTH CAROLINA.										
414 Asheville	15,000	6-21	3,200	400	850	1,000	1,850	1,300	172	223,600
415 Charlotte†	20,000	6-21	4,594	150	1,020	1,078	2,098	1,405	180	252,900
416 Newbern	8,000	.....	b 2,000	.....	.....	.....	.....	.....	.....	.....
417 Raleigh	15,000	.....	b 4,000	.....	.....	.....	2,273	1,502	161	241,822
418 Wilmington	c 20,056	.....	b 4,500	.....	.....	.....	.....	.....	.....	.....
419 Winston*	12,000	6-20	2,500	50	655	685	1,340	1,140	180	205,200
OHIO.										
420 Akron	33,000	6-21	9,435	1,500	3,004	2,852	5,856	4,813	190	914,460
421 Alliance	9,000	6-21	2,188	100	758	793	1,551	1,261	184	232,024
422 Ashtabula	9,000	6-21	1,925	125	779	836	1,615	1,259	186	234,174
423 Bellaire	11,000	6-21	2,856	400	885	893	1,778	1,353	175	236,800
424 Canton	40,000	6-21	8,646	683	2,693	2,878	5,571	4,559	184	838,856
425 Chillicothe*	c 11,288	6-21	3,692	† 112	1,213	1,130	2,343	1,730	182	314,860
426 Cincinnati	365,000	6-21	98,316	18,690	22,442	21,016	43,458	35,237	.....	* 6,803,980
427 Circleville	8,000	.....	2,141	* 200	741	725	1,466	1,074	200	214,800
428 Cleveland	360,000	6-21	93,861	† 25,000	26,696	26,291	52,987	41,388	185	7,656,780
429 Columbus	125,000	6-21	30,181	3,677	8,575	8,866	17,441	14,685	180	2,694,000
430 Dayton	80,000	6-21	21,401	.....	5,659	5,677	11,336	10,096	176	1,776,902
431 Defiance	9,000	6-21	2,338	453	711	688	1,399	1,082	180	194,760
432 Delaware	c 8,224	6-21	b 2,300	260	659	705	1,364	1,215	184	223,560
433 East Liverpool	15,000	6-21	4,237	100	1,217	1,235	2,452	1,731	180	311,580
434 Elyria	10,000	.....	2,118	392	615	696	1,311	1,102	195	214,890
435 Findlay†	c 18,553	6-21	4,549	.....	(3,500)	770	3,500	2,705	180	486,900
436 Fostoria	9,000	6-21	2,548	* 275	722	770	1,492	1,197	173	207,081
437 Fremont	8,000	6-21	2,251	459	773	710	1,483	1,166	175	204,050
438 Hamilton	23,000	6-21	b 5,000	1,300	1,672	1,645	3,317	2,801	182	509,600
439 Ironton†	14,000	6-21	3,772	425	1,149	1,204	2,353	2,011	184	370,024
440 Lancaster	8,000	6-21	2,178	199	681	661	1,342	1,124	183	205,692
441 Lima*	20,000	6-21	4,797	1,000	1,568	1,626	3,194	2,489	186	462,954
442 Lorain	13,000	6-21	2,602	350	897	953	1,850	1,480	186	275,280
443 Mansfield	18,000	6-21	4,011	250	1,549	1,595	3,144	2,566	176	451,616
444 Marietta	12,000	6-21	3,198	275	1,053	1,138	2,191	1,820	186	338,520
445 Marion†	8,327	6-21	2,658	.....	(1,982)	.....	1,982	1,533	190	291,270
446 Martins Ferry	8,000	6-21	2,228	160	700	727	1,427	1,173	178	* 199,440
447 Massillon*	12,000	6-21	3,946	759	1,010	985	1,995	1,626	193	313,812
448 Middletown	12,000	.....	b 2,100	500	700	800	1,500	* 1,155	191	* 222,915
449 Mount Vernon†	8,000	6-21	1,784	.....	(1,341)	.....	1,341	1,064	190	b 202,100
450 Nelsonville	8,000	6-21	1,651	50	592	651	1,243	1,002	156†	156,813
451 Newark	16,500	6-21	4,113	397	1,405	1,428	2,833	2,043	183	373,814
452 Norwalk†	8,000	6-21	2,129	.....	(1,261)	.....	1,261	994	190	b 188,860
453 Piqua	11,000	6-21	4,017	500	1,016	987	2,003	1,509	180	270,162
454 Portsmouth	15,000	6-21	4,623	400	1,279	1,294	2,573	1,912	190	161,232
455 Salem	8,000	6-21	1,988	20	761	751	1,512	1,245	184	229,062
456 Sandusky	22,000	6-21	5,869	1,400	1,407	1,557	2,964	2,507	190	475,133
457 Springfield	36,000	6-21	9,135	1,449	2,989	2,993	5,982	4,945	196	969,161
458 Steubenville	14,000	6-21	4,576	600	1,038	996	2,034	1,638	192	313,073
459 Tiffin	12,500	6-21	3,261	750	823	848	1,671	1,356	186	252,216
460 Toledo	125,000	6-21	31,147	† 4,500	8,691	8,722	17,413	13,853	191	2,642,485
461 Warren	10,000	6-21	2,600	* 32	800	886	1,686	1,523	190	289,370

* Statistics of 1895-96.

† Statistics of 1894-95.

a Approximately.

b Estimated.

c Population in 1890.

TABLE 23.—Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants in 1896-97—Continued.

	City.	Population in 1896 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
1		2	3	4	5	6	7	8	9	10	11
OHIO—continued.											
462	Wellston.....	8,000	.....	α 2,000	* 0	911	1,029	1,940	1,290	177	228,330
463	Xenia.....	9,000	6-21	2,030	175	708	729	1,437	1,119	181	262,559
464	Youngstown.....	40,000	6-21	11,455	* 2,100	3,133	2,999	6,132	4,728	185	874,680
465	Zanesville.....	25,000	.....	6,527	500	1,869	1,899	3,768	3,177	185	587,745
OKLAHOMA.											
466	Oklahoma City.....	8,000	5-21	1,847	100	537	547	1,084	835	134	111,848
OREGON.											
467	Astoria.....	10,000	4-21	2,211	50	533	543	1,076	α*1,000	176	α*189,000
468	Portland.....	85,000	6-20	16,849	700	5,394	5,550	10,944	8,584	196	1,682,484
469	Salem.....	10,000	4-20	2,821	300	944	852	1,796	1,271	173	219,898
PENNSYLVANIA.											
470	Allegheny *	110,000	6-21	α24,000	5,000	9,516	9,453	18,969	12,856	200	2,571,200
471	Allentown.....	35,000	.....	α 9,395	325	2,487	2,458	4,945	4,549	195	887,035
472	Altoona.....	37,000	6-21	α13,133	1,800	3,305	3,502	6,807	5,342	180	961,200
473	Beaverfalls.....	11,000	.....	α 3,608	180	922	977	1,899	1,446	180	260,280
474	Bradford.....	15,000	6-21	α 3,657	609	975	950	1,925	1,453	180	260,809
475	Bradock.....	16,884	.....	α 5,348	250	1,379	1,436	2,815	2,203	180	396,000
476	Butler.....	12,000	6-21	2,600	300	1,145	1,201	2,346	1,668	180	297,405
477	Carbondale.....	12,500	.....	α 4,565	230	1,091	1,312	2,403	1,874	195	365,430
478	Carlisle.....	10,000	.....	α28,184	50	772	764	1,536	1,317	200	263,400
479	Chambersburg.....	8,558	.....	2,417	125	853	796	1,649	1,449	180	260,821
480	Chester.....	22,000	.....	α 6,946	500	1,700	1,956	3,656	2,663	200	532,600
481	Columbia.....	14,000	6-21	α 4,231	500	1,119	1,108	2,227	1,802	180	324,360
482	Dubois.....	8,000	6-21	1,700	300	638	784	1,472	1,103	160	176,497
483	Dunmore.....	12,500	.....	2,500	75	797	924	1,721	1,437	195	280,215
484	Easton.....	18,000	6-21	α 5,367	50	1,408	1,359	2,767	2,192	199	436,158
485	Erie.....	55,000	6-21	16,500	3,500	3,623	3,693	7,316	5,511	196	1,080,145
486	Harrisburg.....	45,000	.....	α16,606	400	4,223	4,517	8,740	6,440	190	1,214,836
487	Hazleton.....	15,000	6-21	3,500	300	1,328	1,389	2,717	2,060	180	370,800
488	Homestead.....	10,000	6-21	α 3,249	450	862	848	1,710	1,147	180	206,460
489	Johnstown.....	27,600	6-21	7,450	2,050	1,959	2,045	4,004	3,070	180	552,600
490	Lancaster.....	38,000	.....	α11,082	500	2,888	2,945	5,833	4,517	200	963,400
491	Lebanon *	18,000	.....	α 5,626	† 300	1,446	1,515	2,961	2,181	180	392,580
492	Lockhaven.....	8,000	6-21	α 2,795	200	728	743	1,471	1,186	180	213,480
493	McKeesport *	31,000	6-21	α 7,000	1,200	2,092	2,166	4,258	3,588	180	645,840
494	Mahanoy City.....	14,000	8-13	1,226	250	980	1,175	2,155	1,650	180	297,013
495	Meadville.....	11,000	6-21	α 3,777	60	940	1,048	1,988	1,647	180	296,460
496	Mount Carmel.....	15,000	6-18	α 3,791	600	1,004	991	1,995	1,236	180	222,508
497	Nanticoke.....	14,000	.....	α 2,036	600	950	1,081	2,031	1,390	180	211,327
498	New Brighton.....	8,000	6-21	1,675	100	750	725	1,475	1,200	180	216,000
499	Newcastle.....	20,000	.....	α 5,757	250	(3,030)		3,030	2,041	180	367,350
500	Norristown.....	22,000	6-21	α 5,780	450	1,461	1,581	3,042	2,594	201	521,394
501	Oil City.....	14,000	.....	α 4,210	550	1,032	1,184	2,216	1,617	180	291,060
502	Philadelphia.....	1,550,000	5-20	365,000	42,000	.....	.....	168,428	122,960	6183	α22,619,550
503	Phoenixville.....	9,000	6-21	α 2,124	400	554	564	1,118	877	190	166,630
504	Pittsburg.....	275,000	6-21	α78,844	.....	20,812	20,685	41,497	30,783	200	6,156,600
505	Pittston.....	12,000	.....	α 2,608	690	779	646	1,425	1,205	180	228,704
506	Plymouth.....	14,000	6-21	2,360	500	626	921	1,547	1,260	180	266,800
507	Pottstown.....	14,000	6-21	α 5,305	150	1,383	1,409	2,792	2,133	200	423,600
508	Pottsville.....	14,117	.....	α 5,483	300	1,502	1,384	2,886	2,048	200	409,600

* Statistics of 1895-96.

† Statistics of 1894-95.

α Estimated.

b The high schools were in session 194 days and the kindergartens 201 days.

c Population in 1890.

TABLE 23.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants in 1896-97—Continued.*

	City.	Population in 1896 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
1		2	3	4	5	6	7	8	9	10	11
PENNSYLVANIA—con.											
509	Reading.....	85,000	6-21	a24,130	2,000	6,500	6,200	12,700	9,278	194	1,800,000
510	Scranton.....	100,000	6-21	13,500	3,000	5,938	6,291	12,229	9,843	185	1,820,955
511	Shamokin*.....	18,000	6-21	6,500	2,000	1,714	1,788	3,502	2,586	180	467,480
512	Shenandoah*.....	18,000	6-21	a6,095	200	1,516	1,692	3,208	2,137	200	427,400
513	South Bethlehem.....	12,000	6-21	2,300	150	1,068	1,082	2,150	1,720	200	344,000
514	South Chester.....	8,000	6-21	1,600	108	712	750	1,462	1,109	180	208,014
515	Steelton.....	12,000	.....	a3,401	225	901	889	1,790	1,560	180	290,420
516	Sunbury.....	11,000	.....	a3,610	0	826	1,074	1,900	1,710	180	307,800
517	Titusville.....	9,000	6-21	2,000	300	733	862	1,595	1,278	190	241,452
518	Uniontown.....	8,500	6-21	1,700	150	763	774	1,537	1,118	180	201,240
519	West Chester.....	9,876	.....	a2,850	160	720	780	1,500	1,110	200	222,000
520	Wilkesbarre.....	55,000	.....	a16,142	1,500	4,246	4,250	8,496	6,316	186	1,174,776
521	Williamsport*.....	30,000	6-16	5,000	600	2,441	2,569	5,010	3,856	180	694,080
522	York.....	25,613	6-21	a8,006	600	2,069	2,145	4,214	3,082	180	554,918
RHODE ISLAND.											
523	Central Falls.....	16,000	5-15	3,361	726	1,249	1,201	2,450	1,555	189	293,895
524	Cranston.....	11,000	5-15	1,863	30	815	720	1,535	1,230	185	227,550
525	Cumberland.....	8,900	5-15	1,806	384	781	710	1,491	968	190	183,920
526	East Providence†.....	10,000	5-16	2,063	136	953	994	1,947	1,462	200	292,300
527	Johnston (P. O. Olneyville).....	11,000	5-15	2,360	13	1,129	1,057	2,186	1,578	200	315,600
528	Newport.....	21,537	5-15	4,015	1,127	1,531	1,451	2,982	2,290	192	439,680
529	Pawtucket.....	34,000	5-16	6,935	2,007	3,051	2,944	5,995	3,647	193	703,871
530	Providence.....	149,108	5-15	26,006	4,125	13,804	13,246	27,050	17,097	.....	*3,047,247
531	Woonsocket.....	25,000	5-15	5,818	2,075	1,945	1,798	3,743	2,497	192	479,424
SOUTH CAROLINA.											
532	Charleston.....	60,000	6-21	6,500	650	2,537	3,434	5,971	5,609	183	1,026,447
533	Columbia.....	20,000	6-21	3,700	550	1,067	1,240	2,307	1,675	170	284,797
534	Greenville.....	10,000	.....	a2,200	.....	841	982	1,823	1,320	156	205,920
535	Spartanburg.....	10,000	6-18	2,000	475	730	783	1,513	1,001	178	178,178
SOUTH DAKOTA.											
536	Sioux Falls.....	12,000	6-20	2,367	200	919	940	1,859	1,425	180	256,500
TENNESSEE.											
537	Chattanooga.....	36,000	6-21	8,134	400	2,134	2,397	4,531	2,968	178	528,304
538	Clarksville.....	10,000	6-21	3,223	300	779	873	1,652	1,049	193	202,457
539	Jackson.....	b10,030	.....	a3,500	.....	.....	.....	.....	.....	.....	.....
540	Knoxville.....	31,834	6-21	9,795	600	1,564	1,637	3,201	2,670	188	501,896
541	Memphis.....	60,000	6-21	17,273	3,000	3,265	4,008	7,273	4,724	175	817,938
542	Nashville.....	87,750	6-21	23,601	1,700	4,871	5,700	10,571	8,539	.....	1,511,350
TEXAS.											
543	Austin.....	28,395	8-16	5,580	*2,206	1,730	1,781	3,511	2,680	180	464,673
544	Corsicana.....	8,000	.....	a1,500	.....	.....	.....	.....	.....	.....	.....
545	Dallas.....	50,000	8-17	8,998	†675	2,807	2,958	5,765	4,703	171	803,965
546	Denison.....	15,000	7-18	2,941	380	1,075	1,160	2,235	1,528	188	287,368
547	El Paso.....	15,000	.....	1,442	400	646	724	1,370	850	180	153,643
548	Fort Worth.....	34,000	8-17	6,947	300	1,940	2,106	4,046	3,168	169	535,452
549	Gainesville.....	11,735	7-19	1,584	40	*720	*899	*1,619	1,226	176	215,647
550	Galveston.....	54,492	7-16	9,473	1,500	2,682	2,772	5,454	4,197	170	765,000

* Statistics of 1895-96.

† Statistics of 1894-95.

a Estimated.

b Population in 1890.

TABLE 23.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants in 1896-97—Continued.*

City.	Population in 1896 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
TEXAS—continued.										
551 Houston	68,997	8-17	9,912	500	2,765	3,131	5,896	4,496	175	786,800
552 Laredo	a 11,315	.....	b 1,700	.....	.....	.....	.....	.....	.....	.....
553 Marshall	10,268	8-17	1,561	528	327	374	701	* 516	160	* 89,268
554 Paris	16,000	6-18	3,300	200	860	1,293	2,153	b* 1,600	160	b* 256,000
555 San Antonio	47,000	8-16	11,853	4,756	3,388	3,709	7,097	5,114	170	871,382
556 Temple	9,000	8-17	1,500	250	690	771	1,461	854	180	153,600
557 Tyler	10,125	8-17	1,854	75	732	793	1,525	1,025	180	184,460
558 Waco	a 14,445	.....	b 3,000	.....	.....	.....	.....	.....	.....	.....
UTAH.										
559 Ogden	20,000	6-18	4,787	150	2,106	2,016	4,122	3,701	175	647,640
560 Salt Lake City	60,000	6-18	12,604	300	5,469	5,842	11,311	8,962	173	1,550,471
VERMONT.										
561 Burlington †	16,000	5-21	4,665	1,575	1,208	1,045	2,253	1,574	181	285,390
562 Rutland	13,000	8-15	1,175	600	743	832	1,575	1,308	195	248,552
VIRGINIA.										
563 Alexandria	17,000	5-21	4,800	350	1,033	1,048	2,081	1,672	195	326,040
564 Danville	18,000	5-21	5,223	450	1,179	1,362	2,541	1,719	185	315,961
565 Lynchburg	18,000	5-21	6,772	230	1,347	1,665	3,012	2,378	196	468,048
566 Manchester †	a 9,246	.....	b 3,300	.....	663	813	1,476	1,012	160	161,920
567 Norfolk	50,000	6-21	10,257	3,500	1,660	1,555	3,215	2,425	207	501,975
568 Petersburg	25,000	5-21	65,000	500	1,508	1,864	3,372	2,553	183	467,199
569 Portsmouth	18,000	5-21	4,318	500	876	988	1,864	1,444	190	274,360
570 Richmond	100,000	5-21	23,933	2,500	5,550	6,768	12,318	10,017	183	1,833,111
571 Roanoke	20,000	5-21	4,526	831	1,547	1,715	3,262	1,821	175	307,618
572 Staunton	8,000	6-21	1,956	126	564	581	1,145	880	180	158,457
WASHINGTON.										
573 Seattle	65,000	6-21	9,394	561	3,403	3,958	7,361	5,658	178	983,136
574 Spokane	33,000	5-21	5,561	325	2,018	2,153	4,171	2,941	180	529,337
575 Tacoma	40,000	5-21	7,920	600	2,883	2,832	5,715	4,447	185	822,695
576 Walla Walla	10,000	5-21	2,031	300	858	848	1,706	915	200	181,070
WEST VIRGINIA.										
577 Huntington	15,000	6-21	3,167	75	.....	.....	2,142	1,605	159	255,195
578 Parkersburg	17,000	.....	b 3,500	* 200	1,217	1,363	2,580	1,874	185	346,690
579 Wheeling	38,000	6-21	10,230	1,500	2,859	2,950	5,809	4,100	190	779,000
WISCONSIN.										
580 Appleton	14,500	4-20	5,137	1,460	1,175	1,117	2,292	1,776	176	312,576
581 Ashland	12,500	4-20	3,349	700	912	923	1,835	1,366	182	259,269
582 Beloit	8,500	4-20	2,727	40	867	968	1,835	1,397	190	266,091
583 Chippewa Falls	10,000	4-21	3,116	1,000	650	731	1,381	1,147	170	195,004
584 Eau Claire	18,000	4-20	6,328	† 600	2,496	2,373	4,869	3,406	174	592,644
585 Fond du Lac	15,000	4-20	5,020	395	.....	.....	.....	1,773	179	317,498
586 Green Bay	18,292	4-20	6,023	600	1,741	1,682	3,423	2,647	195	508,222
587 Janesville	12,960	4-20	4,312	400	1,158	1,188	2,346	1,873	180	337,194
588 La Crosse	30,000	.....	10,140	1,000	2,768	2,832	5,630	4,266	192	819,112
539 Madison	17,000	4-20	4,921	600	1,398	1,336	2,734	2,163	180	400,213

* Statistics of 1895-96.

† Statistics of 1894-95.

a Population in 1890.

b Estimated.

TABLE 23.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants in 1896-97—Continued.*

City.	Population in 1896 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	
		School census age.	Children of school census age.		Male.	Female.	Total.				
1	2	3	4	5	6	7	8	9	10	11	
WISCONSIN—cont'd.											
590	Manitowoc	10,000	4-20	3,587	767	1,015	944	1,959	1,344	200	268,769
591	Marinette	17,000	.....	5,209	585	1,662	1,606	3,268	2,630	175	456,457
592	Merrill	10,000	4-20	2,879	276	889	906	1,795	1,314	176	236,611
593	Milwaukee	251,358	4-20	90,176	19,618	20,177	19,091	39,268	28,908	196	5,333,491
594	Oshkosh	27,000	4-20	8,700	1,400	2,460	2,571	5,031	3,277	200	655,400
595	Racine	24,889	4-20	8,327	1,379	2,233	2,295	4,528	3,740	200	748,061
596	Sheboygan	22,500	4-20	7,970	1,200	1,925	2,000	3,925	2,907	200	553,477
597	Stevens Point	10,000	4-20	3,675	* 664	902	802	1,704	1,311	189	251,122
598	Superior	27,000	4-20	6,112	800	2,629	2,769	5,398	3,348	200	655,225
599	Watertown	10,000	4-20	3,603	90	536	539	1,075	834	196	162,484
600	Wausau	11,500	4-20	4,133	670	1,316	1,216	2,532	1,806	176	317,838
WYOMING.											
601	Cheyenne	10,000	.....	a 2,500	50	522	549	1,071	830	175	145,186

* Statistics of 1895-96.

a Estimated.

TABLE 24.—Statistics of supervising officers, teachers, property, etc., in city schools of over 8,000 inhabitants in 1896-97.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
ALABAMA.													
1	Anniston	3	0	3	5	23	28	0	1	0	3	.....	\$100,000
2	Birmingham †	3	1	4	12	61	73	0	0	0	8	3,560	.....
3	Huntsville	2	0	2	3	10	13	0	0	0	3	1,400	10,000
4	Mobile	1	0	1	13	66	79	0	0	0	10	4,500	.....
5	Montgomery	1	0	1	4	50	54	0	0	0	7	2,100	121,000
6	Selma	1	0	1	2	21	23	0	* 0	* 0	3	1,000	40,000
ARKANSAS.													
7	Fort Smith	1	0	1	11	40	51	0	0	0	9	2,600	85,000
8	Hot Springs	1	0	1	5	25	30	0	* 1	* 0	6	1,820	50,000
9	Little Rock	1	0	1	12	67	79	0	0	2	9	4,911	314,757
10	Pine Bluff	1	0	1	7	23	30	.....	* 0	* 0	7	1,535	58,000
CALIFORNIA.													
11	Alameda	6	0	6	7	59	66	0	* 0	1	7	2,847	184,380
12	Berkeley	* 2	* 0	* 2	8	45	53	0	* 0	* 0	8	2,000	* 70,000
13	Eureka	1	0	1	7	24	31	0	* 0	* 0	13	1,550	98,500
14	Fresno	3	0	3	11	33	44	7, 8, 9, and 10	0	0	5	1,500	175,000
15	Los Angeles	10	7	17	56	372	428	7, 8, 9, and 10	32	1	53	18,050	1,165,352
16	Oakland	13	5	18	12	170	182	8 and 9	1	5	14	10,000	1,000,000
17	Pasadena	1	1	2	8	43	51	.....	* 0	* 0	7	2,525	125,000
18	Sacramento	3	1	4	5	103	108	.....	5	1	15	3,990	300,850
19	San Bernardino *	3	2	5	8	35	43	0	0	0	12	1,450	136,250
20	San Diego	4	2	6	5	69	74	5 to 8, inc.	6	0	16	2,907	150,000
21	San Francisco	20	51	71	67	836	903	6 to 9, inc.	0	11	76	42,060	5,354,859
22	San Jose	6	1	7	1	96	97	0	7	1	19	3,870	243,450
23	Santa Cruz	1	0	1	4	39	43	1 to 9, inc.	1	0	8	1,400	100,000
24	Stockton	3	1	4	12	59	71	7, 8, and 9	0	1	12	3,000	285,937
COLORADO.													
25	Colorado Springs	4	5	9	7	63	70	.....	* 0	* 0	10	3,220	382,500
26	Cripple Creek	1	0	1	6	39	45	0	0	0	14	3,124	90,000
Denver:													
27	District No. 1	4	2	6	28	263	291	6 to 12, inc.	20	....	* 19	10,003	1,000,000
28	District No. 2	3	0	3	11	112	123	0	5	0	16	5,915	615,000
29	District No. 17, north	2	2	4	12	60	72	4 to 8 and high	* 0	* 0	7	* 3,000	375,500
30	Leadville	1	1	2	4	28	32	.....	* 0	* 0	5	1,400	90,000
Pueblo:													
31	District No. 1	1	1	2	5	46	51	6, 7, and 8	* 0	* 0	8	1,900	250,000
32	District No. 20	1	1	2	3	51	54	High school first 2 years.	* 0	* 0	12	* 1,935	* 190,000
33	Trinidad	1	1	2	3	24	27	0	0	0	5	1,200	100,000
CONNECTICUT.													
34	Ansonia	1	1	2	0	46	46	0	0	1	6	2,382	110,000
35	Bridgeport	5	3	8	4	163	167	.....	* 0	2	20	9,000	767,982
36	Bristol	1	0	1	5	44	49	Above 4th.	3	0	12	1,917	108,500
37	Danbury	* 2	* 5	* 7	3	65	68	0	0	1	18	3,329	200,000
38	Greenwich	0	0	0	6	31	37	.....	0	0	20	1,885	a 277,600
39	Hartford .....	.....	.....	.....	19	192	211	8 and 9	10	1	17	8,535	1,317,600
Manchester:													
40	Town schools	2	2	4	1	24	25	.....	* 0	8	.....	900	35,000
41	Ninth district (incorporated)	1	6	7	1	44	45	5 to 8	1	0	1	1,200	50,000
42	Meriden †	1	0	1	11	95	106	0	0	1	20	5,250	413,548
43	Middletown	1	0	1	2	26	28	.....	0	0	4	1,468	135,000
44	New Britain	3	0	3	3	85	88	0	7	2	11	3,442	* 100,000
45	New Haven	11	8	19	25	365	390	.....	10	7	45	15,248	1,392,289
46	New London	2	2	4	2	56	58	.....	0	1	6	2,492	300,000
47	Norwalk †	0	0	0	9	54	63	0	3	5	13	2,916	110,700

* Statistics of 1895-96.

† Statistics of 1894-95.

a Value of sites and building.

TABLE 24.—Statistics of supervising officers, teachers, property, etc., in city schools of over 8,000 inhabitants in 1896-97—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
CONNECTICUT—con.													
48	Norwich (central district).	1	0	1	2	33	35	.....	4	* 0	6	1,260	\$140,000
49	Rockville	3	0	3	.....	.....	.....	All.	1	.....	12	1,600	100,000
50	Stamford	2	2	4	11	74	85	7, 8, 9, and high.	2	1	20	3,200	275,000
51	Waterbury	1	3	4	7	127	134	.....	0	4	15	* 5,420	* 627,142
52	Willimantic *	1	1	2	(47)	.....	47	.....	2	0	14	1,463	70,000
DELAWARE.													
53	Wilmington	2	1	3	5	221	226	High school.	0	0	28	10,816	675,505
DIST. OF COLUMBIA.													
54	Washington: First 8 divisions <i>a</i> .	14	27	41	88	634	722	3 to 8, high.	.....	14	70	30,354	} 3,500,000
55	Ninth to 11th divisions <i>b</i> .	9	16	23	38	246	284	3 to 8, high.	0	6	24	10,316	
FLORIDA.													
56	Jacksonville*	4	0	4	41	115	156	.....	0	0	90	6,000	75,200
57	Keywest	3	1	4	7	25	32	.....	* 0	* 0	12	2,400	26,250
58	Pensacola*	1	0	1	5	29	34	.....	0	0	11	2,000	38,875
59	Tampa	1	1	2	8	24	32	.....	0	0	10	1,700	11,000
GEORGIA.													
60	Americus	1	0	1	3	28	31	.....	0	0	3	1,250	26,000
61	Athens	1	0	1	6	25	31	.....	0	0	6	1,500	23,000
62	Atlanta	7	18	25	12	198	210	.....	0	1	22	10,436	440,450
63	Augusta	2	1	3	10	91	101	.....	0	4	14	5,000	125,000
64	Brunswick	1	0	1	3	16	19	.....	* 0	* 0	3	1,500	50,000
65	Columbus	2	2	4	8	46	54	.....	0	1	9	2,400	125,000
66	Macon	2	1	3	17	120	137	.....	* 0	* 0	51	7,500	197,800
67	Rome	1	1	2	3	23	26	.....	0	0	5	1,000	50,000
68	Savannah	2	0	2	19	111	130	.....	0	1	11	* 8,300	* 300,000
ILLINOIS.													
69	Alton	1	1	2	4	30	34	.....	* 0	* 0	5	1,550	90,900
70	Aurora: District No. 4 (west).	1	2	3	* 3	* 22	* 25	.....	0	0	1	† 1,100	* 94,000
71	District No. 5 (east).	2	4	6	2	53	55	.....	0	0	8	2,350	205,000
72	Austin	4	5	9	2	46	48	.....	0	0	8	2,000	208,000
73	Belleville	2	0	2	16	46	62	.....	0	0	7	3,188	155,975
74	Bloomington	5	4	9	7	81	88	.....	* 0	* 0	12	4,000	350,000
75	Cairo	1	1	2	5	38	43	.....	0	0	10	1,948	116,000
76	Canton	3	1	4	3	42	45	.....	0	* 0	8	1,599	150,000
77	Champaign	1	0	1	5	28	33	.....	* 0	* 0	5	1,600	90,000
78	Chicago	147	130	277	237	4,400	4,637	Grammar and high.	53	33	316	214,562	* 18,637,241
79	Danville	1	1	2	9	50	59	.....	* 0	* 0	8	† 2,800	† 165,000
80	Decatur	2	1	3	8	71	79	.....	* 0	* 0	11	4,200	253,400
East St. Louis:													
81	District No. 1 ..	5	1	6	8	47	55	.....	0	0	4	2,233	450,000
82	District No. 2, T. 2 N., R. 10 W.	1	0	1	1	4	5	.....	0	* 0	1	220	25,000
83	District No. 2, T. 2 N., R. 9 W.*	1	0	1	2	12	14	.....	0	0	3	806	61,000

* Statistics of 1895-96.

† Statistics of 1894-95.

a Including white schools of the city, and all the schools of the suburbs.*b* Including colored schools in the city proper.*c* Also 282 rented rooms.

TABLE 24.—Statistics of supervising officers, teachers, property, etc., in city schools of over 8,000 inhabitants in 1896-97—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
ILLINOIS—cont'd.													
84	Elgin.....	1	3	4	3	90	93	.....	0	0	13	3,506	\$331,700
	Evanston:												
85	District No. 1..	1	2	3	0	42	42	.....	0	2	0	5	1,400
86	District No. 2 (S. Evanston).	1	0	1	0	23	23	.....	0	* 0	0	2	1,200
87	District No. 3 (N. Evanston).	0	0	0	1	7	8	.....	0	* 0	* 0	1	300
88	Freeport*.....	1	1	2	2	45	47	.....	0	0	0	8	2,200
89	Galesburg.....	2	1	3	6	65	71	9, 10, and 11	* 0	* 0	9	2,100	215,000
90	Jacksonville.....	1	1	2	2	51	53	.....	* 0	* 0	7	2,446	160,000
91	Joliet.....	2	2	4	7	106	113	.....	* 0	* 1	16	5,200	340,000
92	Kankakee.....	1	0	1	1	42	43	.....	0	* 0	* 0	7	1,625
93	Lasalle.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94	Lincoln*.....	1	0	1	3	23	26	.....	0	.....	6	1,600	95,500
95	Mattoon.....	1	1	2	2	32	34	.....	* 0	* 0	7	1,930	.....
96	Moline.....	1	8	9	6	64	70	7 to 12, inc.	0	1	9	3,420	350,000
97	Ottawa.....	1	0	1	2	36	38	.....	0	0	7	1,812	57,300
98	Pekin.....	1	0	1	5	29	34	.....	0	* 0	0	6	1,500
99	Peoria.....	14	10	24	3	170	173	.....	* 0	* 8	17	17,800	157,000
100	Quincy.....	4	2	6	7	90	97	.....	0	0	12	4,150	238,975
101	Rockford.....	1	1	2	4	116	120	High school.	3	1	16	5,147	356,425
102	Rock Island†.....	2	2	4	3	59	62	.....	.....	.....	7	2,700	215,000
103	Springfield.....	1	2	3	14	89	103	7, 8, and 1st year high.	0	0	12	4,308	300,000
	Sterling:												
104	District No. 1..	0	0	0	1	3	4	.....	0	.....	0	1	202
105	District No. 3..	1	1	2	2	17	19	.....	0	* 0	* 0	2	647
106	District No. 8*.	1	1	2	0	11	11	.....	0	.....	2	535	42,000
107	Streator.....	1	1	2	2	48	50	.....	0	0	0	10	2,650
INDIANA.													
108	Anderson.....	1	3	4	5	53	58	.....	* 0	* 0	8	3,000	192,500
109	Bloomington.....	1	2	3	* 5	* 20	* 25	.....	0	0	3	1,010	90,000
110	Brazil.....	1	0	1	7	19	26	.....	* 0	0	4	1,501	90,550
111	Columbus.....	6	2	8	9	27	36	.....	0	0	0	6	1,600
112	Crawfordsville.....	1	2	3	3	33	36	.....	0	0	4	1,600	125,000
113	Elkhart.....	1	1	2	6	52	58	.....	* 0	* 0	9	2,700	180,000
114	Evansville.....	8	8	16	23	163	186	.....	0	0	4	20	7,800
115	Fort Wayne.....	2	9	11	4	124	128	.....	.....	.....	17	5,591	398,875
116	Frankfort.....	1	1	2	8	30	38	Primary grades.	1	.....	5	1,700	125,000
117	Goshen.....	1	1	2	4	33	37	.....	.....	.....	6	1,350	6,500
118	Hammond.....	1	1	2	2	30	32	.....	0	1	5	1,323	116,000
119	Huntington*.....	1	0	1	5	38	43	.....	0	0	5	1,940	149,500
120	Indianapolis.....	5	10	15	66	480	546	High school.	1	3	46	18,830	2,500,000
121	Jeffersonville*.....	3	3	4	5	39	44	.....	0	4	0	5	1,712
122	Kokomo.....	2	1	3	10	37	47	.....	* 0	* 0	7	2,100	118,600
123	Lafayette.....	6	3	9	5	58	63	.....	.....	.....	9	2,769	260,000
124	Laporte.....	4	2	6	5	33	38	.....	3	0	6	12,700	117,000
125	Logansport.....	2	0	2	10	50	60	.....	0	0	8	2,450	210,000
126	Madison†.....	.....	.....	.....	5	29	34	.....	0	0	7	2,200	85,600
127	Marion.....	1	1	2	10	57	67	.....	* 0	* 0	10	3,200	1182,000
128	Michigan City†.....	2	1	3	2	29	31	.....	.....	.....	6	1,450	100,000
129	Muncie.....	2	2	4	9	65	74	.....	0	.....	11	3,333	150,000
130	New Albany.....	1	0	1	10	63	73	.....	0	0	14	4,500	211,450
131	Richmond.....	3	1	4	8	64	72	.....	2	0	9	3,050	312,000
132	Shelbyville.....	1	0	1	7	29	36	.....	0	0	6	1,300	110,000
133	South Bend.....	1	4	5	5	75	80	.....	* 0	1	9	3,456	293,500
134	Terre Haute.....	1	3	4	25	128	153	.....	0	15	0	19	6,910
135	Vincennes.....	1	1	2	2	28	30	.....	* 0	* 0	5	1,300	* 95,000
136	Wabash.....	1	1	2	2	36	38	.....	0	0	5	2,000	* 120,000
137	Washington.....	1	0	1	8	22	30	.....	0	* 0	* 0	4	* 1,600
IOWA.													
138	Boone.....	2	0	2	2	44	46	.....	* 0	.....	7	1,700	120,000
139	Burlington.....	2	1	3	13	95	108	.....	3	* 0	12	5,000	211,000
140	Cedar Rapids.....	1	1	2	* 1	* 111	* 112	.....	0	12	0	16	4,600

* Statistics of 1895-96.

† Statistics of 1894-95.

TABLE 24.—Statistics of supervising officers, teachers, property, etc., in city schools of over 8,000 inhabitants in 1896-97—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of even-schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
IOWA—continued.													
141	Clinton.....	1	4	5	* 3	* 82	* 85	-----	-----	-----	13	3,600	* \$200,000
142	Council Bluffs.....	2	3	5	3	102	105	-----	0	-----	18	4,758	283,333
143	Creston.....	1	0	1	4	33	37	-----	0	0	0	1,760	125,000
144	Davenport.....	11	3	14	6	108	114	9 and high.	0	0	0	† 4,898	400,000
Des Moines:													
145	North Side.....	2	2	4	1	31	32	-----	4	* 0	5	1,400	75,000
146	East Side.....	2	2	4	1	88	89	-----	0	0	10	3,400	290,000
147	West Side.....	4	8	12	8	122	130	9 and 10	11	1	12	4,591	550,000
148	Dubuque.....	2	2	4	9	111	120	-----	0	4	17	5,160	365,000
149	Fort Dodge.....	1	0	1	3	30	33	-----	0	0	7	1,500	120,000
150	Fort Madison.....	1	0	1	4	27	31	-----	0	0	5	1,500	100,000
151	Iowa City.....	1	2	3	4	36	40	9 to 12, inc.	0	0	8	1,500	115,000
152	Keokuk.....	1	0	1	6	50	56	-----	0	0	9	2,500	230,500
153	Marshalltown.....	1	0	1	4	52	56	-----	0	7	7	2,400	500,000
154	Muscatine†.....	2	0	2	3	49	52	-----	0	0	8	2,500	127,100
155	Oskaloosa.....	2	1	3	7	42	49	-----	5	* 0	5	1,674	130,000
156	Ottumwa.....	2	1	3	0	88	83	-----	-----	-----	8	3,500	260,000
157	Sioux City.....	3	9	12	8	143	151	-----	3	0	25	* 6,032	750,000
Waterloo:													
158	East Side†.....	2	0	2	2	27	29	-----	-----	-----	4	1,000	58,500
159	West Side.....	2	2	4	0	17	17	-----	0	-----	2	* 675	* 55,000
KANSAS.													
160	Arkansas City*.....	2	4	6	3	29	32	-----	0	-----	5	1,850	125,000
161	Atchison.....	1	0	1	3	40	43	-----	0	* 0	8	2,422	107,500
162	Emporia.....	2	0	2	8	37	45	-----	0	* 0	9	2,250	115,000
163	Fort Scott.....	1	0	1	8	39	47	-----	* 0	* 0	11	2,200	110,000
164	Hutchinson.....	4	4	8	6	34	40	-----	0	0	7	2,400	120,000
165	Kansas City.....	* 1	* 1	* 2	18	110	128	-----	* 0	* 0	19	6,636	* 300,000
166	Lawrence.....	1	1	2	8	42	50	-----	* 0	* 0	8	† 2,100	150,000
167	Leavenworth.....	0	1	1	3	57	60	-----	0	0	9	2,633	102,080
168	Ottawa.....	1	0	1	4	30	34	-----	0	0	4	1,600	* 67,000
169	Parsons.....	1	0	1	4	30	34	-----	* 0	* 0	5	1,900	123,700
170	Pittsburg*.....	1	0	1	5	30	35	-----	0	0	5	1,860	125,000
171	Topeka.....	1	0	1	16	104	120	-----	0	0	20	6,500	400,000
172	Wichita.....	2	1	3	6	79	85	-----	0	0	16	4,000	250,000
KENTUCKY.													
173	Bowling Green.....	1	0	1	5	21	26	-----	0	0	3	1,278	30,000
174	Covington.....	11	3	14	10	110	120	-----	5	* 0	12	4,437	237,964
175	Frankfort.....	1	0	1	1	21	22	6, 7, 8, and high.	1	0	2	850	50,000
176	Henderson†.....	-----	-----	-----	-----	-----	-----	-----	0	0	-----	-----	90,000
177	Hopkinsville.....	1	0	1	1	18	19	-----	0	0	2	760	25,000
178	Lexington.....	5	2	7	4	78	82	1, 2, and 3	4	-----	8	3,400	120,784
179	Louisville.....	19	17	36	32	486	518	Highschool.	0	10	44	28,731	1,200,000
180	Maysville.....	-----	-----	-----	6	12	18	-----	0	-----	5	-----	60,000
181	Newport.....	1	2	3	2	75	77	-----	0	0	8	3,338	300,000
182	Owensboro.....	1	1	2	6	34	40	-----	0	* 0	6	2,200	125,000
183	Paducah*.....	7	2	9	9	34	43	-----	0	-----	7	2,200	113,000
LOUISIANA.													
184	Baton Rouge.....	-----	-----	-----	-----	-----	-----	-----	0	10	0	28,000	1,200,000
185	New Orleans.....	-----	7	-----	22	612	634	-----	0	0	60	-----	-----
186	Shreveport.....	2	0	2	8	19	27	-----	0	0	11	1,359	30,000
MAINE.													
187	Auburn.....	5	1	6	7	65	72	-----	0	0	1	2,750	140,000
188	Augusta.....	* 3	* 2	* 5	4	43	47	-----	0	0	20	3,104	100,750
189	Bangor.....	1	2	3	4	92	96	-----	0	0	29	3,960	275,000
190	Bath.....	1	1	2	3	40	43	-----	0	0	15	1,700	100,000
191	Biddeford.....	1	0	1	7	38	45	-----	0	1	22	1,675	160,000
192	Calais.....	2	1	3	3	30	33	-----	0	* 1	13	* 1,728	40,000
193	Lewiston.....	5	2	7	2	73	75	-----	0	2	21	-----	275,700
194	Portland*.....	6	3	9	7	142	149	7, 8, and 9	4	1	18	6,700	300,000
195	Rockland.....	1	1	2	2	36	38	-----	0	0	9	1,500	80,291
196	Waterville.....	1	2	3	1	37	38	-----	0	0	11	1,280	100,000

* Statistics of 1895-96.

† Statistics of 1894-95.

TABLE 24.—Statistics of supervising officers, teachers, property, etc., in city schools of over 8,000 inhabitants in 1896-97—Continued.

City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	
	Male.	Female.	Total.	Male.	Female.	Total.							
1	2	3	4	5	6	7	8	9	10	11	12	13	
MARYLAND.													
197 Baltimore	4	2	6	141	1,576	1,717	1 to 8, inc. and Polytec h-nic Inst.	0	15	130	79,785	\$2,965,000	
198 Cumberland	1	0	1	3	18	21		0	0	5	716	33,800	
199 Frederick	1	0	1	8	32	40		0	0	7	2,010	58,000	
200 Hagerstown													
MASSACHUSETTS.													
201 Adams	2	1	3	5	40	45		* 0	2	9	2,083	200,000	
202 Amesbury	3	3	6	2	33	35		0	0	17	1,400	75,000	
203 Attleboro	1	2	3	4	43	47		0	0	16	1,594	106,600	
204 Beverly	3	0	3	3	51	54		0	1	12	2,400	200,000	
205 Boston	20	7	27	205	1,496	1,701	Grammar grades.	64	18	219	76,459	†10,400,000	
206 Brockton	3	2	5	12	143	155	High school.	0	3	30		396,900	
207 Brookline	2	6	8	7	103	110	Grammar grades.	11	1	17	3,259	910,455	
208 Cambridge	4	10	14	21	316	337	High school.	9	7	36		1,250,000	
209 Chelsea	2	0	2	7	101	108		* 0	1	11	5,138	a 519,000	
210 Chicopee	4	0	4	1	52	53		0	6	12	2,775	580,350	
211 Clinton	2	1	3	2	44	46		0	1	2	11	200,000	
212 Everett	2	2	4	9	70	79	4 to 9	0	1	10	2,050	171,500	
213 Fall River	1	3	4	18	310	323	High school.	3	17	47	13,690	1,520,000	
214 Fitchburg	4	2	6	11	105	116	9 to 12, inc.	0	2	23	4,870	580,350	
215 Framingham	2	1	3	5	46	51		1	17	2,584	130,800		
216 Gardner	3	0	3	1	43	44		0	2	12	1,941	108,310	
217 Gloucester	4	3	7	3	109	112			22	4,725	320,000		
218 Haverhill	2	3	5	5	139	144	5 to 13, inc.	0	3	39		532,525	
219 Holyoke	8	14	22	9	143	152			16	† 15,183	† 402,846		
220 Hydepark	10	0	10	7	43	50		0	2	8	2,129	100,000	
221 Lawrence	2	4	6	12	198	210	High school.	1	27	28	7,775	644,000	
222 Lowell	4	7	11	15	240	255	10 and 11	12	14	53	12,000	1,369,950	
223 Lynn	1	0	1	17	220	237	High school.	0	1	48	10,542	1,205,000	
224 Malden	1	0	1	10	133	143	10, 11, and high.	1	1	18	5,000	757,893	
225 Marlboro	* 2	1	3	1	63	64		0	1	9	2,400	181,004	
226 Medford	1	5	6	11	64	75	7, 8, and 9	4	1	18	* 3,000	* 370,000	
227 Melrose	4	1	5	4	58	62		0	0	13	2,140	190,000	
228 Milford	1	2	3	1	38	39		0	0	15	* 1,937		
229 Natick	1	2	3	4	42	46		* 0	1	12	2,284	100,000	
230 New Bedford	6	8	14	11	168	179	7, 8, 9, and first year high.		6	25	7,424	753,000	
231 Newburyport	1	0	1	4	37	41		0	2	12	1,880	99,284	
232 Newton	3	0	3	17	134	151		0	12	26	5,510	632,050	
233 North Adams	3	5	8	4	67	71		0	1	14	11	2,576	271,900
234 Northampton	1	3	4	4	72	76	2 to 9, inc.	1	6	21	3,150	279,800	
235 Peabody	1	2	3	4	44	48		0	3	8	2,000	120,000	
236 Pittsfield	4	2	6	3	95	98		0	4	25	4,293	450,000	
237 Plymouth	2	1	3	5	41	46		0	0	27	1,750	* 175,000	
238 Quincy	1	2	3	10	87	97		0	0	3	12	403,450	
239 Revere	1	0	1	3	38	41		0	0	7	1,800	101,000	
240 Salem	2	2	4	10	109	119	Grammar.	5	2	19	5,350	455,000	
241 Somerville	4	2	6	18	201	219	High school.	4	5	25	9,641	920,000	
242 Southbridge	1	2	3	2	26	28	5 and 6	0	4	10	1,118	59,144	
243 Spencer	1	0	1	3	39	42		0	0	16	* 1,728	* 127,200	
244 Springfield	6	11	17	14	231	245	8, 9, and high	5	6	31	7,876	1,085,407	
245 Taunton	1	0	1	13	103	116		0	0	6	34	4,974	350,000
246 Wakefield	2	1	3	2	39	41		0	0	10		150,000	
247 Waltham	1	0	1	15	78	93	6, 9, and high.	0	3	14	2,934	326,038	
248 Westfield	2	1	3	5	46	51		0	1	19	1,900	228,000	
249 Weymouth	2	0	2	8	46	54		0	0	20	2,550	146,000	
250 Woburn	3	1	4	5	57	62	1, 2, 3, and 4.		1	14	3,179	224,050	
251 Worcester	1	1	2	48	418	466	High school.	4	16	59	21,153	1,952,593	

* Statistics of 1895-96.

† Statistics of 1894-95.

a Real estate.

TABLE 24.—Statistics of supervising officers, teachers, property, etc., in city schools of over 8,000 inhabitants in 1896-97—Continued.

City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergarten.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13
MICHIGAN.												
252 Adrian	2	2	4	2	33	35	.....	* 0	* 0	6	1,713	\$147,000
253 Alpena	1	1	2	4	33	37	.....	0	1	9	1,932	80,126
254 Ann Arbor	1	0	1	7	53	60	.....	* 0	* 0	7	1,927	210,000
255 Battlecreek	† 2	† 2	† 4	2	68	70	.....	5	.....	10	† 2,653	229,000
256 Bay City	1	6	7	4	103	107	.....	0	3	12	4,994	* 275,000
257 Detroit	17	42	59	19	667	686	.....	0	2	62	31,095	2,770,000
258 Escanaba	1	0	1	0	25	25	.....	0	2	0	1,172	74,000
259 Flint	1	2	3	6	48	54	.....	0	0	8	2,100	200,000
260 Grand Haven	1	1	2	2	26	28	.....	1	* 0	7	1,300	59,000
261 Grand Rapids	4	27	31	12	315	327	.....	0	7	35	15,529	† 1,172,723
262 Holland	1	1	2	1	35	36	.....	2	.....	5	1,600	75,000
263 Iron Mountain	1	0	1	1	36	37	.....	0	0	6	2,100	* 120,000
264 Ironwood	1	2	3	2	36	38	.....	0	2	7	1,136	97,684
265 Ishpeming	1	2	3	5	52	57	High school.	2	1	6	2,216	125,000
Jackson:												
266 District No. 1	1	2	3	5	44	49	.....	8	† 0	8	† 1,995	139,000
267 District No. 17	1	1	2	4	31	35	.....	0	0	8	1,500	* 100,000
268 Kalamazoo	1	1	2	3	82	85	.....	* 0	* 0	10	4,000	400,000
269 Lansing	1	0	1	4	69	73	.....	0	* 0	12	2,897	172,500
270 Ludington	1	0	1	4	38	42	.....	.....	.....	5	1,692	100,000
271 Manistee	2	1	3	5	54	59	.....	0	0	6	2,540	† 103,500
272 Marquette	0	2	2	4	32	36	.....	0	* 0	8	1,755	* 115,000
273 Menominee	1	3	4	4	50	54	.....	5	* 0	9	2,240	* 156,000
274 Muskegon	2	2	4	4	92	96	9 and 10.	8	0	20	4,000	500,000
275 Owosso†	1	0	1	4	30	34	.....	0	.....	4	1,900	115,000
276 Port Huron	1	0	1	2	70	72	.....	0	0	14	3,540	224,927
Saginaw:												
277 East Side	1	1	2	10	125	135	.....	6	* 0	13	5,281	* 390,722
278 West Side*	1	2	3	6	87	93	.....	0	1	11	3,500	208,717
279 Sault Sainte Marie	2	1	3	3	30	33	.....	0	0	8	* 1,218	70,000
280 Traverse City	1	2	3	4	37	41	.....	0	4	.....	1,665	120,000
281 West Bay City†	1	0	1	6	52	58	.....	0	7	0	2,254	190,000
MINNESOTA.												
282 Brainerd	0	0	0	1	32	33	.....	.....	.....	6	1,800	122,700
283 Duluth	15	3	18	14	197	211	High school.	14	5	30	10,500	1,750,000
284 Faribault	2	2	4	2	26	28	.....	0	0	9	1,300	75,000
285 Mankato*	1	1	2	5	36	41	.....	0	0	6	2,000	150,000
286 Minneapolis	8	45	53	13	705	718	4 to 8 inc. high.	0	7	53	31,000	2,500,000
287 Red Wing	1	2	3	2	40	42	.....	0	.....	5	1,700	65,000
288 St. Cloud	1	2	3	1	26	27	1 to 18 inc. high.	0	0	5	1,100	50,000
289 St. Paul	17	16	33	39	488	527	4 to 8 inc. high. Grammar and high.	27	.....	46	* 20,000	* 2,496,824
290 Stillwater†	2	1	3	3	42	45	.....	0	.....	7	1,600	187,000
291 Winona	2	2	4	7	83	90	.....	0	7	4	3,525	450,000
MISSISSIPPI.												
292 Columbus	1	0	1	5	14	19	.....	0	0	3	1,340	35,000
293 Jackson	2	1	3	3	24	27	.....	0	0	4	1,250	45,000
294 Meridian	3	4	7	7	34	41	.....	0	0	5	† 3,000	50,000
295 Natchez†	3	0	3	2	26	28	.....	0	1	2	950	30,000
296 Vicksburg*	4	3	7	3	45	48	.....	0	4	0	2,500	133,000
MISSOURI.												
297 Carthage	1	0	1	10	34	44	.....	0	0	9	1,700	110,600
298 Chillicothe	1	0	1	6	21	27	.....	.....	.....	6	1,417	50,000
299 Clinton	4	1	5	5	27	32	.....	.....	.....	5	1,560	69,600
300 Hannibal	4	1	5	3	54	57	.....	0	0	10	2,709	110,000
301 Jefferson City†	2	0	2	5	15	20	.....	0	.....	4	1,200	80,000
302 Joplin	1	0	1	9	51	60	.....	0	0	10	3,456	120,000

* Statistics of 1895-96.

† Statistics of 1894-95.

a This does not include the high school, where seats are provided only for recitation, and studying is done at home.

TABLE 24.—Statistics of supervising officers, teachers, property, etc., in city schools of over 8,000 inhabitants in 1896-97—Continued.

City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13
MISSOURI—cont'd.												
303 Kansas City	1	1	2	52	373	425	.....	3	...	38	21,875	\$1,800,000
304 Moberly	1	1	2	10	26	36	.....	0	0	5	1,936	85,000
305 Nevada	1	0	1	5	29	34	.....	0	0	7	1,700	60,000
306 St. Charles	1	1	2	2	12	14	.....	*0	*0	2	900	33,000
307 St. Joseph	1	0	1	12	156	168	.....	0	0	23	8,050	615,000
308 St. Louis	13	13	26	87	1,507	1,594	.....	100	8	124	58,872	4,865,380
309 Sedalia*	1	1	2	6	66	72	.....	0	0	11	3,250	155,500
310 Springfield	2	1	3	6	58	64	.....	0	0	11	*3,920	200,000
311 Webb City	2	0	2	1	21	22	.....	*0	*0	3	1,200	65,000
MONTANA.												
312 Butte	2	0	2	12	86	98	.....	0	0	0	5,000	380,000
313 Greatfalls	1	1	2	6	31	37	.....	0	0	0	1,600	390,000
314 Helena*	3	2	5	2	44	46	.....	.....	.....	10	†2,500	437,724
NEBRASKA.												
315 Beatrice	2	0	2	8	29	37	.....	0	0	0	1,914	150,000
316 Fremont	1	0	1	1	37	38	.....	0	0	9	1,840	129,500
317 Grand Island	1	2	3	4	37	41	.....	.....	0	5	†1,722	130,000
318 Hastings	1	2	3	2	29	31	.....	*0	*0	5	1,450	94,000
319 Kearney	1	0	1	1	3	4	.....	0	0	6	1,200	205,000
320 Lincoln	2	0	2	13	121	134	.....	*8	0	18	6,500	39,000
321 Nebraska City*	2	0	2	†5	†30	†35	.....	0	0	8	1,500	82,700
322 Omaha	2	15	17	7	298	305	9, 10, 11, and 12.	21	*0	38	13,265	α*1,600,700
323 Plattsmouth	1	0	1	0	22	22	.....	0	0	0	*1,200	†45,700
324 South Omaha	1	2	3	2	52	54	.....	.....	.....	10	2,200	180,000
NEW HAMPSHIRE.												
325 Concord (Union district)	1	0	1	1	53	54	7 to 13 inc.	4	0	13	2,550	375,000
326 Dover	2	1	3	4	37	41	.....	0	0	1	1,602	150,000
327 Keene (Union district)	1	0	1	3	29	32	.....	0	0	1	1,200	100,000
328 Manchester	10	2	12	12	103	115	Higher grammar.	0	5	24	5,184	225,000
329 Nashua	3	1	4	0	81	81	.....	0	*0	20	†2,504	280,648
330 Portsmouth	3	2	5	4	38	42	.....	2	.....	9	1,604	200,000
NEW JERSEY.												
331 Atlantic City	2	1	3	3	59	62	8 to 12 inc.	*0	*0	5	2,900	165,000
332 Bayonne	6	2	8	0	92	92	.....	0	2	7	3,405	254,000
333 Bridgeton	1	0	1	1	45	46	.....	0	*0	6	2,290	90,000
334 Camden	6	0	6	2	217	220	1 to 12 inc.	0	7	20	†8,860	α507,935
335 Elizabeth	6	5	11	8	106	114	.....	†0	†0	10	5,000	312,000
336 Harrison	0	0	0	3	15	18	.....	*0	2	2	800	50,000
337 Hoboken	1	0	1	11	151	162	2 to 5 inc.	0	1	8	6,424	*258,000
338 Jersey City	18	23	41	3	463	466	.....	0	7	23	20,745	1,174,767
339 Longbranch	1	3	4	5	43	48	.....	†0	†0	9	2,500	200,000
340 Millville .....	.....	.....	.....	5	40	45	.....	.....	.....	13	2,592	82,500
341 Morristown	*1	*0	*1	1	26	27	.....	*0	*0	3	*1,060	*90,000
342 Newark	30	9	39	14	554	568	.....	14	12	57	29,480	1,807,875
343 New Brunswick .....	.....	.....	.....	3	58	61	.....	.....	.....	7	2,905	163,000
344 Orange	4	1	5	3	56	59	All.	*0	*0	5	2,441	210,000
345 Passaic .....	.....	.....	3	2	66	68	5 to 8 inc. and high.	7	5	8	3,115	195,167
346 Paterson	20	2	22	.....	.....	302	8 and high.	16	4	20	12,780	692,500
347 Perth Amboy	1	0	1	2	31	33	.....	*0	*0	5	1,614	105,000
348 Phillipsburg	1	0	1	4	35	39	3 to 6 inc.	0	0	6	1,690	100,000
349 Plainfield	2	1	3	4	56	60	.....	0	4	8	2,676	233,000
350 Rahway* .....	.....	.....	.....	4	22	26	.....	0	.....	4	1,203	47,782
351 Town of Union (P. O. Weehawken)	4	1	5	3	40	43	9 and 10	2	1	3	2,240	150,000
352 Trenton*	4	7	11	2	159	161	.....	0	1	5	7,489	478,96

* Statistics of 1895-96.

† Statistics of 1894-95.

α Real estate only.

TABLE 24.—Statistics of supervising officers, teachers, property, etc., in city schools of over 8,000 inhabitants in 1896-97—Continued.

City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sitting for study in all public schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13
NEW YORK.												
353 Albany	16	12	28	8	267	275	Highschool.	18	3	21	12,967	*\$1,100,000
354 Amsterdam†	2	0	2	1	45	46	0	0	0	10	2,300	.....
355 Auburn	4	7	11	5	95	100	0	0	0	15	4,187	300,000
356 Batavia	1	0	1	0	30	30	9 to 12 inc.	0	0	7	1,500	203,422
357 Binghamton	1	2	3	12	169	181	High and	12	*0	19	7,280	392,895
358 Brooklyn	74	175	249	156	2,886	3,042	truant.	2	13	141	133,118	10,281,688
359 Buffalo	55	76	131	8	1,017	1,025	8 and 9	0	14	85	50,435	3,175,882
360 Cohoes	1	0	1	2	67	69	0	2	3	12	2,560	175,000
361 Corning	1	1	2	0	31	31	Primary.	0	0	3	1,688	135,000
362 Cortland	1	0	1	1	23	24	0	0	0	5	1,164	100,000
363 Dunkirk	1	0	1	2	49	51	0	0	0	9	1,550	180,000
Edgewater:												
364 Rose bank.												
365 Tompkinsville* (a).	0	0	0	1	8	9	.....	.....	.....	2	400	20,000
366 Stapleton (b)	1	1	2	2	26	28	Truant class.	0	0	1	1,157	120,000
367 Elmira	7	3	10	0	136	136	.....	0	0	11	*6,100	*\$1,900
368 Flushing	*1	*2	3	1	28	29	0	1	0	*2	†1,500	*134,487
369 Geneva	1	1	2	2	46	48	7 to 9	4	0	5	1,543	131,329
370 Glens Falls*	1	1	2	0	30	30	0	1	0	4	1,237	100,000
371 Gloversville	1	0	1	1	59	60	0	4	0	8	3,104	136,843
372 Hornellsville	1	1	2	1	47	48	0	0	0	5	2,500	100,000
373 Hudson	1	0	1	0	29	29	0	0	0	3	1,528	80,000
374 Ithaca	2	2	4	5	43	48	6, 7, and 8	0	1	7	2,130	170,000
375 Jamestown	1	3	4	4	97	101	All.	9	0	14	3,974	320,892
376 Johnstown	1	2	3	2	35	37	0	0	0	5	1,916	128,975
Kingston:												
377 Kingston school district.	1	2	3	6	34	40	.....	0	0	6	2,074	206,500
378 District No. 2..	1	0	1	2	18	20	All.	0	0	1	1,000	50,000
379 District No. 3..	1	0	1	2	11	13	.....	.....	1	1	500	35,000
380 District No. 4..	1	0	1	1	7	8	.....	.....	.....	1	356	15,900
381 Lansingburg*	1	0	1	1	54	55	0	4	0	5	†1,700	99,700
382 Littlefalls	1	0	1	3	25	28	0	0	0	4	1,350	82,350
383 Lockport*	1	0	1	6	66	72	0	0	0	9	3,992	320,000
384 Long Island City†.	7	1	8	1	135	136	0	0	2	14	7,200	554,000
385 Middletown	1	2	3	3	42	45	0	0	0	6	1,920	150,000
386 Mount Vernon	3	0	3	2	70	72	.....	1	0	7	†3,310	269,700
387 New Brighton							8 to 12 inc.	0	0	6	3,357	323,125
388 Newburg	5	2	7	*10	*81	*91	0	5	0	5	1,700	168,848
389 New Rochelle	1	7	8	1	56	57	All.	22	32	156	244,691	26,500,000
390 New York	85	193	278	324	4,199	4,523	0	4	1	7	2,485	150,000
391 Niagara Falls	*4	*5	*9	3	58	61	0	4	1	4	1,650	115,000
392 North Tonawanda	3	1	4	5	42	47	0	4	1	4	1,650	115,000
393 Ogdensburg .....							.....	.....	.....	6	2,000	95,000
394 Olean†	3	1	4	1	40	41	.....	.....	.....	14	3,700	178,540
395 Oswego	1	0	1	3	78	81	0	.....	.....	.....	.....	.....
Peekskill:												
396 District No. 7..	1	2	3	1	17	18	0	0	0	2	800	35,850
397 District No. 8..	1	1	2	1	12	13	.....	0	0	1	715	60,000
398 Plattsburg	1	0	1	2	38	40	0	0	0	7	1,650	66,309
399 Port Jervis	1	2	3	2	39	41	.....	*0	2	5	1,900	80,000
400 Poughkeepsie	2	2	4	3	82	85	0	0	0	12	3,000	153,488
401 Rochester	2	3	5	20	633	653	0	13	4	46	20,903	1,414,000
402 Rome	1	2	3	3	42	45	0	0	0	9	2,017	90,000
403 Saratoga Springs	2	0	2	4	49	53	0	5	1	6	2,600	200,000
404 Schenectady*	†1	†0	†1	2	57	59	.....	1	.....	7	2,800	†145,000
405 Sing Sing	1	0	1	0	24	24	.....	3	0	2	947	75,000
406 Syracuse	20	5	25	20	273	293	High school.	6	3	32	16,395	1,018,000
407 Tonawanda	1	2	3	1	34	35	0	*0	7	1,600	*60,000	
408 Troy	2	1	3	18	176	194	0	0	0	18	6,125	510,426
409 Utica	3	3	6	11	179	190	5 to 8 inc.	11	3	23	7,281	525,000
410 Watertown	2	2	4	5	95	100	0	0	2	11	3,800	200,000
411 Watervliet*	1	0	1	1	33	34	0	0	0	8	1,582	75,000
412 Woodhaven	1	5	6	0	33	33	.....	.....	.....	5	1,700	125,000
413 Yonkers	2	2	4	.....	.....	.....	High school.	5	3	12	4,300	513,000

* Statistics of 1895-96. † Statistics of 1894-95. a J. W. Barris, principal. b A. Hall Burdick, principal.

TABLE 24.—Statistics of supervising officers, teachers, property, etc., in city schools of over 8,000 inhabitants in 1896-97—Continued.

City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13
NORTH CAROLINA.												
414 Asheville	1	0	1	4	25	29		4	* 0	4	1,400	\$75,000
415 Charlotte†	1	1	2	2	35	37	9 and 10	0	0	2	1,824	
416 Newbern												
417 Raleigh	1	0	1	3	38	41		0	0	5		50,000
418 Wilmington												
419 Winston *	1	0	1	6	21	27		0	0	3	1,225	75,000
OHIO.												
420 Akron	5	5	10	4	120	124	All.	0	0	11	6,370	710,000
421 Alliance	3	0	3	8	25	33		0	* 0	6	1,650	135,000
422 Ashtabula	3	0	3	5	31	36		* 0	* 0	6	1,500	110,000
423 Bellaire	1	2	3	3	36	39		0	* 0	7	1,743	75,000
424 Canton	1	0	1	13	100	113				14	6,150	415,000
425 Chillicothe *	1	0	1	5	50	55		0	0	5		† 70,000
426 Cincinnati	48	3	51	143	773	916		0	10	53	45,220	3,000,000
427 Circleville	1	0	1	3	34	37		0	0	4	1,530	140,000
428 Cleveland	11	37	48	57	990	1,047	All.	9	30	61	† 52,000	4,287,927
429 Columbus	10	24	34	23	377	400		0	4	35	17,000	2,188,970
430 Dayton	3	4	7	36	266	302			† 2	† 29		† 1,223, + 25
431 Defiance	1	0	1	0	31	31				4	1,165	130,000
432 Delaware	1	2	3	* 4	* 33	* 37	1 to 9 inc.	0	0	5	1,600	50,000
433 East Liverpool	1	0	1	0	45	45		0	0	8	2,560	150,000
434 Elyria	1	0	1	1	28	29	1 to 6 inc.	* 0	* 0	5	1,200	120,000
435 Findlay†				7	64	71				13	236,000	
436 Fostoria	1	0	1	6	28	34				6	* 1,500	90,000
437 Fremont	1	0	1	5	25	30	6 to 10 inc.	2		8	1,400	80,000
438 Hamilton	1	0	1	13	66	79		0	* 0	2	9	3,500
439 Ironton†	1	0	1	3	47	50				6	2,500	150,000
440 Lancaster	1	2	3	4	31	35	All.	0	0	4		100,000
441 Lima *	1	0	1	4	71	75		0	0	11	3,200	200,000
442 Lorain	1	0	1	4	39	43		* 0	0	6	1,900	89,000
443 Mansfield	2	2	4	3	64	67		2	† 0	9	3,000	285,000
444 Marietta	1	0	1	* 6	* 38	* 44		* 0	* 0	8	2,100	87,000
445 Marion†				0	42	42				9		142,000
446 Martins Ferry	1	0	1	* 7	* 24	* 31				3	1,500	100,000
447 Massillon *	3	0	3	6	32	38		0	0	6	2,014	165,000
448 Middletown	1	0	1	4	37	41		0	0	4	1,500	150,000
449 Mount Vernon†	1	0	1	2	28	30				6		115,000
450 Nelsonville	1	0	1	0	23	23		0	* 0	1	3	1,277
451 Newark	1	0	1	3	63	66		0	2	0	11	3,240
452 Norwalk†	1	0	1	2	27	29				6		85,000
453 Piqua	* 1	* 0	* 1	4	42	46		0	0	7	† 2,478	205,000
454 Portsmouth	1	0	1	* 4	* 52	* 56		* 0	* 0	9	2,495	205,000
455 Salem	1	1	2	2	27	29		† 0	† 0	4	1,523	72,000
456 Sandusky	3	5	8	5	65	70				2	7	3,400
457 Springfield	2	2	4	20	116	136		0	0	17	6,430	350,000
458 Steubenville	1	0	1	4	48	52		0	1	6	2,327	151,000
459 Tiffin	1	0	1	5	35	40		* 0	* 0	6	1,671	250,000
460 Toledo	4	5	9	30	359	389	5 to 8 inc. high	0	0	40	17,214	1,145,000
461 Warren	2	3	5	4	31	35				9	1,650	* 125,000
462 Wellston	* 1	* 0	* 1	* 8	* 23	* 31				5		47,000
463 Xenia	1	0	1	3	39	42		0	0	6	1,564	* 127,500
464 Youngstown	1	1	2	12	116	128		* 0	0	21	5,600	600,000
465 Zanesville	3	1	4	3	83	86				17		† 250,000
OKLAHOMA.												
466 Oklahoma City....	1	0	1	6	18	24		0	0	0	5	1,200
OREGON.												
467 Astoria	* 1	* 0	* 1	5	25	30		0	2	2	8	1,100
468 Portland	12	2	14	19	220	239		0	3	27	10,074	† 764,386
469 Salem	1	0	1	6	29	35		0	0	7	1,687	128,000

* Statistics of 1895-96.

† Statistics of 1894-95.

TABLE 24.—Statistics of supervising officers, teachers, property, etc., in city schools of over 3,000 inhabitants in 1896-97—Continued.

City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13
PENNSYLVANIA.												
470 Allegheny *	20	1	21	10	313	323	Grammar.	3	16	27	19,200	\$1,619,778
471 Allentown	1	1	2	*21	*80	*101	0	0	4	12	5,200	615,000
472 Altoona	1	2	3	18	131	149	0	0	0	12	7,300	492,976
473 Beaver Falls†	1	0	1	1	37	38	0	0	0	4	1,800	132,000
474 Braddock	1	0	1	2	3	35	0	0	0	5	1,786	170,000
475 Bradford	1	0	1	6	49	55	0	0	0	7	2,740	175,000
476 Butler	3	3	6	5	37	42	0	0	0	4	2,000	200,000
477 Carbondale	1	2	3	4	44	48	0	0	0	10	2,550	159,000
478 Carlisle	1	0	1	*8	*18	*26	0	*0	*0	9	1,625	*75,000
479 Chambersburg	1	0	1	7	30	37	0	0	0	6	1,846	73,000
480 Chester	1	0	1	4	84	88	0	0	0	13	3,668	300,000
481 Columbia	2	0	2	4	38	42	0	0	0	6	2,101	75,800
482 Dubois	2	0	2	6	25	31	0	0	0	4	1,500	80,000
483 Dunmore	1	0	1	4	34	38	0	*0	6	11	2,100	80,000
484 Easton	0	0	0	16	55	71	0	0	0	11	3,243	443,309
485 Erie	1	0	1	8	173	181	0	0	1	17	7,830	698,900
486 Harrisburg	5	1	6	23	148	171	0	*0	*0	25	9,302	731,284
487 Hazleton	1	0	1	9	41	50	0	*0	*0	8	2,816	200,000
488 Homestead†	1	1	2	1	34	35	0	0	0	4	2,000	140,000
489 Johnstown	2	2	4	13	69	82	0	0	0	14	4,500	302,900
490 Lancaster	2	0	2	7	93	100	0	*0	4	17	6,000	*450,000
491 Lebanon*	1	0	1	4	52	56	0	0	0	10	2,100	210,000
492 Lockhaven	1	0	1	7	23	30	0	0	0	4	1,800	*165,000
493 McKeesport*	11	1	12	5	80	85	0	0	0	7	3,000	360,000
494 Meadov City	1	0	1	5	34	39	0	*0	3	5	2,150	87,600
495 Meadville	1	3	4	1	45	46	5, 6, and 7.	*0	*0	3	2,000	200,000
496 Mount Carmel	1	0	1	8	29	37	0	*0	3	6	1,860	80,000
497 Nanticoke	†1	†1	†2	†5	†27	†32	0	†0	8	6	1,800	107,000
498 New Brighton	1	0	1	0	28	28	0	0	0	4	1,500	125,000
499 Newcastle†	5	1	6	4	55	59	0	0	0	7	2,000	115,000
500 Norristown	1	0	1	6	61	67	7 to 12 inc.	0	0	8	2,950	220,000
501 Oil City†	1	0	1	4	40	44	0	2	0	8	2,000	128,000
502 Philadelphia	52	68	120	184	3,071	3,255	5 to 12 and special schools.	122	79	307	146,475	11,587,576
503 Phoenixville	1	0	1	1	26	27	0	0	0	4	1,500	75,000
504 Pittsburg*	30	12	42	15	781	796	Grammar.	11	0	72	41,700	4,000,000
505 Pittston†	1	0	1	0	27	27	0	0	5	6	2,000	80,350
506 Plymouth	1	0	1	*6	*25	*31	0	0	4	5	1,700	65,000
507 Pottstown	1	1	2	14	52	66	0	0	0	21	3,210	188,585
508 Pottsville*	1	0	1	6	46	52	0	0	0	9	2,600	188,585
509 Reading	2	5	7	7	242	249	High school.	0	1	38	12,000	780,000
510 Scranton	1	1	2	40	241	281	0	*0	21	37	12,480	300,000
511 Shamokin*	1	0	1	13	50	63	0	0	4	8	3,250	300,000
512 Shamondah*	†1	†2	†3	5	50	55	0	0	13	8	3,060	115,000
513 South Bethlehem	11	0	11	11	34	45	0	0	0	6	2,230	120,457
514 South Chester	1	0	1	6	29	35	0	*0	8	1	1,750	120,000
515 Steelton	1	0	1	16	22	38	0	*0	*0	6	2,004	148,000
516 Sunbury	1	0	1	7	31	38	0	0	0	8	2,400	87,000
517 Titusville	1	2	3	2	39	41	0	0	0	5	1,700	100,000
518 Uniontown	1	0	1	1	26	27	0	*0	0	3	1,400	110,000
519 Westchester	2	1	3	4	31	35	High school.	*0	*0	3	3,110	150,000
520 Wilkesbarre	2	1	3	26	132	158	0	*0	16	19	8,600	450,000
521 Williamsport*	1	0	1	18	91	109	0	0	0	14	5,500	350,000
522 York	1	0	1	21	70	91	0	0	0	14	4,500	310,550
RHODE ISLAND.												
523 Central Falls	1	4	5	3	44	47	0	0	2	9	2,072	150,000
524 Cranston	1	2	3	7	38	45	0	0	0	12	3,250	*150,000
525 Cumberland	1	1	2	5	31	36	0	4	15	*1,391	*75,000	
526 East Providence†	4	1	5	2	45	47	0	0	3	15	1,946	135,000
527 Johnston (P. O. Olneyville).	1	3	4	50	5	55	0	0	3	18	*2,260	150,000
528 Newport	1	0	1	9	65	74	All except primary.	4	2	13	2,983	362,843
529 Pawtucket	2	3	5	10	130	140	High school.	4	5	27	5,093	500,000
530 Providence	2	9	11	48	532	580	Grammar.	12	27	83	22,963	2,011,837
531 Woonsocket	2	2	4	3	78	81	0	4	*20	3	294	265,000

* Statistics of 1895-96.

† Statistics of 1894-95.

TABLE 24.—Statistics of supervising officers, teachers, property, etc., in city schools of over 8,000 inhabitants in 1896-97—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	
		Male.	Female.	Total.	Male.	Female.	Total.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	
SOUTH CAROLINA.														
532	Charleston	7	6	13	7	95	102	-----	0	0	6	5,800	\$150,000	
533	Columbia	1	0	1	4	31	35	0	0	0	4	1,700	50,000	
534	Greenville	1	0	1	4	23	27	-----	0	0	4	1,600	35,000	
535	Spartanburg	1	0	1	5	24	29	-----	* 0	* 0	5	660	30,450	
SOUTH DAKOTA.														
536	Sioux Falls.....	1	1	2	3	45	48	All.	0	0	10	1,908	260,000	
TENNESSEE.														
537	Chattanooga	4	2	6	*10	* 88	* 98	-----	* 0	* 0	6	† 4,315	250,000	
538	Clarksville	1	0	1	3	24	27	-----	-----	-----	3	1,110	34,710	
539	Jackson	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	
540	Knoxville	8	3	11	10	42	52	-----	* 0	* 0	9	2,730	113,000	
541	Memphis	1	0	1	12	123	135	0	0	1	13	5,346	346,592	
542	Nashville	18	15	33	22	150	172	-----	* 0	* 0	18	10,500	* 412,508	
TEXAS.														
543	Austin	1	1	2	14	62	76	9, 10, and 11.	0	0	12	3,533	124,400	
544	Corsicana	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	
545	Dallas	3	0	3	12	101	113	0	0	0	15	5,800	431,000	
546	Denison	1	0	1	3	37	40	0	0	0	11	* 1,744	260,000	
547	El Paso	1	2	3	2	21	23	-----	1	* 0	5	1,146	74,540	
548	Fort Worth	2	1	3	26	53	79	0	0	0	13	3,931	253,000	
549	Gainesville	1	0	1	4	28	32	0	0	0	5	1,505	125,930	
550	Galveston	1	0	1	21	88	109	-----	† 0	† 0	10	5,000	450,000	
551	Houston	1	1	2	* 26	* 84	* 110	0	0	0	17	4,989	365,650	
552	Laredo	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	
553	Marshall	1	0	1	* 4	* 9	* 13	0	0	0	4	900	100,000	
554	Paris	1	0	1	4	40	44	-----	3	0	6	3,000	89,500	
555	San Antonio	2	0	2	25	92	117	-----	* 0	* 0	17	6,040	317,559	
556	Temple	1	0	1	4	20	24	0	0	0	5	1,300	64,950	
557	Tyler	1	0	1	7	22	29	-----	0	0	0	5	1,400	75,000
558	Waco	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	
UTAH.														
559	Ogden	4	1	5	23	57	80	0	0	0	16	3,750	306,301	
560	Salt Lake City	14	3	17	23	204	227	-----	* 0	* 0	30	11,000	979,435	
VERMONT.														
561	Burlington.....	2	0	2	4	46	50	0	1	2	11	-----	179,200	
562	Rutland	1	2	3	4	40	44	0	0	0	12	2,156	* 166,600	
VIRGINIA.														
563	Alexandria	1	0	1	9	24	33	-----	* 0	* 0	5	2,400	40,000	
564	Danville	2	0	2	6	44	50	0	0	0	5	2,500	47,000	
565	Lynchburg	4	1	5	13	53	66	-----	* 0	* 0	8	3,100	95,000	
566	Manchester.....	1	0	1	5	16	21	-----	-----	-----	2	1,000	30,000	
567	Norfolk	1	1	2	7	54	61	0	0	0	11	3,250	135,000	
568	Petersburg	1	0	1	2	50	52	0	0	0	9	2,500	75,000	
569	Portsmouth	0	0	0	3	28	31	0	0	0	4	1,468	33,300	
570	Richmond	19	0	19	10	228	238	0	* 0	9	19	11,452	442,500	
571	Roanoke	1	0	1	9	29	38	0	0	0	7	3,000	90,000	
572	Staunton	1	0	1	6	23	29	7, 8, and first 2 years high school.	0	0	3	1,350	60,000	
WASHINGTON.														
573	Seattle	7	0	7	14	143	157	High school.	* 0	-----	20	7,650	660,054	
574	Spokane	1	0	1	9	74	83	-----	0	0	12	3,922	533,828	
575	Tacoma	4	1	5	12	111	123	-----	0	0	16	5,900	734,000	
576	Walla Walla	2	2	4	2	18	20	0	* 0	* 2	4	1,400	110,000	

* Statistics of 1895-96.

† Statistics of 1894-95.

TABLE 24.—*Statistics of supervising officers, teachers, property, etc., in city schools of over 8,000 inhabitants in 1896-97—Continued.*

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergarten.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
WEST VIRGINIA.													
577	Huntington	2	0	2	1	43	44	.....	0	0	7	2,100	\$78,170
578	Parkersburg	†3	†0	3	7	42	49	.....	*0	*0	15	*2,300	†178,350
579	Wheeling	4	4	8	4	129	133	.....	0	0	*12	*6,000	400,000
WISCONSIN.													
580	Appleton	6	1	7	4	53	57	9 to 12 inc.	0	0	9	3,300	258,925
581	Ashland	1	1	2	3	34	37	0	0	0	10	1,450	175,000
582	Beloit	1	2	3	2	38	40	.....	2	.....	6	1,800	120,000
583	Chippewa Falls	1	1	2	4	31	35	0	0	0	8	1,500	79,300
584	Eau Claire	3	1	4	10	74	84	7 through high school.	0	0	17	5,000	149,495
585	Fond du Lac	2	4	6	3	48	51	High school.	5	.....	10	2,000	100,000
586	Green Bay	1	0	1	3	65	68	0	0	0	12	†1,850	205,000
587	Janesville	1	1	2	7	50	57	High school.	0	0	8	*2,246	200,000
588	La Crosse	1	2	3	8	104	112	.....	*0	*0	16	5,219	175,800
589	Madison	3	2	5	4	56	60	0	2	0	9	2,530	211,825
590	Manitowoc	5	0	5	7	31	38	0	1	0	5	1,961	119,625
591	Marinette	1	1	2	5	54	59	0	5	*0	12	2,527	120,000
592	Merrill	1	0	1	4	30	34	0	0	0	6	1,804	49,550
593	Milwaukee	44	8	52	57	711	768	High school.	40	7	50	38,084	.....
594	Oshkosh	*7	*2	*9	*3	*72	*75	.....	8	2	12	3,500	250,000
595	Racine	1	0	1	10	87	97	0	6	*0	11	4,151	300,000
596	Sheboygan	2	0	2	18	77	95	.....	6	*0	9	3,800	185,000
597	Stevens Point	1	2	3	3	40	43	.....	4	*0	12	1,845	90,000
598	Superior	2	8	10	8	113	121	.....	9	*2	16	5,500	392,000
599	Watertown	1	0	1	3	23	26	0	0	0	5	1,200	64,000
600	Wausaw	1	1	2	2	48	50	.....	.....	2	10	2,500	120,500
WYOMING.													
601	Cheyenne	1	1	2	1	26	27	.....	*0	*0	5	1,100	130,000

* Statistics of 1895-96.

† Statistics of 1894-95.

TABLE 25.—Statistics of receipts of public schools in cities of over 8,000 inhabitants in 1896-97.

	City.	Receipts for the school year 1896-97.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
ALABAMA.							
1	Anniston.....						
2	Birmingham†.....	\$7,897	\$14,127	\$7,781	\$9,041	\$38,846	\$38,846
3	Huntsville.....	1,783	6,471			8,254	8,254
4	Mobile.....	*18,280					
5	Montgomery.....	6,473	22,800		449	29,722	29,722
6	Selma.....	3,000	10,000		3,000	16,000	
ARKANSAS.							
7	Fort Smith.....	2,600	18,000	2,000	*3	22,600	40,000
8	Hot Springs.....	2,500	19,000	500		22,000	22,000
9	Little Rock.....	11,752		74,818		86,570	87,558
10	Pine Bluff.....	2,368	17,211	258	1,000	20,837	24,421
CALIFORNIA.							
11	Alameda.....	31,709	25,361	20,360	7	77,437	83,507
12	Berkeley†.....	17,750	15,000	21,000		53,750	53,750
13	Eureka.....	12,500	11,000	11,500	150	35,150	46,077
14	Fresno.....	12,780	0	29,496	1,467	43,743	54,027
15	Los Angeles.....	175,075	86,319	125,870	2,702	389,966	466,590
16	Oakland.....	112,441	50,923	76,067	3,755	243,186	248,860
17	Pasadena.....	22,131	10,011	15,851	697	48,690	71,990
18	Sacramento.....	41,522	46,447	26,107		114,076	146,588
19	San Bernardino*.....	14,930	15,732	8,614	1,184	40,460	45,995
20	San Diego.....	25,059	33,319	16,362	478	75,218	89,440
21	San Francisco.....	639,216	512,093		47,906	1,199,215	1,240,492
22	San Jose.....	41,903	37,853	26,468	1,704	107,928	114,376
23	Santa Cruz.....	17,233	a10,006	9,493	0	36,702	36,702
24	Stockton.....	30,297	35,630	14,560	4,688	85,174	102,276
COLORADO.							
25	Colorado Springs.....	15,314	76,568	†65,183	1,134	93,016	130,970
26	Cripple Creek.....	10,251	0	7,000	45,027	62,278	111,049
27	Denver:						
27	District No. 1.....	b*112,808	a265,708	b100,492	7,287	373,487	420,986
28	District No. 2.....	7,500	a91,227	48,080	599	147,406	171,721
29	District No. 17 (north).....	(36,099)		75,652	869	112,620	119,097
30	Leadville†.....	1,200	31,137	10,441		42,778	67,777
31	Pueblo:						
31	District No. 1.....	16,466	30,748	*25,350	12,554	59,768	63,091
32	District No. 20.....		*43,185			*101,371	
33	Trinidad.....		*26,469	*5,274	542	33,507	33,457
CONNECTICUT.							
34	Ansonia.....	6,382	24,617			30,999	30,999
35	Bridgeport.....	30,000	111,902	675	650	143,227	143,227
36	Bristol.....	4,473	26,675	a11,103	1,120	43,371	46,418
37	Danbury.....	10,487	c31,271		2,761	44,519	*94,134
38	Greenwich†.....	5,063	c12,057	a22,355	48	39,523	39,523
39	Hartford.....	28,850	91,000	a121,611	16,312	257,773	257,773
40	Manchester:						
40	Town schools.....	2,288	c11,103	d249	145	13,785	13,785
41	Ninth district (incorporated).....	16,600	2,400		250	19,250	*19,688
42	Meriden†.....						69,635
43	Middletown.....						
44	New Britain*.....				1,584	50,604	136,656
45	New Haven.....	47,610			351,027	398,637	814,617
46	New London.....	6,766	21,500		947	39,213	52,166
47	Norwalk†.....	9,524	c33,392			42,916	42,916
48	Norwich (Central district).....	7,092	26,367	a*21,130	1,201	34,660	67,491
49	Rockville.....	4,000					17,000
50	Stamford.....	9,160	51,646		1,194	62,000	62,000
51	Waterbury.....	*20,000	*111,000	*0	*2,000	*133,000	261,574
52	Willimantic*.....	4,419	c19,637	10,468	4,514	39,038	48,611

* Statistics of 1895-96.

† Statistics of 1894-95.

a District taxes.

b County and State.

c Town taxes.

d Town deposit fund.

TABLE 25.—Statistics of receipts of public schools in cities of over 8,000 inhabitants in 1896-97—Continued.

		Receipts for the school year 1896-97.					Amount available for use during the year.
	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
DELAWARE.							
53	Wilmington	\$15,597	\$133,929	0	\$25,894	\$175,420	\$175,685
DISTRICT OF COLUMBIA.							
54	Washington: First 8 divisions	}	a 1,131,648				1,131,648
55	9th to 11th divisions						
FLORIDA.							
56	Jacksonville*	6,865		\$53,207	130	60,202	62,077
57	Keywest	2,651	9,816	27	* 40	12,494	12,494
58	Pensacola †	2,500	7,900	0	350	10,750	16,588
59	Tampa						
GEORGIA.							
60	Americus	3,589	11,500	0	265	15,354	16,818
61	Athens	5,357	9,708		197	15,262	15,262
62	Atlanta	23,405	175,343			198,748	* 144,602
63	Augusta	32,000	0	45,000	7,500	84,500	84,500
64	Brunswick	4,800	3,000	2,000	* 800	9,800	9,800
65	Columbus	8,242	22,827		* 1,668	31,069	31,069
66	Macon	24,096		48,882	2,140	75,118	75,118
67	Rome	3,900	8,000	0	0	11,900	11,900
68	Savannah	29,864	* 75,000	75,000	100	104,964	119,524
ILLINOIS.							
69	Alton	2,950	22,880	2,902	146	28,878	41,220
Aurora:							
70	District No. 4 (west)	1,071	* 16,255	23,913	400	25,384	* 33,479
71	District No. 5 (east)	3,540	52,600	* 52,532	250	56,390	56,390
72	Austin	1,521	67,026		4,030	72,577	82,417
73	Belleville	3,744	41,714		252	45,710	51,495
74	Bloomington	5,930	72,539		610	79,079	157,926
75	Cairo	2,092	0	34,009	18	36,119	36,459
76	Canton	1,700	32,000		248	33,948	33,948
77	Champaign		23,000		1,702	24,702	41,400
78	Chicago	280,050	5,651,996		549,381	6,481,427	7,114,442
79	Danville †	2,984	37,153		19,601	59,738	72,078
80	Decatur	4,857	94,719	0	349	99,925	109,030
East St. Louis:							
81	District No. 1	2,938		50,437	518	53,893	67,120
82	District No. 2, T. 2 N., R. 10 W						
83	District No. 2, T. 2 N., R. 9 W*	862		12,000	3,500	26,362	26,962
84	Elgin	3,377	52,030	23,763	261	79,431	113,861
Evanston:							
85	District No. 1	47,499			407	47,906	55,809
86	District No. 2 (South Evanston)	310	38,490		730	39,530	48,088
87	District No. 3 (North Evanston)					10,070	10,670
88	Freeport*	2,094		45,417	356	47,867	48,114
89	Galesburg	3,333	72,712		765	76,810	82,449
90	Jacksonville	2,654		41,680	1,572	45,906	45,906
91	Joliet	6,974	83,839		1,316	92,128	183,689
92	Kankakee	2,136	36,329	348	429	39,242	57,119
93	Lasalle						
94	Lincoln						
95	Mattoon	23,882	0	* 19,967	* 632	* 22,849	106,526
96	Moline	0	71,322	0	2,128	73,450	88,607
97	Ottawa	2,425	21,685	6,518	110	30,738	44,843
98	Pekin*	1,606	23,696	0	160	25,462	26,391
99	Peoria	10,447	226,895		3,665	241,007	430,837

* Statistics of 1895-96.

† Statistics of 1894-95.

α Congressional appropriation, one-half being from District taxation and one-half from the Federal Treasury.

TABLE 25.—*Statistics of receipts of public schools in cities of over 8,000 inhabitants in 1896-97—Continued.*

	City.	Receipts for the school year 1896-97.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
ILLINOIS—continued.							
100	Quincy.....	\$7,702	\$64,774	0	\$133	\$72,809	\$76,413
101	Rockford.....	5,279	95,313	-----	1,506	102,098	256,791
102	Rock Island†.....	3,253	75,887	-----	602	79,742	152,227
103	Springfield.....	6,591	107,895	\$545	952	115,983	144,546
	Sterling:						
104	District No. 1.....	172	-----	-----	1,047	1,219	1,625
105	District No. 3.....	724	11,000	-----	466	12,190	16,219
106	District No. 8*.....	646	10,063	0	0	10,709	10,709
107	Streator.....	3,950	28,000	8,505	-----	40,455	74,215
INDIANA.							
108	Anderson.....	15,312	36,396	† 3,355	4,847	56,555	102,602
109	Bloomington.....	7,680	5,840	0	0	13,520	13,520
110	Brazil.....	7,699	-----	154	280	8,133	15,991
111	Columbus.....	6,009	-----	17,152	-----	23,161	44,599
112	Crawfordsville.....	-----	-----	-----	-----	-----	-----
113	Elkhart.....	11,208	24,427	-----	-----	35,635	38,344
114	Evansville.....	-----	-----	-----	-----	162,556	209,794
115	Fort Wayne.....	-----	-----	-----	-----	110,148	179,948
116	Frankfort.....	6,301	-----	16,941	* 926	23,242	32,180
117	Goshen.....	-----	-----	-----	-----	-----	-----
118	Hammond.....	8,898	15,285	6,087	-----	30,270	56,074
119	Huntington*.....	-----	-----	-----	8,000	43,017	46,721
120	Indianapolis.....	86,946	397,265	25,534	13,114	522,859	942,859
121	Jeffersonville*.....	-----	-----	-----	-----	-----	-----
122	Kokomo.....	8,086	11,991	1,559	246	21,882	60,112
123	Lafayette*.....	31,410	-----	31,910	-----	63,320	99,632
124	Laporte.....	7,688	* 2,923	16,034	302	24,024	28,969
125	Logansport.....	36,732	3,444	-----	* 2,959	34,176	54,054
126	Madison†.....	15,213	1,873	0	0	17,086	17,086
127	Marion.....	-----	-----	-----	-----	-----	* 87,686
128	Michigan City†.....	16,175	2,180	8,305	311	26,971	38,680
129	Muncie.....	14,164	51,561	419	430	66,574	102,249
130	New Albany.....	* 18,940	(* 29,697)	-----	-----	46,365	46,365
131	Richmond.....	15,588	48,392	0	0	63,980	110,570
132	Shelbyville.....	5,359	8,639	1,131	198	15,327	22,846
133	South Bend.....	-----	-----	-----	-----	72,709	80,728
134	Terre Haute.....	36,559	5,825	85,586	348	128,318	209,255
135	Vincennes*.....	10,952	9,801	0	3,044	22,797	27,874
136	Wabash.....	-----	-----	-----	-----	-----	-----
137	Washington.....	-----	-----	-----	-----	-----	-----
IOWA.							
138	Boone.....	2,500	32,000	-----	* 38,000	34,000	34,000
139	Burlington.....	7,077	85,277	-----	12,028	104,382	131,885
140	Cedar Rapids.....	8,217	-----	* 77,989	91,275	99,492	113,841
141	Clinton.....	5,884	* a 54,920	a 56,133	501	62,518	77,111
142	Council Bluffs.....	8,404	* 87,253	89,383	2,229	100,016	137,450
143	Creston.....	2,700	0	25,008	793	28,501	33,865
144	Davenport.....	10,656	-----	105,004	6,804	122,864	146,075
	Des Moines:						
145	North Side.....	-----	-----	-----	37,000	* 30,000	* 50,000
146	East Side.....	4,038	72,496	-----	3,801	80,335	131,147
147	West Side.....	10,456	-----	113,432	2,527	126,415	164,310
148	Dubuque.....	12,686	89,525	-----	13	102,225	103,905
149	Fort Dodge.....	-----	-----	-----	-----	-----	-----
150	Fort Madison.....	3,600	(17,173)	-----	129	20,902	20,902
151	Iowa City.....	4,524	30,559	-----	532	35,615	35,615
152	Keokuk†.....	5,500	-----	44,808	107	50,415	74,184
153	Marshalltown.....	3,482	* a 61,037	-----	862	60,962	* 112,492
154	Muscataine†.....	6,298	a 38,762	-----	1,285	46,345	46,345
155	Oskaloosa.....	6,400	23,500	-----	-----	29,900	* 28,008
156	Ottumwa.....	-----	-----	-----	-----	-----	-----
157	Sioux City.....	14,519	0	102,218	2,167	118,904	177,539
	Waterloo:						
158	East Side.....	-----	-----	-----	-----	-----	-----
159	West Side*.....	1,296	-----	13,981	194	15,471	18,761

* Statistics of 1895-96.

† Statistics of 1894-95.

a District taxes.

TABLE 25.—Statistics of receipts of public schools in cities of over 8,000 inhabitants in 1896-97—Continued.

	City.	Receipts for the school year 1896-97.					Amount available for use during the year.
		From State appropriation or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
KANSAS.							
160	Arkansas City*.....	\$2,250	\$19,372	\$891	\$2,360	\$24,874	\$24,874
161	Atchison.....	3,552	-----	29,765	1,247	34,564	35,393
162	Emporia.....	a 2,400	30,869	* 148	105	33,434	33,434
163	Fort Scott.....	3,360	19,027	0	1,360	23,747	30,829
164	Hutchinson.....	1,350	-----	22,100	300	23,750	26,050
165	Kansas City*.....	11,551	77,255	-----	6,096	94,902	94,902
166	Lawrence.....	2,400	27,000	-----	-----	29,400	* 34,928
167	Leavenworth.....	5,860	(55,547)	-----	2,232	63,639	69,346
168	Ottawa.....	2,010	16,549	-----	1,344	19,894	21,122
169	Parsons.....	1,969	b 16,281	9,228	252	27,730	34,917
170	Pittsburg.....	-----	-----	-----	-----	-----	-----
171	Topeka.....	9,259	* 92,595	98,274	2,231	109,764	121,554
172	Wichita.....	5,755	* 42,558	41,293	2,480	49,528	49,528
KENTUCKY.							
173	Bowling Green.....	6,149	10,569	-----	226	16,944	17,583
174	Covington.....	43,022	51,010	2,336	21,089	117,457	117,457
175	Frankfort.....	7,533	8,894	-----	701	17,128	19,853
176	Henderson*.....	-----	-----	-----	-----	-----	-----
177	Hopkinsville†.....	2,666	10,380	-----	572	13,618	14,200
178	Lexington.....	24,680	42,541	-----	779	68,000	70,650
179	Louisville.....	198,151	326,154	* 13,399	8,076	532,381	632,804
180	Maysville.....	-----	-----	-----	-----	-----	* 26,000
181	Newport.....	22,896	29,172	-----	201	52,269	73,728
182	Owensboro.....	8,630	23,402	-----	1,293	33,325	33,325
183	Paducah*.....	9,936	10,478	-----	162	20,576	29,643
LOUISIANA.							
184	Baton Rouge.....	-----	-----	-----	-----	-----	-----
185	New Orleans.....	43,000	325,000	12,000	-----	380,000	380,000
186	Shreveport*.....	15,000	0	15,000	5,000	35,000	35,000
MAINE.							
187	Auburn.....	9,500	25,750	-----	450	35,700	35,700
188	Augusta.....	7,699	8,422	* 6,450	10,544	26,665	33,169
189	Bangor.....	14,505	45,423	-----	1,297	61,225	61,225
190	Bath.....	6,331	20,797	-----	102	27,230	27,230
191	Biddeford.....	13,476	18,500	-----	-----	31,976	31,976
192	Calais.....	5,915	6,832	-----	250	12,997	12,997
193	Lewiston.....	19,442	27,000	0	506	46,948	46,948
194	Portland*.....	26,950	96,868	0	0	123,818	123,818
195	Rockland.....	5,369	13,000	-----	23	18,392	20,793
196	Waterville.....	7,155	17,000	-----	34	24,189	-----
MARYLAND.							
197	Baltimore.....	262,500	1,148,141	-----	5,734	1,416,375	* 1,418,800
198	Cumberland.....	-----	-----	-----	-----	-----	-----
199	Frederick.....	-----	-----	-----	-----	-----	-----
200	Hagerstown†.....	23,000	-----	51,376	14	74,390	75,390
MASSACHUSETTS.							
201	Adams.....	-----	36,104	-----	-----	36,104	36,104
202	Amesbury.....	0	20,000	0	12	20,012	20,012
203	Attleboro.....	-----	28,765	886	878	30,529	30,529
204	Beverly.....	-----	45,266	-----	755	46,021	46,021
205	Boston.....	0	2,991,377	0	41,630	3,033,007	3,033,007
206	Brockton.....	-----	116,000	1,408	-----	-----	-----
207	Brookline.....	-----	117,500	-----	2,740	120,240	120,240
208	Cambridge.....	-----	378,089	-----	1,814	379,903	379,903
209	Chelsea.....	-----	92,375	-----	5,252	97,627	97,627
210	Chicopee.....	-----	51,031	-----	38	51,069	53,569
211	Clinton.....	-----	38,500	-----	-----	38,500	38,500
212	Everett†.....	0	59,074	0	84	59,158	82,280

* Statistics of 1895-96.

† Statistics of 1894-95.

a From State and county taxes.

b District taxes.

TABLE 25.—Statistics of receipts of public schools in cities of over 8,000 inhabitants in 1896-97—Continued.

	City.	Receipts for the school year 1896-97.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	MASSACHUSETTS—continued.						
213	Fall River	0	a \$193,453	.....	.....	.....	a \$193,453
214	Fitchburg	0	115,113	0	\$163	\$115,276	116,640
215	Framingham .....	.....	54,250	\$1,154	219	55,623	55,623
216	Gardner	0	32,750	0	94	32,844	32,844
217	Gloucester .....	.....	82,242	.....	.....	82,242	82,242
218	Haverhill	0	108,000	.....	4,299	112,299	112,299
219	Holyoke .....	.....	137,146	.....	.....	137,146	137,146
220	Hydepark	0	40,059	0	0	40,057	40,059
221	Lawrence .....	.....	144,502	.....	443	144,945	144,945
222	Lowell	0	242,000	.....	31,756	273,756	509,911
223	Lynn	0	254,320	0	693	255,013	255,013
224	Malden .....	.....	175,483	.....	31,643	207,126	310,148
225	Marlboro .....	.....	52,870	.....	.....	52,870	.....
226	Medford .....	.....	.....	.....	.....	105,758	.....
227	Melrose	* 0	* 52,820	* 0	* 0	56,348	56,400
228	Milford	0	27,000	0	3	27,003	27,003
229	Natick .....	.....	35,000	.....	447	35,447	35,447
230	New Bedford .....	.....	243,056	.....	4,299	247,355	251,329
231	Newburyport	0	28,000	0	966	28,966	28,966
232	Newton	0	152,750	b 2,568	† 2,609	155,318	155,318
233	North Adams	0	151,874	698	.....	152,572	152,572
234	Northampton	0	49,780	1,011	745	51,536	51,536
235	Peabody	0	33,650	.....	600	34,250	34,250
236	Pittsfield	0	73,000	0	0	73,000	280,350
237	Plymouth	0	35,000	0	0	35,000	43,629
238	Quincy .....	.....	159,746	.....	.....	159,746	159,746
239	Revere	0	35,000	800	0	35,800	35,800
240	Salem	\$105,911	2,022	414	* 589	108,347	108,347
241	Somerville .....	.....	232,999	.....	.....	232,999	232,999
242	Southbridge .....	.....	17,975	.....	240	18,215	19,291
243	Spencer .....	.....	27,042	b 454	128	27,624	27,624
244	Springfield .....	.....	271,641	.....	1,329	272,970	272,970
245	Taunton	0	118,132	0	1,323	119,455	119,455
246	Wakefield	0	31,500	0	810	32,310	.....
247	Waltham	0	69,171	0	0	69,171	69,171
248	Westfield	0	51,823	.....	5,922	57,745	80,546
249	Weymouth .....	.....	46,403	.....	819	47,227	52,826
250	Woburn .....	.....	51,515	.....	* 125	51,515	51,515
251	Worcester	0	470,433	0	1,242	471,675	471,675
	MICHIGAN.						
252	Adrian	3,225	21,579	636	1,138	26,578	29,519
253	Alpena	5,728	14,649	.....	117	20,494	24,693
254	Ann Arbor	3,718	30,800	7,048	6,460	48,026	53,526
255	Battlecreek	4,806	50,702	.....	868	56,376	68,789
256	Bay City	14,498	82,007	0	681	97,186	107,373
257	Detroit	100,053	708,282	44,010	8,937	861,287	943,314
258	Escanaba	3,053	11,772	96	* 68	14,929	23,093
259	Flint	1,333	44,491	212	* 1,154	46,086	46,086
260	Grand Haven*	2,656	16,122	0	96	18,874	25,274
261	Grand Rapids	33,534	219,740	20,119	9,539	282,932	353,572
262	Holland	3,083	21,573	.....	59	24,720	35,314
263	Iron Mountain*	2,768	28,881	344	14,011	46,004	49,618
264	Ironwood	5,156	29,281	2,424	107	36,968	41,571
265	Ishpeming	4,787	42,000	780	1,845	49,412	49,412
	Jackson:	.....	.....	.....	.....	.....	.....
266	District No. 1	4,084	29,077	5,000	323	38,484	44,801
267	District No. 17	3,784	20,436	697	98	25,015	27,128
268	Kalamazoo	7,287	64,123	.....	1,012	72,422	85,328
269	Lansing	5,753	49,202	330	713	55,998	90,893
270	Ludington*	3,493	20,014	4,943	158	28,608	28,637
271	Manistee	17,834	134,991	* 3,636	7,549	44,529	74,787
272	Marquette	3,780	33,450	.....	5,000	42,230	49,343
273	Menominee*	8,270	34,100	.....	.....	42,370	106,371
274	Muskegon	8,946	52,539	.....	41,890	103,425	168,867

* Statistics of 1895-96.

† Statistics of 1894-95.

a Not including the amounts spent upon buildings, etc., by the city government.

b Dog tax.

TABLE 25.—Statistics of receipts of public schools in cities of over 8,000 inhabitants in 1896-97—Continued.

	City.	Receipts for the school year 1896-97.					Amount available for use during the year.
		From State appropriation or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
MICHIGAN—continued.							
275	Owosso† .....	.....	\$23,608	.....	\$697	\$24,305	\$53,538
276	Port Huron	* \$14,615	30,000	\$15,448	* 630	45,448	50,971
	Saginaw: .....	.....	.....	.....	.....	.....	.....
277	East Side	11,621	79,124	405	1,886	93,036	93,036
278	West Side*	8,788	37,497	272	14,302	60,859	60,859
279	Sault Sainte Marie	2,695	22,451	.....	.....	25,146	25,146
280	Traverse City	2,636	28,055	* 659	2,658	33,349	45,057
281	West Bay City	5,702	36,949	3,032	199	45,882	53,882
MINNESOTA.							
282	Brainerd	14,594	4,881	6,406	0	25,881	26,745
283	Duluth	31,551	269,115	863	7,871	309,400	483,581
284	Faribault	4,806	16,960	1,808	333	23,907	25,767
285	Mankato*	1,600	21,000	.....	.....	37,000	44,000
286	Minneapolis	114,005	529,393	.....	3,804	647,202	872,781
287	Red Wing .....	.....	.....	.....	.....	.....	.....
288	St. Cloud	4,768	19,000	.....	* 400	23,768	29,419
289	St. Paul	* 74,951	* 222,700	* 179,599	.....	541,318	551,885
290	Stillwater†	4,762	35,810	5,791	.....	46,363	49,728
291	Winona	17,019	52,942	* 8,678	1,564	71,525	98,018
MISSISSIPPI.							
292	Columbus	3,800	3,000	.....	2,400	9,200	9,500
293	Jackson	4,500	9,200	1,500	.....	15,200	16,701
294	Meridan	5,664	14,500	500	950	21,614	21,614
295	Natchez†	5,922	6,763	323	.....	13,008	13,076
296	Vicksburg*	6,870	23,130	.....	.....	30,000	30,000
MISSOURI.							
297	Carthage	12,891	* 22,544	4,669	8,118	25,678	35,461
298	Chillicothe*	1,687	14,371	3,541	36	19,635	19,635
299	Clinton	3,449	.....	14,199	302	17,950	36,418
300	Hannibal	6,874	* 32,581	32,123	583	39,580	39,580
301	Jefferson City* .....	.....	.....	.....	.....	.....	.....
302	Joplin	7,387	* 35,530	30,698	.....	38,085	71,522
303	Kansas City	63,480	.....	339,779	24,481	427,740	897,463
304	Moberly	4,695	* 11,624	15,832	6,453	26,980	26,981
305	Nevada	2,001	17,460	2,000	70	21,531	21,531
306	St. Charles	* 2,123	.....	.....	.....	26,181	26,181
307	St. Joseph	22,203	* 3,772	116,036	21,416	159,656	190,288
308	St. Louis	152,069	1,295,009	135,890	125,480	1,709,018	1,818,796
309	Sedalia	5,299	40,585	21,739	0	67,623	88,628
310	Springfield	(47,432)	.....	2,550	* 7,471	49,982	63,604
311	Webb City	3,582	0	14,585	1,058	19,225	27,120
MONTANA.							
312	Butte	8,357	130,572	.....	181	139,110	158,917
313	Greatfalls	710	31,332	20,336	4,080	56,458	76,307
314	Helena*	3,873	.....	57,732	23	61,628	79,226
NEBRASKA.							
315	Beatrice	3,638	2,229	7,298	4,000	17,165	18,324
316	Fremont	3,425	9,007	5,302	5,850	23,584	23,584
317	Grand Island	3,168	22,673	.....	.....	25,841	31,917
318	Hastings	3,070	10,345	8,272	300	21,987	27,639
319	Kearney	2,730	11,667	4,000	3,700	22,097	22,428
320	Lincoln	a 60,438	36,871	.....	14	97,323	97,323
321	Nebraska City*	3,369	11,000	.....	571	14,940	32,321
322	Omaha	32,998	90,640	.....	215,075	338,713	338,713
323	Plattsmouth†	3,532	.....	12,906	68	16,506	19,403
324	South Omaha	4,165	24,334	0	31,138	59,637	79,965
NEW HAMPSHIRE.							
325	Concord (Union Dist.)	a 30,330	8,670	* 5,400	11,047	50,047	* 50,366
326	Dover	1,071	31,100	.....	1,415	33,586	33,730

* Statistics of 1895-96.

† Statistics of 1894-95.

a Includes receipts from county taxes.

TABLE 25.—Statistics of receipts of public schools in cities of over 8,000 inhabitants in 1896-97—Continued.

	City.	Receipts for the school year 1896-97.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
NEW HAMPSHIRE—continued.							
327	Keene (Union Dist.).....	\$15,625	\$10,948	* \$671	\$891	\$27,464	\$31,950
328	Manchester *.....	3,870	101,540	550	.....	105,960	105,960
329	Nashua.....	30,310	28,356	* 474	3,955	62,621	62,621
330	Portsmouth.....	1,003	34,207	* 901	1,993	37,203	* 39,706
NEW JERSEY.							
331	Atlantic City.....	19,420	25,000	* 3,561	2,000	46,420	55,259
332	Bayonne.....	35,626	49,355	.....	* 40	84,981	198,962
333	Bridgeton.....	a 12,800	12,157	.....	* 173	24,957	25,398
334	Camden.....	* 70,391	112,805	* 10,364	23,705	136,510	214,455
335	Elizabeth.....	† 50,679	† 34,321	† 0	† 0	† 85,000	123,000
336	Harrison.....	10,000	3,400	.....	.....	13,400	13,400
337	Hoboken.....	80,292	63,176	2,110	.....	145,578	* 137,120
338	Jersey City.....	249,234	260,067	.....	.....	509,301	715,372
339	Long Branch.....	20,459	b 33,000	† 35,613	.....	53,459	60,371
340	Millville†.....	a 11,533	12,967	.....	2,114	26,614	26,614
341	Morristown.....	11,842	16,275	0	1,070	29,187	36,109
342	Newark.....	348,206	246,000	.....	278	594,484	901,200
343	New Brunswick†.....	a 22,253	21,399	.....	.....	43,652	43,652
344	Orange.....	35,949	15,339	.....	182	51,461	55,034
345	Passaic.....	22,511	39,368	.....	.....	61,879	61,879
346	Paterson.....	111,237	106,000	0	50,499	267,736	277,964
347	Perth Amboy.....	12,160	16,730	.....	103	28,994	28,994
348	Phillipsburg.....	13,349	15,561	.....	312	29,222	50,513
349	Plainfield.....	18,943	42,299	.....	1,758	63,000	92,496
350	Rahway†.....	9,276	9,500	.....	187	18,963	18,963
351	Town of Union (P. O. Weehawken).....	18,336	20,650	.....	1,015	40,001	46,404
352	Trenton *.....	.....	.....	.....	.....	.....	.....
NEW YORK.							
353	Albany.....	45,788	206,630	.....	3,379	255,797	347,799
354	Amsterdam *.....	.....	.....	.....	.....	.....	.....
355	Auburn.....	14,987	67,518	.....	1,669	84,169	93,214
356	Batavia.....	5,526	21,020	0	2,723	29,269	32,672
357	Binghamton.....	22,016	129,361	.....	2,923	154,300	160,430
358	Brooklyn.....	421,528	2,735,000	.....	54,956	3,211,484	5,092,086
359	Buffalo.....	149,579	1,034,159	.....	858	1,184,596	1,822,169
360	Cohoes.....	10,583	34,801	.....	219	45,603	47,319
361	Corning.....	4,950	22,002	0	702	27,654	29,630
362	Cortland.....	4,204	12,000	* 498	349	16,553	17,777
363	Dunkirk.....	6,832	29,978	.....	224	37,034	88,283
364	Edgewater:	.....	.....	.....	.....	.....	.....
365	Rosebank.....	.....	.....	.....	.....	.....	.....
366	Tompkinsville * c.....	.....	.....	.....	.....	.....	.....
367	Stapleton d.....	5,076	27,050	.....	12,419	44,566	46,614
368	Elmira.....	19,919	78,028	.....	1,389	99,336	157,641
369	Flushing.....	4,519	.....	24,134	2,070	30,723	30,993
370	Geneva.....	7,038	26,454	.....	371	33,863	56,714
371	Glens Falls *.....	4,747	19,463	0	1,575	25,785	26,911
372	Gloversville.....	8,831	35,025	.....	352	44,208	49,712
373	Hornellsville.....	8,015	30,372	.....	301	38,688	38,688
374	Hudson.....	4,978	13,052	.....	1,324	19,354	28,646
375	Ithaca.....	7,921	30,645	.....	4,772	43,338	43,789
376	Jamestown.....	13,371	60,582	.....	3,904	77,857	111,681
377	Johnstown.....	5,356	26,997	0	674	33,027	33,027
378	Kingston:	.....	.....	.....	.....	.....	.....
379	"Kingston school district".....	7,426	30,728	0	1,184	39,358	58,338
380	District No. 2.....	3,342	14,484	.....	593	18,419	19,685
381	District No. 3.....	1,494	13,000	.....	.....	14,494	16,098
382	District No. 4.....	1,100	3,800	.....	.....	4,900	5,050
383	Lansingburg *.....	8,408	31,465	0	104	39,977	42,690
384	Littlefalls.....	5,049	20,466	0	356	25,871	25,871
385	Lockport *.....	11,934	35,000	0	17,653	64,587	73,704
386	Long Island City†.....	.....	99,302	0	40,047	139,349	166,756

* Statistics of 1895-96.

† Statistics of 1894-95.

a Includes receipts from county taxes.

b From district taxes.

c J. W. Barris, principal.

d A. Hall Burdick, principal.

TABLE 25.—Statistics of receipts of public schools in cities of over 8,000 inhabitants in 1896-97—Continued.

	City.	Receipts for the school year 1896-97.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
NEW YORK—continued.							
385	Middletown.....	\$6,841	\$48,836	.....	\$1,220	\$56,897	\$146,282
386	Mount Vernon.....	9,319	98,780	.....	713	108,812	207,774
387	New Brighton*.....	.....	.....	.....	.....	.....	.....
388	Newburg.....	13,155	61,550	.....	2,747	77,452	77,859
389	New Rochelle.....	7,871	60,077	.....	432	68,380	194,642
390	New York.....	696,395	5,031,491	.....	.....	5,727,886	10,191,214
391	Niagara Falls.....	8,075	39,337	.....	1,250	48,662	82,269
392	North Tonawanda.....	6,386	27,915	\$2,707	.....	37,008	38,431
393	Ogdensburg*.....	.....	.....	.....	.....	.....	.....
394	Olean*.....	.....	.....	.....	.....	.....	.....
395	Oswego.....	11,682	40,000	0	2,989	54,671	54,671
	Peekskill:						
396	District No. 7.....	2,410	11,490	.....	394	14,294	14,306
397	District No. 8.....	2,000	12,000	.....	300	14,300	27,400
398	Plattsburg.....	6,276	18,809	5,135	.....	30,220	34,002
399	Port Jervis.....	6,495	23,957	.....	5,841	36,293	36,293
400	Poughkeepsie.....	11,777	52,000	.....	12,253	76,030	98,625
401	Rochester.....	85,013	378,000	0	1,392	464,405	740,079
402	Rome.....	7,538	21,786	0	559	29,883	32,418
403	Saratoga Springs.....	9,584	45,025	.....	411	55,020	106,226
404	Schenectady*.....	9,658	32,000	0	2,005	43,663	43,663
405	Sing Sing.....	4,278	16,341	.....	1,157	21,777	23,292
406	Syracuse.....	52,107	278,795	.....	3,544	334,446	602,366
407	Tonawanda.....	5,537	24,303	.....	18,189	48,029	93,975
408	Troy.....	32,039	117,979	.....	1,390	151,408	151,931
409	Utica.....	24,783	115,060	.....	1,983	141,766	283,672
410	Watertown.....	11,753	56,000	.....	*966	69,207	*68,295
411	Watervliet*.....	6,078	17,624	0	0	23,702	24,139
412	Woodhaven.....	4,855	32,212	.....	45	37,112	67,830
413	Yonkers.....	15,968	149,437	1,247	.....	166,652	211,301
NORTH CAROLINA.							
414	Asheville.....	.....	11,000	4,500	.....	15,500	15,500
415	Charlotte.....	a 6,600	7,500	.....	.....	14,100	.....
416	Newbern.....	.....	.....	.....	.....	.....	.....
417	Raleigh.....	7,900	.....	11,500	.....	19,400	19,400
418	Wilmington.....	.....	.....	.....	.....	.....	.....
419	Winston*.....	4,000	16,000	0	0	20,000	20,000
OHIO.							
420	Akron.....	14,152	120,924	.....	15,798	150,875	240,325
421	Alliance.....	3,282	.....	24,294	620	28,196	35,671
422	Ashtabula.....	2,975	.....	24,241	449	27,665	30,805
423	Bellaire.....	4,851	19,609	.....	103	24,563	31,311
424	Canton.....	12,463	92,494	.....	1,816	106,773	197,548
425	Chillicothe†.....	5,964	31,472	.....	769	38,205	51,732
426	Cincinnati.....	141,929	908,975	0	18,650	1,069,554	1,339,681
427	Circleville.....	3,212	22,225	.....	11,468	45,965	50,265
428	Cleveland.....	152,361	1,086,603	.....	8,433	1,247,397	1,606,614
429	Columbus.....	46,304	412,798	.....	7,383	466,485	865,629
430	Dayton.....	18,191	*174,767	.....	2,908	195,866	361,978
431	Defiance.....	.....	.....	20,815	683	21,498	21,498
432	Delaware.....	*1,705	*10,382	.....	555	26,088	34,436
433	East Liverpool.....	6,000	25,000	0	0	31,000	37,000
434	Elyria.....	*3,116	*26,310	.....	*808	31,809	31,809
435	Findlay†.....	.....	.....	.....	.....	.....	78,832
436	Findlay.....	.....	.....	.....	.....	29,256	39,324
437	Fremont.....	3,360	23,325	61	405	27,151	36,539
438	Hamilton*.....	9,468	56,550	795	452	67,265	95,284
439	Ironton†.....	5,635	280	23,525	650	30,140	58,340
440	Lancaster.....	1,915	10,130	0	85	12,130	24,991
441	Lima*.....	7,196	0	47,972	2,244	57,412	74,578
442	Lorain*.....	3,447	23,207	163	39	26,858	76,060
443	Mansfield.....	6,016	56,640	.....	689	63,345	90,764
444	Marietta.....	4,500	27,000	.....	400	31,900	31,900
445	Marion†.....	.....	.....	.....	.....	.....	53,916
446	Martins Ferry.....	.....	.....	.....	.....	*25,893	25,000

* Statistics of 1895-96.

† Statistics of 1894-95.

a From State and county taxes.

TABLE 25.—Statistics of receipts of public schools in cities of over 8,000 inhabitants in 1896-97—Continued.

	City.	Receipts for the school year 1896-97.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
OHIO—continued.							
447	Massillon *	\$5,919	\$28,790	\$150	\$10	\$34,869	\$55,446
448	Middletown *	2,099		30,745	709	33,553	55,311
449	Mount Vernon †						29,436
450	Nelsonville	2,521	12,076	* 4,685	2,115	16,712	22,230
451	Newark	6,548	42,371	* 696	2,198	51,117	75,458
452	Norwalk †						45,879
453	Piqua	6,506	* 32,086	34,542		41,048	48,762
454	Portsmouth	6,864	32,896		910	40,170	73,229
455	Salem	2,983	25,542		1,651	30,176	108,621
456	Sandusky	4,402	24,012		527	28,941	55,231
457	Springfield	13,702	101,364	315	420	115,801	152,209
458	Staubenville	6,864	30,047		402	37,213	59,890
459	Tiffin	4,932		28,859		33,791	49,103
460	Toledo	47,644	266,906	14,559	1,784	330,873	929,261
461	Warren *	1,200	27,000	2,000	350	30,550	33,050
462	Wellston	3,879	(22,325)			26,204	26,204
463	Xenia	3,267	27,103	7,178		37,548	52,362
464	Youngstown	18,821	109,710		104	128,635	215,505
465	Zanesville *		(65,340)				95,772
OKLAHOMA.							
466	Oklahoma City	1,103	13,860	702	* 15,000	15,670	15,670
OREGON.							
467	Astoria	1,982	10,090	10,230	138	22,340	36,892
468	Portland	19,778	21,109	149,056	7,421	197,364	277,364
469	Salem	3,003	11,511	11,547	38	26,099	41,790
PENNSYLVANIA.							
470	Allegheny *	103,457	280,797	0	9,703	393,957	709,915
471	Allentown	33,684	86,143		1,120	120,947	166,035
472	Altoona	31,244	93,672	768		126,448	158,107
473	Beaverfalls †	8,198	20,028	269	2,018	30,513	30,513
474	Braddock	10,243	34,425	316	93	45,077	60,578
475	Bradford	8,874	26,000		* 706	34,874	34,874
476	Butler *	9,637	24,261	33	7,138	41,069	74,169
477	Carbondale	12,537	27,804		276	40,667	45,029
478	Carlisle	10,749	8,333	344	* 167	19,426	22,842
479	Chambersburg	8,529	14,075		284	22,888	22,888
480	Chester	22,236	46,040		431	68,707	155,605
481	Columbia	11,102	15,988		1,204	28,294	36,480
482	Dubois	7,783	13,238	354	67	21,442	22,633
483	Dunmore	9,619	19,574	179	23	29,395	32,379
484	Easton	16,064	61,715	2,496	797	81,072	95,336
485	Erie	39,908	146,404	1,441	2,791	190,544	230,852
486	Harrisburg	36,309	120,552		445	157,306	343,361
487	Hazleton	10,887	32,715		* 647	43,602	47,037
488	Homestead †	7,235	24,107			31,342	71,342
489	Johnstown	21,740	55,415	170	493	77,818	110,338
490	Lancaster	34,978	64,265		269	99,452	130,500
491	Lebanon *	16,574	28,582	0	0	45,106	53,082
492	Lockhaven *	8,000	13,000	0	300	21,300	21,300
493	McKeesport *	21,354	68,465	0	686	90,505	107,786
494	Mahanoy City	13,859	14,635		234	28,723	36,016
495	Meadville	11,468	28,205	78	2,575	42,326	52,453
496	Mount Carmel	9,097	16,081	18	444	25,640	45,651
497	Nanticoke	9,846	20,240	* 802	973	31,059	49,255
498	New Brighton	5,565	19,000			24,565	24,565
499	Newcastle †	14,975			21,633	36,608	44,807
500	Norristown	17,946	31,595		1,289	50,830	62,451
501	Oil City †	10,752	30,386	38	167	41,343	41,343
502	Philadelphia	1,051,669	2,370,513			* 4,333,530	3,422,182
503	Phoenixville	8,952	11,912		378	21,242	24,571
504	Pittsburg *	242,507	924,358	0	36,339	1,203,204	1,405,470
505	Pitston †	9,640	15,165	57	171	25,033	35,566
506	Plymouth *	10,592	9,249	79	0	19,920	22,359

* Statistics of 1895-96.

† Statistics of 1894-95.

TABLE 25.—Statistics of receipts of public schools in cities of over 8,000 inhabitants in 1896-97—Continued.

	City.	Receipts for the school year 1896-97.					Amount available for use during the year.
		From State appropriation or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
PENNSYLVANIA—continued.							
507	Pottstown	\$12,683	\$25,626	.....	\$620	\$38,929	\$62,479
508	Pottsville*	18,743	29,875	.....	.....	.....	68,813
509	Reading	61,008	139,864	\$13,489	324	214,685	279,583
510	Scranton	84,413	*180,782	180,782	.....	265,195	435,514
511	Shamokin*	16,105	25,594	.....	791	42,490	68,098
512	Shenandoah*	19,934	30,563	.....	517	51,019	75,045
513	South Bethlehem	10,609	23,359	.....	9,490	43,458	.....
514	South Chester	5,942	15,398	610	.....	21,950	51,975
515	Steelton	10,107	18,468	.....	432	29,007	42,725
516	Sunbury	10,147	16,581	160	.....	48,246	88,246
517	Titusville	10,108	26,771	.....	383	37,262	39,891
518	Uniontown	6,505	11,288	717	752	19,262	29,650
519	West Chester	8,915	23,574	.....	613	33,102	33,102
520	Wilkesbarre	34,437	107,578	*770	1,161	143,176	198,392
521	Williamsport*	30,608	65,394	0	1,394	97,396	113,259
522	York	26,763	31,272	.....	5,360	63,395	95,161
RHODE ISLAND.							
523	Central Falls	5,348	32,378	*777	1,439	39,165	42,452
524	Cranston	3,502	28,000	.....	.....	31,502	.....
525	Cumberland	3,267	20,500	.....	604	24,371	41,743
526	East Providence†	4,155	30,514	.....	1,000	35,669	35,669
527	Johnston (P. O. Olneyville)	4,055	34,342	938	1,327	40,662	41,657
528	Newport	5,873	75,667	.....	8,572	90,112	115,692
529	Pawtucket	3,504	129,968	2,185	847	142,504	182,537
530	Providence	26,761	591,201	17,604	3,597	639,163	958,241
531	Woonsocket	7,806	51,500	0	2,551	61,857	64,874
SOUTH CAROLINA.							
532	Charleston .....	.....	22,989	48,966	.....	71,955	92,056
533	Columbia	7,325	8,570	1,788	557	18,240	27,103
534	Greenville	4,884	4,954	.....	194	10,032	10,498
535	Spartanburg	3,992	8,599	832	569	13,992	18,192
SOUTH DAKOTA.							
536	Sioux Falls	8,778	21,518	.....	10,593	40,889	*37,556
TENNESSEE.							
537	Chattanooga	a (40,000)	.....	.....	721	40,721	40,721
538	Clarksville	a 9,424	5,530	.....	145	15,099	16,968
539	Jackson	15,765	6,113	.....	1,612	39,255	39,255
540	Knoxville	a 59,102	6,127	15,765	5,562	70,791	139,946
541	Memphis	a *110,281	*43,306	.....	.....	155,444	155,444
542	Nashville .....	.....	.....	.....	.....	.....	.....
TEXAS.							
543	Austin	22,133	35,280	.....	1,749	59,162	70,963
544	Corsicana .....	.....	.....	.....	.....	.....	.....
545	Dallas	34,500	47,000	850	0	82,350	82,350
546	Denison	11,971	10,787	436	805	23,999	30,490
547	El Paso	6,499	17,718	.....	*302	24,217	.....
548	Fort Worth	27,788	20,463	1,800	346	50,347	51,080
549	Gainesville	5,700	17,785	713	1,035	25,233	32,628
550	Galveston	3,299	57,634	1,943	517	93,085	93,085
551	Houston	39,331	45,574	0	0	84,905	84,905
552	Laredo .....	.....	.....	.....	.....	.....	.....
553	Marshall .....	.....	.....	.....	.....	8,500	.....
554	Paris* b	10,000	10,000	.....	.....	20,000	20,000
555	San Antonio	47,036	41,219	.....	*200	88,255	89,723
556	Temple	6,000	13,000	300	700	20,000	25,500
557	Tyler*	6,632	11,500	750	.....	18,882	19,982
558	Waco .....	.....	.....	.....	.....	.....	.....

* Statistics of 1895-96.

† Statistics of 1894-95.

a Includes receipts from county taxes.

b Approximately.

TABLE 25.--Statistics of receipts of public schools in cities of over 8,000 inhabitants in 1896-97—Continued.

	City.	Receipts for the school year 1896-97.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
UTAH.							
559	Ogden.....	\$18,995	\$37,036	\$2,541	\$615	\$59,187	\$64,187
560	Salt Lake City.....	50,542	201,620	* 50,262	3,474	255,636	275,007
VERMONT.							
561	Burlington †.....	1,658	30,000	-----	4,080	35,739	56,239
562	Rutland.....	1,655	30,000	1,563	1,281	34,499	34,499
VIRGINIA.							
563	Alexandria.....	6,689	13,500	-----	23	20,212	20,212
564	Danville.....	7,279	16,053	-----	4,096	27,428	28,567
565	Lynchburg.....	9,438	26,419	-----	1,644	37,501	37,767
566	Manchester †.....	4,837	4,553	-----	9,319	9,396	9,396
567	Norfolk.....	14,294	38,740	-----	-----	53,034	61,656
568	Petersburg.....	10,685	11,577	0	790	23,052	23,052
569	Portsmouth.....	6,017	11,362	0	* 16	17,379	19,574
570	Richmond.....	33,353	122,036	-----	3,094	158,483	158,483
571	Roanoke.....	6,308	16,031	-----	2,261	24,600	24,625
572	Staunton.....	2,726	11,217	-----	511	14,454	14,454
WASHINGTON.							
573	Seattle.....	40,563	139,842	1,217	326	181,948	219,655
574	Spokane.....	22,545	197,498	-----	301	130,344	140,599
575	Tacoma.....	34,504	81,374	-----	5,253	121,131	153,133
576	Walla Walla.....	-----	8,029	14,343	15	22,387	27,614
WEST VIRGINIA.							
577	Huntington.....	3,662	17,136	827	182	21,807	21,807
578	Parkersburg.....	-----	-----	-----	-----	-----	-----
579	Wheeling.....	13,912	87,832	4,816	* 6,392	106,560	111,712
WISCONSIN.							
580	Appleton.....	5,418	41,400	6,500	5,788	59,106	113,123
581	Ashland.....	4,258	29,716	3,992	171	38,137	43,324
582	Beloit.....	2,992	18,100	2,770	-----	27,620	27,620
583	Chippewa Falls.....	3,858	15,000	3,050	317	22,825	37,175
584	Eau Claire.....	7,258	40,000	7,285	6,034	60,577	79,379
585	Fond du Lac.....	5,587	27,000	5,586	2,000	40,173	40,173
586	Greenbay.....	7,074	30,971	6,794	1,032	45,871	60,871
587	Janesville.....	3,777	23,000	5,027	2,224	34,028	43,445
588	La Crosse.....	12,311	63,200	8,792	880	85,183	118,487
589	Madison.....	5,780	30,204	5,988	2,079	44,051	60,581
590	Manitowoc.....	3,478	-----	33,474	5,693	32,645	45,648
591	Marinette.....	5,502	28,000	5,694	0	39,196	40,062
592	Merrill.....	2,778	12,000	5,000	51	19,829	19,847
593	Milwaukee.....	105,912	430,000	104,977	8,991	649,880	a 945,928
594	Oshkosh.....	8,478	60,000	* 63,326	238	68,716	85,904
595	Racine.....	* 9,830	45,000	20,000	1,474	66,478	83,235
596	Sheboygan.....	6,827	52,153	8,772	1,433	69,185	94,583
597	Stevens Point.....	4,186	17,500	4,059	553	26,298	32,881
598	Superior.....	6,633	85,000	6,466	14	98,113	183,223
599	Watertown.....	535	8,403	4,059	322	13,319	22,117
600	Wausaw.....	5,966	20,000	4,818	289	31,073	31,073
WYOMING.							
601	Cheyenne.....	1,037	-----	26,745	-----	27,782	27,846

* Statistics of 1895-96.

† Statistics of 1894-95.

a Expenses for permanent improvements are controlled by another department of the city government and do not appear in the accounts of the school board.

TABLE 26.—Statistics of expenditures of public schools in cities of over 8,000 inhabitants in 1896-97.

	City.	Expenditures for the school year 1896-97.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
ALABAMA.						
1	Anniston.....					
2	Birmingham†.....		\$32,771	\$6,075		\$38,846
3	Huntsville.....	\$2,155	5,881	218	0	8,254
4	Mobile.....					
5	Montgomery.....		25,746	3,358	0	29,104
6	Selma.....		11,000	4,500	0	15,500
ARKANSAS.						
7	Fort Smith.....		34,350	3,450	0	37,800
8	Hot Springs.....	5,000	16,000	500	0	21,500
9	Little Rock.....	8,753	47,997	15,714		72,464
10	Pine Bluff.....	4,530	17,200	1,450	0	23,180
CALIFORNIA.						
11	Alameda.....	3,043	63,078	11,219	\$1,146	78,486
12	Berkeley.....					†52,200
13	Eureka.....	4,600	24,425	4,087	0	32,512
14	Fresno.....	10,586	32,822	9,238	0	52,646
15	Los Angeles.....	5,180	311,774	98,896		415,850
16	Oakland.....	5,484	204,877	38,500	(a)	248,861
17	Pasadena.....	5,529	37,765	11,391	0	54,685
18	Sacramento.....	23,008	84,257	21,373	(a)	128,638
19	San Bernardino*.....		33,742	15,331	0	49,043
20	San Diego.....	2,864	63,083	12,981	0	78,928
21	San Francisco.....	151,382	911,010	160,499	(a)	1,222,891
22	San Jose.....	808	81,477	22,256	795	105,336
23	Santa Cruz*.....	0	28,748	7,408	0	36,156
24	Stockton.....	3,763	56,719	12,793	(a)	73,275
COLORADO.						
25	Colorado Springs.....	35,187	56,034	19,772	0	110,993
26	Cripple Creek.....	31,250	37,500	21,800	0	90,550
	Denver:					
27	District No. 1.....	49,651	216,280	109,865	0	375,796
28	District No. 2.....	6,282	100,825	40,995	0	148,102
29	District No. 17 (north).....	1,335	65,245	36,387	0	102,967
30	Leadville†.....	4,284	20,527	7,311	0	32,122
	Pueblo:					
31	District No. 1.....	1,169	34,828	19,185		55,182
32	District No. 20*.....		33,508	38,100		71,608
33	Trinidad.....	383	21,665	8,575	0	30,623
CONNECTICUT.						
34	Ansonia.....	2,774	23,304	7,604	92	30,998
35	Bridgeport.....	11,273	103,589	28,160	405	143,227
36	Bristol.....	3,262	27,817	10,466	0	41,545
37	Danbury.....	16,172	34,522	8,019	500	53,213
38	Greenwich.....	4,000	15,725	2,623	0	22,348
39	Hartford.....	†20,347	174,083	84,854	3,200	262,137
	Manchester:					
40	Town schools.....		10,710	3,075		13,785
41	Ninth district (incorporated).....		15,000	4,250	0	19,250
42	Meriden†.....	20,000	58,138	34,878	666	114,182
43	Middletown†.....	35,890	18,072	10,741		64,705
44	New Britain*.....	86,052	35,946	13,948	710	136,656
45	New Haven.....	73,158	260,368	132,823	6,038	472,387
46	New London.....	12,819	27,523	13,445	303	54,090
47	Norwalk†.....		36,966	5,950	(a)	42,916
48	Norwich (Central district).....	35,436	21,780	9,443		66,659
49	Rockville.....		15,000			
50	Stamford.....	0	56,000	†15,374		†60,944
51	Waterbury.....	76,441	*85,346	*49,540	*2,872	*189,012
52	Willimantic*.....	1,021	25,321	8,594		34,936

* Statistics of 1895-96.

† Statistics of 1894-95.

a The accounts of evening schools are not kept separate.

TABLE 26.—*Statistics of expenditures of public schools in cities of over 8,000 inhabitants in 1896-97—Continued.*

		Expenditures for the school year 1896-97.				
	City.	Permanent invest- ments and lasting im- prove- ments.	Teaching and super- vision.	Current and incidental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
DELAWARE.						
53	Wilmington	\$22,464	\$109,716	\$43,119	0	\$175,299
DISTRICT OF COLUMBIA.						
54	Washington:	187,410	743,298	180,590	\$6,336	1,117,634
55	First 8 divisions					
	9th to 11th divisions					
FLORIDA.						
56	Jacksonville*	2,370	40,926	6,105	0	49,401
57	Keywest	241	10,943	2,387	0	13,571
58	Pensacola*	2,667	10,860	1,884	0	15,411
59	Tampa	800	13,955	1,825	0	16,580
GEORGIA.						
60	Americus	75	14,678	675	0	15,428
61	Athens		15,208	1,108	0	16,316
62	Atlanta	50,272	133,815	14,661	(a)	198,748
63	Augusta	0	68,000	12,000	600	80,600
64	Brunswick		7,800	2,000	0	9,800
65	Columbus	500	28,372	2,562	(a)	31,434
66	Macon	4,203	65,932	11,682		81,817
67	Rome	0	10,000	1,900	0	11,900
68	Savannah	13,704	100,103	3,642	870	118,319
ILLINOIS.						
69	Alton	6,952	17,566	3,450	0	27,968
Aurora:						
70	District No. 4 (west)	336	16,018	10,556	0	26,910
71	District No. 5 (east)	2,000	35,000	12,000	0	49,000
72	Austin	23,197	43,847	14,289	0	81,333
73	Belleville	2,223	35,507	10,204	0	47,934
74	Bloomington	54,279	51,038	19,297	1,246	125,860
75	Cairo	3,809	24,723	5,886	0	34,418
76	Canton	* 20,000	17,514	6,096	0	23,610
77	Champaign		15,346	7,364	0	22,710
78	Chicago	1,508,827	4,044,644	953,251	67,400	6,574,122
79	Danville†	4,288	27,106	13,111		44,505
80	Decatur	13,278	45,513	17,112	0	75,903
East St. Louis:						
81	District No. 1	2,298	31,609	17,388	0	51,295
82	District No. 2, T. 2 N., R. 10 W. ..		* 4,700			
83	District No. 2, T. 2 N., R. 9 W.* ..	13,743	6,250	2,856	0	22,849
84	Elgin	1,632	45,929	23,983	0	71,544
Evanston:						
85	District No. 1	3,370	33,572	11,992	0	48,934
86	District No. 2 (South Evanston) ..	32,761	8,931	8,279		49,971
87	District No. 3 (North Evanston) ..	969	4,956	1,673		7,598
88	Freeport*		25,233	20,541	0	45,774
89	Galesburg	20,379	36,287	11,568	0	68,234
90	Jacksonville	7,826	28,539	7,464	0	43,829
91	Joliet	17,007	58,365	23,950	0	99,322
92	Kankakee	24,448	18,330	8,309	0	51,087
93	Lasalle					
94	Lincoln*		13,980			22,644
95	Mattoon	75,500	16,118	6,747	0	100,365
96	Moline	4,353	40,406	17,138		61,897
97	Ottawa	0	23,151	8,043	0	31,194
98	Pekin*	2,000	16,985	5,495	0	24,480
99	Peoria	72,804	115,723	32,785	(a)	221,312
100	Quincy	1,640	49,347	14,353	(a)	65,345
101	Rockford	18,870	62,484	20,256	117	101,727
102	Rock Island†	28,870	34,783	12,635		76,978
103	Springfield	48,896	59,795	13,427	0	122,118

* Statistics of 1895-96.

† Statistics of 1894-95.

a The accounts of evening schools are not kept separate.

TABLE 26.—Statistics of expenditures of public schools in cities of over 8,000 inhabitants in 1896-97—Continued.

	City.	Expenditures for the school year 1896-97.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
ILLINOIS—continued.						
104	Sterling:					
	District No. 1.....	\$11	\$1,722	\$327	0	\$2,060
105	District No. 3.....	1,100	9,394	2,573	0	13,067
106	District No. 8 *.....	0	6,450	2,860	0	9,310
107	Streator.....	* 30,772	23,138	6,289	0	29,427
INDIANA.						
108	Anderson.....	14,397	32,182	8,772	0	55,351
109	Bloomington.....	800	10,823		0	15,223
110	Brazil.....	578	11,600	3,571	0	15,749
111	Columbus.....		23,344	7,092	0	30,436
112	Crawfordsville.....		15,000	2,000	0	17,000
113	Elkhart.....	5,000	25,070	4,344	0	34,314
114	Evansville.....	88,018	105,894	12,101	\$681	206,694
115	Fort Wayne.....	32,363	69,977	17,601	0	119,941
116	Frankfort.....	3,000	20,428	5,492		28,920
117	Goshen.....					
118	Hammond.....	8,993	19,304	6,209	120	34,631
119	Huntington *.....	22,663	23,425	14,228	0	60,321
120	Indianapolis.....	* 74,096	322,536	* 153,176	(a)	836,240
121	Jeffersonville.....		53,394	7,426		60,821
122	Kokomo.....	22,631	25,244	12,237	0	60,112
123	Lafayette *.....	20,439	39,049	12,000		71,488
124	Laporte.....	* 8,031	21,241	7,834		29,075
125	Logansport.....	1,100	31,572	14,160	0	46,832
126	Madison *.....					16,991
127	Marion.....				* 0	* 54,467
128	Michigan City†.....	1,000	20,087	4,566		25,653
129	Muncie.....	4,240	40,044	10,233	0	54,517
130	New Albany.....	800	34,200	8,190	0	43,190
131	Richmond.....	15,000	45,282	19,100	0	79,382
132	Shelbyville.....	* 35,000	17,236	5,921	0	23,157
133	South Bend.....	25,071	43,842	10,827	130	79,870
134	Terre Haute.....	60,501	88,728	26,897	0	176,126
135	Vincennes *.....	6,325	15,119	6,367	0	27,811
136	Wabash†.....		22,000			23,500
137	Washington *.....	15,000	13,000	3,500	0	31,500
IOWA.						
138	Boone.....	1,000	22,000	12,000	0	35,000
139	Burlington.....	31,426	64,822	22,814	0	119,062
140	Cedar Rapids.....	* 8,944	51,749	39,549	0	91,298
141	Clinton.....	10,831	34,394	17,253	0	62,478
142	Council Bluffs.....	7,600	58,192	27,408	0	93,200
143	Creston.....	* 849	20,926	9,206	0	30,132
144	Davenport.....	27,616	77,968	23,865	0	129,449
	Des Moines:					
145	North Side.....	5,000	18,000	7,000	0	30,000
146	East Side.....	5,144	39,450	41,932	0	86,526
147	West Side.....	* 30,474	82,996	30,997	350	114,343
148	Dubuque.....	5,324	63,493	31,022	0	99,844
149	Fort Dodge.....		15,000		0	25,000
150	Fort Madison.....	* 42,170	16,396	8,768	0	25,164
151	Iowa City.....	* 1,500	20,302	11,261	0	31,583
152	Keokuk†.....	34,545	30,165	3,536	0	68,246
153	Marshalltown.....	* 28,633	* 32,726	* 22,647	0	59,745
154	Muscatine†.....	382	29,130	9,493	0	39,005
155	Oskaloosa *.....	4,500	21,000	1,600	0	27,100
156	Ottumwa.....					† 75,766
157	Sioux City.....	5,826	85,393	42,316	0	133,535
	Waterloo:					
158	East Side†.....	889				19,443
159	West Side *.....	1,100	9,515	6,841	0	17,456

* Statistics of 1895-96.

† Statistics of 1894-95.

a The accounts of evening schools are not kept separate.

TABLE 26.—Statistics of expenditures of public schools in cities of over 8,000 inhabitants in 1896-97—Continued.

City.	Expenditures for the school year 1896-97.				
	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
1	2	3	4	5	6
KANSAS.					
160 Arkansas City *	\$421	\$12,840	\$9,050	0	\$22,311
161 Atchison	112	20,041	10,792	0	30,945
162 Emporia	† 1,544	22,000	† 2,066	.....	33,540
163 Fort Scott	111	19,812	4,050	.....	23,973
164 Hutchinson	† 917	19,500	3,800	0	23,300
165 Kansas City *	6,000	70,584	20,569	0	97,153
166 Lawrence .....	.....	26,000	4,000	.....	30,000
167 Leavenworth	4,384	38,092	13,923	0	56,399
168 Ottawa	* 5,598	14,814	5,859	0	20,673
169 Parsons	65	18,256	2,222	0	20,543
170 Pittsburg * .....	.....	.....	.....	.....	.....
171 Topeka .....	.....	67,557	37,727	0	105,284
172 Wichita .....	.....	39,840	8,948	0	48,788
KENTUCKY.					
173 Bowling Green .....	.....	12,704	2,692	0	15,396
174 Covington	10,605	75,290	7,642	0	93,537
175 Frankfort	* 1,480	12,052	2,453	0	14,505
176 Henderson † .....	.....	17,000	.....	.....	20,000
177 Hopkinsville †	1,854	9,350	1,996	.....	13,200
178 Lexington	450	49,815	11,809	0	62,074
179 Louisville	40,768	361,905	114,316	\$9,371	526,360
180 Maysville .....	.....	.....	.....	.....	.....
181 Newport	4,041	41,143	7,813	0	52,997
182 Owensboro	5,544	18,938	2,943	0	27,425
183 Paducah *	1,169	21,472	7,743	0	30,384
LOUISIANA.					
184 Baton Rouge .....	.....	.....	.....	.....	.....
185 New Orleans .....	.....	310,500	69,500	0	380,000
186 Shreveport .....	.....	13,150	2,015	0	15,165
MAINE.					
187 Auburn .....	.....	31,000	4,600	(a)	35,600
188 Augusta .....	.....	14,906	12,093	0	26,999
189 Bangor	5,000	41,173	14,587	0	60,760
190 Bath	0	21,714	5,443	0	27,157
191 Biddeford .....	.....	25,642	4,025	600	30,267
192 Calais	115	8,528	4,620	0	13,263
193 Lewiston	0	33,410	11,926	1,500	46,836
194 Portland *	0	84,350	38,567	901	123,818
195 Rockland	0	15,564	4,701	0	20,265
196 Waterville	0	13,088	7,216	0	20,304
MARYLAND.					
197 Baltimore	145,000	976,315	243,416	5,946	1,370,677
198 Cumberland .....	.....	.....	.....	.....	.....
199 Frederick .....	.....	.....	.....	.....	.....
200 Hagerstown †	9,609	55,277	3,386	0	68,272
MASSACHUSETTS.					
201 Adams	5,500	21,608	8,485	511	36,104
202 Amesbury	5,094	15,134	5,377	0	25,605
203 Attleboro	7,100	20,361	6,673	0	34,134
204 Beverly	4,266	24,676	16,729	200	45,871
205 Boston	955,629	1,672,091	355,444	69,843	3,033,007
206 Brockton	32,031	87,329	37,048	1,844	158,252
207 Brookline	22,404	82,357	36,490	675	141,926
208 Cambridge	56,877	245,104	73,387	4,535	379,903
209 Chelsea .....	.....	75,275	21,203	1,129	97,607
210 Chicopee	6,686	23,917	16,177	1,789	48,569
211 Clinton	3,500	24,316	10,083	591	38,490

* Statistics of 1895-96.

† Statistics of 1894-95.

a The accounts of evening schools are not kept separate.

TABLE 26.—Statistics of expenditures of public schools in cities of over 8,000 inhabitants in 1896-97—Continued.

	City.	Expenditures for the school year 1896-97.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
MASSACHUSETTS—continued.						
212	Everett†.....	\$20,000	\$43,486	\$17,862	\$569	\$81,917
213	Fall River.....	47,080	174,291	66,153	10,935	238,459
214	Fitchburg.....	1,364	80,763	30,917	3,596	116,640
215	Frammingham.....	9,064	26,452	18,853	800	55,169
216	Gardner.....	0	21,590	10,290	813	32,702
217	Gloucester.....	6,000	54,814	21,428	.....	82,242
218	Haverhill.....	.....	87,762	22,966	2,375	113,123
219	Holyoke.....	4,039	90,662	30,093	3,412	137,146
220	Hydepark.....	1,102	30,365	12,258	792	44,517
221	Lawrence.....	63,109	108,271	36,545	4,263	212,187
222	Lowell.....	144,567	186,119	94,083	24,461	449,230
223	Lynn.....	21,312	160,859	56,474	2,468	241,113
224	Malden.....	127,117	91,778	49,430	2,624	270,949
225	Marlboro.....	2,706	41,076	8,273	800	52,755
226	Medford.....	21,502	54,514	23,617	1,068	100,701
227	Melrose.....	* 210,000	36,252	19,166	0	55,418
228	Milford.....	1,000	18,728	8,274	0	28,002
229	Natick.....	2,212	25,310	7,152	330	35,004
230	New Bedford.....	78,951	114,584	46,500	5,565	245,600
231	Newburyport.....	* 1,500	29,550	5,188	228	28,966
232	Newton.....	70,472	121,769	32,715	808	225,764
233	North Adams.....	100,000	47,157	4,115	1,300	152,572
234	Northampton.....	0	35,227	14,980	1,329	51,536
235	Peabody.....	0	25,782	9,281	0	35,063
236	Pittsfield.....	144,859	50,163	27,668	871	223,551
237	Plymouth.....	8,829	23,381	9,497	0	41,707
238	Quincy.....	75,000	62,910	19,640	2,196	159,746
239	Revere.....	30,000	21,800	13,000	0	64,800
240	Salem.....	3,625	78,323	24,114	2,285	108,347
241	Somerville.....	84,256	159,177	52,952	2,614	298,999
242	Southbridge.....	403	12,926	4,590	645	18,504
243	Spencer.....	800	18,143	8,126	531	27,600
244	Springfield.....	44,095	160,920	62,265	5,041	272,321
245	Taunton.....	21,000	70,142	26,639	1,074	119,455
246	Wakefield.....	.....	27,181	4,870	0	32,051
247	Waltham.....	23,700	52,244	23,647	2,147	101,738
248	Westfield.....	8,047	34,048	13,240	357	56,292
249	Weymouth.....	* 500	31,853	11,303	0	43,156
250	Woburn.....	9,326	38,982	10,189	554	59,051
251	Worcester.....	126,178	309,310	138,199	12,439	586,126
MICHIGAN.						
252	Adrian.....	270	17,349	8,377	0	25,996
253	Alpena.....	.....	15,208	5,543	0	20,751
254	Ann Arbor.....	6,070	35,351	8,605	0	50,026
255	Battlecreek.....	1,500	34,507	† 15,623	.....	† 71,848
256	Bay City.....	.....	50,136	20,022	346	70,504
257	Detroit.....	283,360	466,987	140,214	8,282	898,843
258	Escanaba.....	937	15,635	6,526	0	23,093
259	Flint.....	7,000	24,462	7,424	0	38,886
260	Grand Haven*.....	.....	12,325	6,095	0	18,420
261	Grand Rapids.....	26,166	190,906	64,099	0	281,171
262	Holland.....	5,202	12,027	11,301	.....	28,530
263	Iron Mountain*.....	14,000	13,509	14,000	0	41,509
264	Ironwood.....	5,974	19,476	16,121	0	41,571
265	Ishpeming.....	6,828	28,817	13,267	(a)	48,912
266	Jackson:	.....	.....	.....	.....	.....
267	District No. 1.....	5,000	28,592	11,209	.....	44,801
268	District No. 17.....	.....	14,790	10,033	0	24,823
269	Kalamazoo.....	11,769	40,799	16,152	0	68,720
270	Lansing.....	6,813	33,376	10,468	0	50,657
271	Ludington.....	.....	18,537	6,382	.....	24,919
272	Manistee.....	5,969	30,552	10,020	0	47,141
273	Marquette.....	1,695	22,455	9,481	0	33,631
274	Menominee*.....	51,788	25,293	20,722	0	97,803

* Statistics of 1895-96.

† Statistics of 1894-95.

a The accounts of evening schools are not kept separate.

TABLE 26.—*Statistics of expenditures of public schools in cities of over 8,000 inhabitants in 1896-97—Continued*

City.	Expenditures for the school year 1896-97.				
	Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
1	2	3	4	5	6
MICHIGAN—continued.					
274 Muskegon	\$44,510	\$42,285	\$26,711	0	\$113,506
275 Owosso*	23,467	17,000	6,380	-----	46,847
276 Port Huron	6,838	31,435	12,698	0	50,971
Saginaw:					
277 East Side	969	61,730	30,354	0	93,053
278 West Side*	-----	36,791	21,943	0	58,734
279 Sault Sainte Marie	232	15,425	7,845	0	23,502
280 Traverse City	14,251	19,254	6,400	0	39,905
281 West Bay City†	-----	32,337	16,140	-----	48,477
MINNESOTA.					
282 Brainerd	0	15,750	10,655	0	26,405
283 Duluth	31,995	161,750	71,909	(a)	265,654
284 Faribault	601	15,435	4,481	0	20,517
285 Mankato*	2,700	20,000	16,000	0	38,700
286 Minneapolis	102,805	542,521	168,974	\$5,770	820,070
287 Red Wing	-----	*20,900	-----	-----	-----
288 St. Cloud	-----	16,915	7,309	0	24,224
289 St. Paul	32,991	355,968	104,945	*3,992	493,904
290 Stillwater†	-----	24,386	9,007	-----	34,006
291 Winona	5,434	48,419	12,916	720	67,569
MISSISSIPPI.					
292 Columbus	0	9,000	500	0	9,500
293 Jackson	500	10,000	3,000	0	13,500
294 Meridian	750	16,914	1,200	0	18,864
295 Natchez†	-----	12,122	816	-----	12,968
296 Vicksburg*	25,000	22,500	3,000	0	50,500
MISSOURI.					
297 Carthage	8,295	19,243	5,664	0	33,202
298 Chillicothe*	-----	10,125	4,091	0	14,216
299 Clinton	2,637	13,315	4,882	0	20,894
300 Hannibal	*30	26,440	9,266	0	35,706
301 Jefferson City†	-----	10,000	-----	-----	18,000
302 Joplin	29,144	25,399	12,048	0	66,591
303 Kansas City	362,510	277,759	120,732	-----	761,001
304 Moberly	1,810	15,138	5,915	0	22,863
305 Nevada	-----	16,000	2,500	0	18,500
306 St. Charles	24,381	7,760	1,968	0	34,109
307 St. Joseph	10,433	94,709	37,078	0	142,220
308 St. Louis	244,594	1,092,136	486,800	9,072	1,832,602
309 Sedalia*	38,659	34,356	10,944	0	83,959
310 Springfield	10,924	26,415	6,569	0	43,908
311 Webb City	1,294	10,056	4,733	-----	16,083
MONTANA.					
312 Butte	*17,700	69,813	89,104	0	158,917
313 Greatfalls	10,791	29,260	21,208	0	61,259
314 Helena*	6,308	38,529	27,042	0	71,879
NEBRASKA.					
315 Beatrice	0	18,859	9,300	0	28,159
316 Fremont	-----	18,730	7,706	0	26,436
317 Grand Island	-----	19,461	8,624	0	28,085
318 Hastings	3,000	17,800	5,732	0	26,532
319 Kearney	-----	11,530	12,117	0	23,647
320 Lincoln	569	70,665	31,029	0	102,263
321 Nebraska City*	-----	17,028	4,995	0	22,023
322 Omaha	0	218,297	143,398	0	361,695
323 Plattsmouth†	-----	12,396	6,190	-----	18,586
324 South Omaha	4,685	31,224	16,653	0	52,562

* Statistics of 1895-96.

† Statistics of 1894-95.

a The accounts of evening schools are not kept separate.

TABLE 26.—Statistics of expenditures of public schools in cities of over 8,000 inhabitants in 1896-97—Continued.

	City.	Expenditures for the school year 1896-97.				
		Permanent invest- ments and lasting im- prove- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
NEW HAMPSHIRE.						
325	Concord (Union district).....	\$1,183	\$33,309	\$13,908	0	\$48,400
326	Dover.....	1,956	23,887	7,171	\$444	33,458
327	Keene (Union district)	5,825	13,629	6,429	194	26,077
328	Manchester *	7,693	72,839	.....	.....	105,960
329	Nashua.....	0	46,724	13,103	0	59,827
330	Portsmouth.....	4,000	25,760	7,443	.....	37,203
NEW JERSEY.						
331	Atlantic City.....	.....	33,083	17,947	0	51,030
332	Bayonne.....	76,114	56,781	16,192	3,000	152,087
333	Bridgeton.....	.....	18,807	6,496	0	25,303
334	Camden.....	11,966	a 139,000	63,460	(b)	214,456
335	Elizabeth.....	3,205	60,038	20,652	0	83,895
336	Harrison.....	.....	10,000	3,400	.....	13,400
337	Hoboken.....	* 9,889	104,532	* 21,707	1,240	156,167
338	Jersey City.....	96,095	326,636	61,707	5,944	490,382
339	Long Branch.....	5,430	31,928	18,113	.....	55,471
340	Millville.....	.....	17,920	.....	.....	23,831
341	Morristown *	2,952	17,165	6,654	0	26,771
342	Newark.....	152,806	428,581	142,057	28,342	751,786
343	New Brunswick.....	.....	30,302	.....	.....	43,652
344	Orange.....	1,410	36,402	16,601	.....	54,413
345	Passaic.....	6,459	36,457	17,381	1,582	61,879
346	Paterson.....	57,393	163,100	48,402	4,873	273,768
347	Perth Amboy.....	.....	18,330	6,741	0	25,071
348	Phillipsburg.....	16,140	19,486	13,285	0	48,911
349	Plainfield.....	28,872	38,878	19,733	0	87,483
350	Rahway * .....	.....	16,074	.....	.....	21,282
351	Town of Union (P. O. Weehawken).....	.....	23,808	11,145	363	38,166
352	Trenton *	10,324	94,671	31,664	3,315	139,974
NEW YORK.						
353	Albany.....	5,611	188,510	56,429	1,029	251,579
354	Amsterdam * .....	.....	.....	.....	.....	.....
355	Auburn.....	7,280	55,450	14,103	0	80,833
356	Batavia.....	147	15,060	11,963	0	27,170
357	Binghamton.....	47,193	85,544	27,107	.....	159,844
358	Brooklyn.....	580,049	2,396,792	651,584	27,731	3,656,156
359	Buffalo.....	416,743	719,560	167,674	11,775	1,315,752
360	Cohoes.....	* 28,210	35,516	11,581	(b)	47,097
361	Corning.....	675	17,815	7,903	0	26,393
362	Cortland.....	994	10,500	4,477	0	15,971
363	Dunkirk.....	45,535	23,926	12,930	0	82,441
364	Edgewater:	.....	.....	.....	.....	.....
365	Rosebank.....	.....	6,452	.....	.....	11,013
366	Tompkinsville * c .....	.....	18,646	18,508	0	40,015
367	Stapleton d	2,861	67,745	25,403	0	132,227
368	Elmira.....	39,074	17,149	8,001	0	30,871
369	Flushing.....	5,721	23,626	8,366	0	41,597
370	Geneva.....	9,605	15,616	4,845	0	20,461
371	Glens Falls * .....	.....	30,697	9,458	0	42,064
372	Gloversville.....	1,909	23,000	7,371	0	30,992
373	Hornellsville.....	617	14,207	18,928	0	17,291
374	Hudson.....	.....	28,369	12,086	(b)	43,058
375	Ithaca.....	2,583	48,378	18,104	0	107,531
376	Jamestown.....	41,049	18,618	8,557	0	27,742
377	Johnstown.....	567	.....	.....	.....	.....
378	Kingston:	.....	.....	.....	.....	.....
379	Kingston school district.....	23,594	24,361	6,473	0	54,428
380	District No. 2.....	171	12,950	4,482	0	17,603
381	District No. 3.....	2,955	7,200	2,271	(b)	12,426
382	District No. 4.....	.....	4,400	600	0	5,000
383	Lansingburg *	271	24,287	9,660	0	34,219
384	Littlefalls.....	882	16,875	5,597	0	23,354

* Statistics of 1895-96.

† Statistics of 1894-95.

a Includes salaries of janitors.

b The accounts of evening schools are not kept separate.

c J. W. Barris, principal.

d A. Hall Burdick, principal.

TABLE 26.—Statistics of expenditures of public schools in cities of over 3,000 inhabitants in 1896-97—Continued.

City.	Expenditures for the school year 1896-97.				
	Permanent invest-ments and lasting im-provements.	Teaching and super-vision.	Current and inci-dental ex-penses.	Evening schools.	Total.
1	2	3	4	5	6
NEW YORK—continued.					
383 Lockport*.....	\$12,295	\$38,196	\$15,778	0	\$66,269
384 Long Island City†.....	11,764	85,596	28,446	\$1,273	125,079
385 Middletown.....	51,489	23,111	13,225	0	87,825
386 Mount Vernon.....	35,332	53,496	28,328	0	117,156
387 New Brighton.....					
388 Newburg.....	3,186	53,423	20,810	0	77,419
389 New Rochelle.....	20,490	38,533	19,202	0	78,225
390 New York.....	5,086,316	3,771,092	1,160,701	173,105	10,191,214
391 Niagara Falls.....	21,942	30,792	18,623	483	71,800
392 North Tonawanda.....	5,856	21,296	9,407	(a)	36,559
393 Ogdensburg.....					
394 Olean.....					
395 Oswego.....	*11,198	33,260	21,411	0	54,871
Peekskill:					
District No. 7.....	1,288	9,200	3,125	0	13,613
District No. 8.....	14,000	8,000	2,500	0	24,500
396 Plattsburg.....	6,853	18,194	6,956	0	32,003
399 Port Jervis.....	1,649	22,746	7,161	250	31,806
400 Poughkeepsie.....	10,056	40,049	20,489	0	70,594
401 Rochester.....	57,951	374,107	87,541	4,985	524,584
402 Rome.....	2,229	22,012	8,177	0	32,418
403 Saratoga Springs.....	326	32,632	8,763	317	42,038
404 Schenectady*.....	4,900	29,694	9,069		43,663
405 Sing Sing.....	545	14,998	5,828	0	21,371
406 Syracuse.....	73,568	227,872	83,365	(a)	384,805
407 Tonawanda.....	8,688	18,705	10,526	0	37,919
408 Troy.....	4,384	121,087	25,484	0	150,955
409 Utica.....	108,460	101,872	34,183	1,832	246,347
410 Watertown.....	8,195	39,549	17,144	(a)	64,888
411 Watervliet*.....	1,710	14,736	6,549	0	22,995
412 Woodhaven.....	21,872	21,482	12,827	0	56,181
413 Yonkers.....	56,240	100,738	53,311	3,635	213,924
NORTH CAROLINA.					
414 Asheville.....	*700	13,050	2,450	0	15,506
415 Charlotte†.....		14,100	1,240		15,346
416 Newbern.....					
417 Raleigh.....		13,441	4,769	0	18,256
418 Wilmington.....					
419 Winston*.....		13,000	3,500	0	16,506
OHIO.					
420 Akron.....	27,394	78,570	41,311	0	147,275
421 Alliance.....	†3,745	18,650	6,077		24,727
422 Ashtabula.....	*1,351	17,637	6,261	0	23,898
423 Bellaire.....	0	15,806	11,600	0	27,406
424 Canton.....	10,598	64,245	28,586	0	103,429
425 Chillicothe*.....		26,400			34,964
426 Cincinnati.....	230,693	757,242	207,039	8,956	1,203,936
427 Circleville.....	8,237	20,080	16,520	0	44,837
428 Cleveland.....	121,256	779,178	244,373	(a)	1,144,807
429 Columbus.....	74,171	285,632	99,130	(a)	458,933
430 Dayton.....	*39,051	195,569	79,660	841	359,027
431 Defiance.....		14,111	5,500	0	19,611
432 Delaware.....		16,231	4,493	0	20,724
433 East Liverpool.....	0	17,910	10,000	0	27,910
434 Elyria.....	*9,251	16,336	*2,197	0	*28,856
435 Findlay†.....		36,567			52,831
436 Fostoria.....		*14,998	*7,049	*0	28,165
437 Fremont.....		16,414	6,893		23,307
438 Hamilton*.....		48,190	24,137	(a)	72,327
439 Ironton†.....	9,867	22,697	7,563	0	40,127
440 Lancaster.....	932	19,677	4,032	0	24,641

* Statistics of 1895-96.

† Statistics of 1894-95.

a The accounts of evening schools are not kept separate.

TABLE 26.—Statistics of expenditures of public schools in cities of over 8,000 inhabitants in 1896-97—Continued.

	City.	Expenditures for the school year 1896-97.				
		Permanent invest- ments and lasting im- provements.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
OHIO—continued.						
441	Lima *.....	0	\$35, 730	\$12, 942	0	\$48, 672
442	Lorain *.....	\$31, 026	15, 355	3, 746	0	50, 127
443	Mansfield.....	† 19, 574	34, 370	24, 894	0	59, 264
444	Marietta.....	500	23, 000	9, 000	0	32, 500
445	Marion †.....	.....	21, 639	.....	.....	39, 822
446	Martins Ferry.....	* 35, 000	14, 500	6, 000	.....	21, 100
447	Massillon *.....	11, 379	20, 632	8, 972	0	40, 984
448	Middletown *.....	* 5, 851	* 22, 695	* 8, 338	0	36, 884
449	Mount Vernon †.....	.....	.....	.....	.....	21, 525
450	Nelsonville.....	0	7, 048	5, 268	(a)	12, 316
451	Newark.....	8, 086	31, 245	10, 918	0	50, 249
452	Norwalk †.....	.....	.....	.....	.....	22, 057
453	Piqua.....	.....	22, 639	14, 807	0	37, 446
454	Portsmouth.....	9, 999	27, 855	7, 992	0	45, 846
455	Salem.....	54, 893	15, 410	5, 909	0	76, 218
456	Sandusky.....	6, 329	35, 504	13, 435	(a)	55, 268
457	Springfield.....	50, 175	77, 086	24, 888	0	152, 149
458	Steubenville.....	* 701	27, 842	9, 406	\$350	37, 598
459	Tiffin.....	† 3, 923	20, 033	7, 607	† 0	28, 430
460	Toledo.....	120, 573	222, 778	79, 946	0	423, 297
461	Warren *.....	0	23, 070	9, 980	0	33, 050
462	Wellston.....	.....	11, 163	6, 000	.....	17, 163
463	Xenia.....	0	23, 595	5, 690	0	29, 285
464	Youngstown.....	7, 781	79, 603	40, 969	(a)	134, 353
465	Zanesville.....	.....	.....	.....	.....	.....
OKLAHOMA.						
466	Oklahoma City.....	* 15, 288	8, 749	5, 794	0	14, 545
OREGON.						
467	Astoria.....	3, 295	18, 100	9, 338	(a)	30, 733
468	Portland.....	33, 548	182, 049	48, 326	(a)	263, 923
469	Salem.....	616	16, 875	11, 257	0	28, 748
PENNSYLVANIA.						
470	Allegheny *.....	179, 996	218, 988	100, 856	3, 531	503, 371
471	Allentown.....	21, 464	51, 159	78, 418	(a)	151, 041
472	Altoona.....	9, 108	65, 220	37, 866	0	112, 194
473	Beaver Falls †.....	3, 714	16, 584	9, 454	0	29, 752
474	Bradnock.....	12, 587	21, 592	8, 715	0	42, 894
475	Bradford.....	† 18, 813	26, 975	7, 775	.....	34, 750
476	Butler *.....	35, 740	18, 901	7, 694	0	62, 335
477	Carbondale.....	4, 023	20, 747	7, 874	0	32, 644
478	Carlisle.....	1, 170	15, 087	6, 078	.....	22, 335
479	Chambersburg.....	1, 493	14, 670	7, 562	0	23, 725
480	Chester.....	6, 024	44, 581	11, 895	0	62, 500
481	Columbia.....	6, 497	18, 167	† 12, 677	† 0	36, 480
482	Dubois.....	485	11, 033	7, 120	0	18, 638
483	Dunmore.....	2, 290	16, 923	8, 318	.....	27, 531
484	Easton.....	309	41, 446	24, 864	0	66, 619
485	Erie.....	80, 560	81, 036	48, 448	753	210, 797
486	Harrisburg.....	116, 109	88, 263	60, 410	0	264, 782
487	Hazleton.....	1, 049	23, 967	8, 340	0	33, 356
488	Homestead †.....	42, 000	17, 011	9, 800	0	68, 811
489	Johnstown.....	3, 308	45, 232	31, 832	0	80, 372
490	Lancaster.....	18, 800	58, 891	32, 742	.....	110, 433
491	Lebanon *.....	8, 624	20, 369	8, 640	0	37, 633
492	Lockhaven *.....	2, 500	11, 700	8, 500	0	22, 700
493	McKeesport *.....	5, 649	50, 647	25, 486	.....	81, 782
494	Mahanoy City.....	.....	19, 102	15, 732	* 200	34, 834
495	Meadville.....	16, 074	23, 753	9, 355	.....	49, 182
496	Mount Carmel.....	22, 115	14, 320	5, 579	240	42, 254
497	Nanticoke.....	24, 024	17, 339	6, 984	800	49, 147
498	New Brighton.....	.....	14, 000	6, 000	0	20, 000
499	Newcastle †.....	11, 284	38, 050	13, 067	.....	62, 401
500	Norristown.....	1, 121	36, 435	14, 114	0	51, 670
501	Oil City †.....	1, 000	22, 476	15, 557	.....	39, 033

* Statistics of 1895-96.

† Statistics of 1894-95.

a The accounts of evening schools are not kept separate.

TABLE 26.—*Statistics of expenditures of public schools in cities of over 8,000 inhabitants in 1896-97—Continued.*

		Expenditures for the school year 1896-97.				
	City.	Permanent invest- ments and lasting im- prove- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
PENNSYLVANIA—continued.						
502	Philadelphia.....	* \$799,509	\$2,248,863	*\$1,004,373	\$54,151	\$3,422,182
503	Phoenixville.....	* 84	13,070	6,407	0	19,477
504	Pittsburg*	392,878	530,118	268,613	0	1,191,609
505	Pittston†.....	8,850	12,143	5,805	300	27,098
506	Plymouth*	701	14,224	5,231	434	20,590
507	Pottstown.....	1,953	28,893	11,389	0	42,235
508	Pottsville.....	.....	26,215	.....	.....	67,641
509	Reading.....	59,036	104,245	57,356	136	220,773
510	Scranton.....	* 186,705	123,972	* 56,625	6,400	379,168
511	Shamokin*	4,435	28,843	13,160	372	46,810
512	Shenandoah*	17,713	31,673	12,057	1,642	63,085
513	South Bethlehem.....	.....	22,910	15,778	.....	38,688
514	South Chester.....	13,729	15,190	9,697	0	38,616
515	Steelton.....	1,197	21,414	6,374	0	28,985
516	Sunbury.....	.....	18,949	.....	0	72,650
517	Titusville.....	988	23,266	6,311	.....	30,565
518	Uniontown.....	* 2,240	13,295	9,725	0	23,596
519	West Chester.....	* 15,296	18,835	14,595	0	33,430
520	Wilkesbarre.....	57,671	87,760	35,875	2,232	183,538
521	Williamsport*	.....	† 51,232	† 28,340	.....	82,567
522	York.....	25,003	35,450	15,399	.....	75,942
RHODE ISLAND.						
523	Central Falls.....	244	27,992	10,028	673	38,937
524	Cranston.....	636	23,547	9,000	.....	33,183
525	Cumberland.....	.....	17,780	6,378	850	25,008
526	East Providence†.....	2,949	22,423	9,830	25	35,227
527	Johnston (P. O., Olneyville).....	5,030	26,085	9,935	1,084	42,134
528	Newport.....	.....	58,166	27,413	1,512	87,091
529	Pawtucket.....	36,795	84,204	30,422	3,809	155,230
530	Providence.....	271,792	399,800	197,197	34,493	903,282
531	Woonsocket.....	3,232	37,721	15,265	1,654	57,872
SOUTH CAROLINA.						
532	Charleston.....	5,729	58,538	5,900	0	70,167
533	Columbia.....	859	12,978	1,614	0	15,451
534	Greenville.....	264	8,753	940	0	9,957
535	Spartanburg.....	10,214	7,290	1,049	0	18,553
SOUTH DAKOTA.						
536	Sioux Falls.....	* 972	27,070	13,715	0	40,785
TENNESSEE.						
537	Chattanooga.....	642	38,676	2,300	.....	41,618
538	Clarksville.....	.....	11,990	1,450	.....	13,440
539	Jackson*	.....	.....	.....	.....	.....
540	Knoxville.....	243	33,888	4,942	.....	39,073
541	Memphis.....	5,225	69,261	27,404	1,635	103,525
542	Nashville.....	6,255	134,836	14,353	0	155,444
TEXAS.						
543	Austin.....	7,763	41,896	7,909	0	57,568
544	Corsicana*	.....	.....	.....	.....	.....
545	Dallas.....	1,685	63,250	13,000	0	77,935
546	Denison.....	1,500	21,083	6,853	0	29,436
547	El Paso.....	.....	21,175	4,270	.....	25,446
548	Fort Worth.....	.....	43,841	5,015	0	48,856
549	Gainesville.....	320	20,265	3,050	0	23,635
550	Galveston.....	.....	62,467	24,664	0	87,131
551	Houston.....	576	67,680	16,649	0	84,905
552	Laredo*	.....	.....	.....	.....	.....
553	Marshall.....	.....	* 4,000	.....	.....	5,929
554	Paris.....	.....	20,000	.....	0	* 20,000
555	San Antonio.....	* 3,588	88,463	14,658	0	103,121
556	Temple.....	10,000	13,285	4,000	0	27,285
557	Tyler.....	1,250	14,850	900	0	17,000
558	Waco.....	.....	.....	.....	.....	.....

* Statistics of 1895-96.

† Statistics of 1894-95.

TABLE 26.—*Statistics of expenditures of public schools in cities of over 8,000 inhabitants in 1896-97—Continued.*

	City.	Expenditures for the school year 1896-97.				Total.
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	
	1	2	3	4	5	6
UTAH.						
559	Ogden	\$6,245	\$45,122	\$13,615	0	\$64,982
560	Salt Lake City	21,781	145,313	95,978	.....	263,072
VERMONT.						
561	Burlington †	21,519	24,280	11,170	.....	56,969
562	Rutland .....	.....	25,812	19,025	0	44,837
VIRGINIA.						
563	Alexandria	* 752	16,604	3,108	* 0	20,212
564	Danville .....	.....	20,328	4,480	0	24,808
565	Lynchburg	4,391	27,524	5,611	0	37,526
566	Manchester †	92	7,128	2,169	0	9,389
567	Norfolk	14,552	40,000	5,318	0	59,870
568	Petersburg	0	17,780	5,272	0	23,052
569	Portsmouth	* 493	13,685	3,814	0	17,499
570	Richmond	1,868	130,322	24,798	\$1,495	158,483
571	Roanoke	686	17,922	2,729	0	21,397
572	Staunton	* 500	12,561	1,893	0	14,454
WASHINGTON.						
573	Seattle	3,000	99,848	75,353	.....	178,201
574	Spokane	32,820	46,742	32,421	0	111,983
575	Tacoma	11,003	77,376	49,636	0	138,015
576	Walla Walla	1,381	12,995	4,803	0	19,179
WEST VIRGINIA.						
577	Huntington	* 6,840	16,402	* 8,592	0	21,807
578	Parkersburg .....	.....	.....	.....	.....	.....
579	Wheeling	23,450	64,998	22,676	0	111,124
WISCONSIN.						
580	Appleton	19,222	32,204	23,875	0	75,301
581	Ashland	1,125	21,903	7,976	0	31,004
582	Beloit	654	17,734	.....	0	23,680
583	Chippewa Falls	2,300	16,955	4,588	0	23,838
584	Eau Claire	1,213	41,485	* 13,773	0	71,724
585	Fond du Lac .....	.....	27,000	12,173	0	39,173
586	Greenbay	13,777	35,061	11,291	0	60,129
587	Janesville	2,039	23,786	16,280	0	42,105
588	La Crosse	* 2,792	66,572	16,782	.....	83,354
589	Madison	11,347	32,946	14,935	0	59,228
590	Manitowoc	7,513	19,970	5,063	0	32,546
591	Marinette .....	.....	10,409	* 24,659	.....	38,225
592	Merrill .....	.....	15,648	* 4,833	0	21,387
593	Milwaukee	(a)	574,010	106,735	4,365	a 685,110
594	Oshkosh	17,188	58,699	9,290	200	85,377
595	Racine	1,632	49,228	12,501	.....	63,361
596	Sheboygan	7,458	47,387	15,826	0	70,621
597	Stevens Point	* 11,848	20,549	7,062	0	27,611
598	Superior	1,470	65,417	29,901	0	96,788
599	Watertown	3,308	13,003	3,149	0	19,460
600	Wausau	268	22,142	5,589	288	28,287
WYOMING.						
601	Cheyenne .....	.....	21,136	6,104	.....	27,240

* Statistics of 1895-96.

† Statistics of 1894-95.

a Expenses for permanent improvements are controlled by another department of the city government, and do not appear in the accounts of the school board.

TABLE 27.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants.

City.	School population.		Pupils in private and parochial schools.				Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.				Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.							
	School-census age.	Children of school-census age.	5	6	7	8	Total.		9					10	11	12	13						14	15	16	17	18	19	20
							Male	Female																					
ALABAMA.	1	7-21	1,300	100	400	425	825	180	90,000	500	.....	2	10	12	2	700	\$28,000	\$5,000	.....									
	2	7-21	1,434	75	242	193	435	180	77,220	429	1	5	12	17	3	500	10,000	6,385	.....									
	3	7-21	1,852	75	290	282	572	156	55,536	356	1	3	8	11	3	650	20,000	3,640	\$4,000										
	4	7-21	1,253	50	194	211	405	140	.....	.....	1	1	8	2	10	3	15,000	3,600	4,300								
	5	7-21	2,098	800	280	136	416	160	41,120	257	2	1	7	8	2	700	35,000	3,298	3,735										
ARIZONA.	6	6-18	1,853	564	398	380	778	168	76,104	453	1	.....	12	12	2	650	60,000	9,000	11,400									
ARKANSAS.	7	6-21	2,396	180	362	460	822	179	94,333	527	2	2	16	18	3	920	33,000	7,670	8,890										
CALIFORNIA.	8	5-17	1,300	100	484	512	996	189	151,956	804	1	2	19	21	4	1,100	30,000	13,100	15,000										
	9	Riverside	1,300	.....	539	587	1,126	175	193,725	1,107	3	4	15	19	6	1,200	105,100	21,300	16,336									
	10	Santa Ana	1,081	.....	517	572	1,089	179	160,205	895	1	3	21	24	6	1,000	25,000	17,540	29,542									
	11	Santa Barbara	.....	484	752	695	1,447	170	173,570	1,021	1	3	36	39	9	1,075	60,000	32,000	34,500									
	12	Santa Cruz	2,156	186	804	860	1,724	190	234,080	1,232	1	4	39	43	8	1,400	100,000	29,620	35,000										
	13	Santa Rosa	1,587	50	682	740	1,432	193	196,667	1,019	1	4	24	28	4	1,351	65,000	27,580	28,000										
	14	Vallejo	1,400	400	569	427	996	169	123,539	731	.....	3	18	21	4	1,000	40,000	18,000	30,000									
	COLORADO.	15	6-21	1,408	175	648	675	1,323	176	175,824	999	1	3	23	26	4	950	60,000	17,370	30,000									
	CONNECTICUT.	16	5-14	500	1	13	13	2	500	26,000	6,300									
		17	Derby	1,581	450	385	352	737	186	113,832	612	4	17	17	4	792	50,000	12,000	15,000									
		18	East Hartford	1,398	51	1,410	180	104,520	914	4	31	31	13	1,108	47,800	13,224									
		19									

TABLE 27.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants—Continued.

City.	Population in 1897 (estimated).		School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.
	1	2	School-census			Male.	Female.	Total.												
			3	4																
CONNECTICUT—cont'd.																				
19 Milford.....	4,000	4-16	740	20	708	190	86,640	456	1	1	1	1	14	15	5	564	\$30,000	\$8,240	\$7,686	
20 Naugatuck.....	1,400	4-16	630	60	1,248	193	190,105	985	2	1	2	1	25	26	4	1,275	21,000	16,000	24,725	
21 New Milford.....	707	4-16	343	48	635	180	73,080	406	1	2	3	2	18	20	15	820	100,000	6,920	8,500	
22 Torrington.....	2,334	4-16	703	14	1,469	195	202,800	1,040	1	2	40	1	40	42	1	170	100,000	16,695	39,706	
23 Wallingford.....	7,000	4-16	1,464	14	1,410	189	187,866	994	3	2	20	3	20	31	5	1,375	60,000	17,441	13,000	
24 West Haven.....	4,200	4-16	856	100	911	182	122,122	671	1	1	20	4	20	20	4	900	21,250	5,230	6,730	
25 Westport.....	787	5-16	787	100	946	195	125,210	659	4	1	9	1	9	10	11	960	195,000	10,515	14,713	
26 Winchester.....	1,462	4-16	442	328	946	190	125,210	659	8	1	26	26	26	26	10	960	195,000	10,515	14,713	
DELAWARE.																				
27 Newcastle.....	4,500	6-21	900	275	600	200	76,456	503	1	1	11	12	11	12	3	620	12,500	8,000	8,173	
FLORIDA.																				
28 St. Augustine.....	4,500	6-21	410	406	816	152	76,456	503	---	5	17	22	5	17	22	5	600	12,500	6,713	8,173
GEORGIA.																				
29 Albany.....	6,000	6-18	1,609	280	839	180	143,100	795	2	5	11	16	5	11	16	6	1,000	7,000	3,750	4,200
30 Griffin.....	6,000	6-18	1,400	30	566	180	70,200	390	1	3	11	14	3	11	14	3	270	25,000	5,904	7,471
ILLINOIS.																				
31 Belvidere.....	3,300	6-21	639	25	494	198	75,834	383	1	1	10	11	1	10	11	1	450	30,000	5,574	8,489
32 North.....	4,700	6-21	1,102	404	880	198	128,898	651	1	1	18	19	3	18	19	3	800	55,000	7,810	12,753
33 Braidwood.....	2,400	6-21	1,090	271	558	171	81,225	475	1	1	6	7	2	6	7	2	512	9,000	2,296	2,904
34 North.....	4,700	6-21	1,419	304	866	161	87,745	545	1	1	11	12	3	11	12	3	700	10,500	3,720	4,375
35 Centralia.....	6,430	6-21	1,729	112	682	176	230,208	1,340	1	4	23	27	5	23	27	5	1,400	95,000	14,200	18,200
36 Charleston.....	5,390	6-21	1,580	587	682	171	160,740	940	1	4	23	27	4	23	27	4	1,170	60,000	12,000	20,000

TABLE 27.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants—Continued.

City.	School population.		Population in 1897 (estimated).	Pupils in private and parochial schools.			Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.										
	School-census age.	Children of school-census age.		5	Male.	Female.	Total.	6	7					8	9	10						11	12	13	14	15	16	17	18	19	20
MAINE.																															
76 Belfast	4-21	1,510	4,566	5	350	377	727	170	94,520	556	1	3	26	29	15	.....	.....	\$30,988	\$10,281	\$13,604									
77 Brewer	4-21	1,424	6,100	150	474	488	962	150	122,250	815	1	1	25	26	11	.....	.....	318,000	6,871	9,494									
78 Brunswick	4-21	2,040	6,100	150	474	488	962	176	114,928	683	.....	1	33	34	20	1,500	1,500	65,000	10,486	15,224										
79 Eastport	4-21	1,815	5,500	.....	.....	.....	1,034	196	155,990	821	.....	4	20	24	7	1,100	1,100	16,250	8,215	10,701							
80 Ellsworth	4-21	1,459	5,000	.....	450	650	1,100	165	134,640	816	1	6	39	45	22	1,217	1,217	21,958	8,034	13,675										
81 Fort Fairfield	4-21	1,605	4,800	.....	.....	.....	1,170	192	174	.....	.....	4	4	30	34	28	.....	21,150	8,432	9,971					
82 Gardiner	5-21	1,503	5,400	10	501	624	1,125	174	155,730	895	4	1	19	20	10	1,100	1,100	38,400	7,301	14,742											
83 Houlton	4-21	1,306	5,000	12	449	484	933	165	125,070	758	.....	1	2	20	22	13	976	39,000	7,224	10,624										
84 Houlton	4-21	1,436	5,000	150	390	435	825	160	132,160	826	1	1	26	27	9	1,000	1,000	25,000	8,000	10,200											
85 Saco	4-21	2,113	7,000	150	416	518	934	185	176,860	956	4	4	37	41	13	1,300	1,300	96,000	25,000	35,000											
86 Sanford	4-21	1,821	5,000	60	500	650	1,150	150	145,800	972	1	3	26	29	14	.....	.....	30,000	8,567	12,500									
MARYLAND.																															
87 Cambridge	6-20	1,200	5,800	80	.....	.....	846	110-212	.....	.....	.....	.....	5	12	17	7	1,120	2,300	3,754	4,040					
MASSACHUSETTS.																															
88 Abington	8-14	389	5,000	.....	408	410	818	184	117,208	637	3	3	22	23	7	786	75,000	12,637	18,334											
89 Amherst	8-14	389	4,785	47	411	422	833	180	113,040	628	3	1	20	21	9	809	48,000	11,294	16,135												
90 Andover	8-14	649	6,148	12	480	545	1,025	183	360,125	875	1	.....	32	32	12	1,200	100,000	18,672	23,172											
91 Arlington	5-15	1,897	6,515	170	634	607	1,241	200	218,400	1,092	.....	3	28	40	5	1,475	189,055	23,846	61,278											
92 Athol	5-15	1,070	6,500	.....	560	580	1,140	172	154,628	899	3	3	37	29	11	1,300	200,000	14,802	22,100											
93 Barnstable	5-15	677	4,200	.....	.....	.....	.....	.....	.....	.....	.....	2	7	19	25	16	.....	12,424	43,924	.....										
94 Belmont	5-15	438	5,000	.....	300	304	604	200	84,600	623	5	1	14	15	4	600	48,000	11,000	14,700											
95 Blackstone	8-14	445	5,000	.....	460	485	945	195	127,725	655	1	1	25	26	10	985	28,500	10,929	13,443											
96 Bradford	5-15	808	4,736	28	595	583	996	187	165,121	883	1	3	26	27	9	1,160	90,000	14,500	19,500												
97 Braintree	5-15	849	5,500	115	368	399	767	187	165,121	883	2	2	25	27	6	1,160	105,000	14,511	19,900												
98 Bridgewater	8-14	303	4,500	.....	327	327	654	200	100,080	556	4	2	24	25	11	700	.....	12,858	15,508										
99 Canton	5-15	777	3,000	400	327	327	654	200	100,400	502	4	2	24	25	11	683	.....	4,900	12,530											
100 Concord	8-14	419	4,200	12	425	475	900	190	146,566	.....	1	.....	2	27	29	8	70,000	15,700	24,847										

101	Danvers	5-15	1,268	844	844	1,688	198	242,550	1,225	2	3	31	34	9	1,800	80,000	19,215	27,370
102	Dedham	7-500	30	704	712	1,416	192	234,432	1,221	3	3	42	45	11	1,300	179,950	29,111	14,413
103	Easthampton	8-14	511	508	523	1,031	175	138,775	753	3	2	23	25	8	1,300	179,950	29,111	14,413
104	Easton	4-500	841	521	549	1,070	191	192,146	1,006	4	3	37	41	10	1,100	200,000	16,408	15,780
105	Franklin	6-000	724	140	.....	719	188	100,392	534	3	3	19	22	9	1,100	60,000	18,897	25,543
106	Grafton	5-200	443	501	.....	1,442	176	122,320	695	2	2	27	28	8	950	25,000	12,989	14,780
107	Greenfield	5-159	25	677	765	1,442	185	217,745	1,177	4	2	39	41	15	1,800	125,000	18,773	30,103
108	Hingham	4-564	23	404	438	838	193	123,520	640	1	5	18	23	6	863	82,000	13,200	18,869
109	Methuen	5-692	45	628	597	1,225	190	188,860	994	4	2	27	29	12	58,000	58,000	13,881	19,145
110	Middleboro	6-692	1,045	.....	.....	1,211	188	165,028	881	1	2	29	31	17	890	62,600	15,383	21,923
111	Millbury	5-15	983	605	662	1,018	180	139,140	737	2	4	19	23	7	890	33,000	9,699	13,221
112	Milton	5-700	75	733	752	1,465	190	176,700	930	1	1	39	40	12	1,502	207,500	31,243	46,804
113	North Attleboro	7-000	1,219	733	752	1,465	186	213,732	1,204	3	1	39	40	12	1,502	95,000	19,467	27,478
114	Northbridge	6-000	1,152	717	664	1,381	185	196,771	1,060	2	1	31	32	9	1,544	130,000	14,149	17,473
115	Orange	5-300	630	576	577	1,153	178	170,168	956	2	1	28	29	13	1,200	100,000	13,564	13,212
116	Palmer	7-000	1,035	100	.....	1,261	184	128,064	696	1	2	22	24	7	1,100	46,350	10,063	14,374
117	Provincetown	4-555	380	400	.....	929	192	140,928	734	3	1	21	22	9	875	22,593	7,440	18,787
118	Reading	5-000	439	415	414	829	183	122,650	670	4	1	15	16	7	875	120,000	11,215	14,161
119	Rockport	5-289	459	518	519	1,037	185	138,195	747	3	1	23	24	8	975	39,900	11,062	16,326
120	Saugus	8-14	480	500	484	984	180	134,640	748	4	2	22	24	8	1,000	75,000	15,300	21,189
121	South Hadley Falls	4-000	460	594	548	1,142	190	173,850	915	3	1	27	28	7	1,000	75,000	15,300	21,189
122	Stoneham	5-15	956	648	672	1,320	190	176,320	928	4	2	26	28	9	1,180	120,000	15,923	26,102
123	Ware	5-14	1,348	300	.....	999	180	135,360	752	1	5	32	37	8	1,400	147,570	23,571	34,322
124	Warren	5-15	912	509	490	1,311	191	176,102	922	1	2	15	16	6	695	107,000	14,555	22,666
125	Watertown	5-15	1,223	338	319	656	192	97,152	506	4	1	19	20	6	820	55,000	9,600	16,000
126	Webster	.....	.....	.....	.....	787	181	118,193	653	2	1	21	22	6	820	55,000	9,600	16,000
127	Wellesley	4-229	338	388	399	787	181	118,193	653	2	1	21	22	6	820	55,000	9,600	16,000
128	Westbury	5-15	393	778	781	1,559	185	238,670	1,182	3	1	37	38	11	1,520	125,000	21,341	33,097
129	West Springfield	6-300	479	450	479	929	174	123,603	710	1	2	25	27	11	1,200	156,910	14,368	20,967
130	Winchendon	5,000	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
MICHIGAN.																		
131	Albion	5-20	1,387	489	508	997	182	143,780	790	1	1	23	24	3	550	55,000	9,500	14,500
132	Anasable	3-20	765	259	238	552	198	174,580	1,015	1	2	8	10	4	1,417	10,000	5,000	5,500
133	Benton Harbor	5-20	1,416	650	642	1,292	172	174,580	1,015	2	3	28	31	4	1,417	47,000	11,728	17,000
134	Big Rapids	5-20	1,734	512	639	1,201	185	185,000	1,006	2	1	25	26	4	1,200	80,000	14,475	22,497
135	Cadillac	5-20	1,550	654	643	1,302	190	191,140	1,006	2	1	27	28	5	1,100	57,500	11,273	15,962
136	Charlottesville	4-350	1,002	474	433	957	186	136,710	735	2	1	21	22	6	911	40,000	11,882	17,444
137	Coldwater	5-300	1,342	551	566	1,117	194	166,646	859	2	3	21	24	4	1,160	90,000	9,000	14,000
138	Hillsdale	4-120	1,150	454	468	1,222	185	132,275	715	1	2	18	20	6	900	50,000	8,000	10,000
139	Monroe	5-20	2,000	432	331	763	193	103,686	540	1	2	14	16	3	664	40,000	8,000	10,000
140	Mount Clemens	5-20	1,901	350	555	1,051	195	164,820	824	1	2	22	24	5	960	65,000	11,600	17,018
141	Negaunee	5-20	1,929	300	675	1,313	191	194,055	1,016	1	1	28	29	6	1,050	40,000	14,575	20,167
142	Niles	4-600	502	502	554	1,056	185	139,913	791	3	1	22	23	5	956	50,000	9,600	12,750
143	Pontiac	5-20	1,575	641	712	1,353	195	215,670	1,066	2	3	27	30	7	1,450	100,000	13,000	15,063
144	St. Joseph	5-20	1,420	100	.....	1,033	182	133,952	736	2	1	23	23	2	1,015	50,000	10,220	15,063
145	Wyandotte	4-500	500	483	438	921	187	140,250	750	2	1	14	15	3	804	55,000	7,175	10,921
146	Ypsilanti	6,500	250	491	575	1,066	194	172,854	801	1	3	22	25	4	804	60,000	12,918	17,245

α The high school was in session 192 days.

TABLE 27.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants—Continued.*

City.	Population in 1897 (estimated).	School-census		School-population.	Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.	
		School-census age.	Children of school-census age.			Male.	Female.	Total.													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
MINNESOTA.																					
47 Austin.....	6,500	5-21	1,500	.....	620	655	1,275	168	155,232	924	2	2	29	31	6	1,400	\$95,000	\$14,182	\$32,000	
48 Fergus Falls.....	5,000	5-21	1,400	.....	579	604	1,183	180	141,840	788	1	1	26	27	6	1,200	60,000	14,200	20,000	
49 New Urm.....	5,000	5-21	1,200	400	420	341	1,061	195	105,538	541	1	6	10	16	5	736	40,000	9,025	17,000		
50 Owatonna.....	6,000	5-21	1,200	250	489	536	1,025	180	131,043	728	1	1	20	20	5	900	60,000	9,000	15,000		
51 Rochester.....	7,000	5-21	1,300	200	400	600	1,000	180	144,900	805	3	2	27	29	6	1,090	125,000	13,000	30,000		
52 St. Peter.....	4,250	5-21	662	40	314	348	662	180	95,097	528	2	1	14	15	3	850	38,500	8,547	.....	
MISSISSIPPI.																					
53 Greenville.....	.....	5-21	2,764	174	453	539	992	180	95,512	592	2	3	24	27	5	960	30,000	11,925	12,557	
MISSOURI.																					
54 Bonnefere.....	4,000	6-20	1,094	.....	391	397	788	157	81,012	516	.....	5	9	14	5	736	8,200	5,520	6,800
55 Booneville.....	4,500	6-20	1,237	.....	380	367	747	180	102,000	567	1	3	12	15	5	675	35,000	6,425	7,450	
56 Brookfield.....	6,500	6-20	1,426	.....	538	472	1,070	180	137,680	765	1	2	18	21	5	1,100	.....	.....	.....
57 Cape Girardeau.....	5,000	6-16	1,403	.....	403	422	825	180	99,916	756	2	2	11	13	2	1,100	15,000	4,635	6,564	
58 Carrollton.....	5,000	6-20	1,314	.....	471	627	1,098	174	137,168	684	1	4	20	24	3	1,200	80,000	11,835	14,143	
59 Columbia.....	5,000	6-21	1,633	.....	486	521	1,007	177	121,083	684	1	2	16	18	3	1,132	40,000	11,333	29,038	
60 Desoto.....	5,500	6-20	1,342	100	393	710	1,442	178	138,233	888	1	4	17	21	3	800	34,000	7,433	9,771		
61 Fulton.....	5,000	6-20	1,750	.....	393	432	825	180	158,420	888	1	2	16	16	5	1,192	65,000	7,700	7,700	
62 Lexington.....	5,000	6-20	1,500	60	539	546	1,085	178	138,412	890	1	1	17	18	5	950	65,000	7,950	8,231		
63 Louisiana.....	6,500	6-20	1,720	50	541	578	1,119	180	202,680	1,126	1	3	14	17	4	1,052	95,500	7,400	9,700		
64 Marshall.....	6,000	6-20	1,634	260	563	761	1,324	180	135,900	752	1	8	21	23	5	1,260	80,000	12,482	18,623		
65 Maryville.....	5,450	6-20	1,415	150	406	744	1,240	180	171,502	853	1	4	19	23	4	1,260	80,000	10,063	15,000		
66 Potosi.....	6,000	6-20	1,671	100	640	728	1,368	180	171,502	853	1	3	16	19	4	1,132	30,000	7,439	9,328		
67 Trenton.....	6,000	6-20	1,671	15	690	732	1,422	180	166,500	1,041	1	3	22	25	4	1,348	60,000	8,240	13,000		
68 Warrensburg.....	.....	6-20	1,632	.....	574	660	1,234	177	165,052	876	1	5	20	25	6	1,142	35,000	9,549	21,053
NEW HAMPSHIRE.																					
69 Laconia.....	.....	6-16	1,650	130	702	720	1,422	175	165,200	944	3	3	33	36	13	1,425	85,000	14,545	22,526	
70 Rochester.....	.....	6-16	1,220	250	655	693	1,348	178	178,534	1,003	1	4	32	36	16	.....	70,000	15,422	19,328

NEW JERSEY.

NEW JERSEY.																			
171	Gloucester City.....	6,800	1,985	147	438	449	887	194	93,508	482	1	1	11	12	3	.....	34,500	6,250	9,500
172	Lambertville.....	4,630	985	254	320	335	655	193	90,703	456	1	.....	12	13	3	600	13,000	.....	8,681
173	Redbank.....	3,000	1,150	100	459	437	896	194	118,534	611	2	.....	1	17	18	3	780	32,000	11,650
174	Salmon.....	6,300	1,558	40	597	588	1,185	130	164,857	808	.....	3	24	27	5	1,200	56,000	11,800	16,447
175	South Amboy.....	6,870	2,000	500	275	292	567	191	77,332	405	1	1	10	11	2	600	.....	6,175	8,000
176	Vineyard.....	4,000	2,000	.....	.....	.....	1,400	.....	.....	.....	2	1	37	38	18	.....	.....	.....	.....
177	Woodbury.....	4,000	1,013	60	400	475	875	190	114,380	602	1	.....	2	16	18	4	1,000	35,000	9,000
NEW MEXICO.																			
178	Albuquerque.....	.....	1,242	200	468	465	983	176	120,560	685	2	1	17	18	5	850	50,000	15,000	22,000
NEW YORK.																			
179	Albion.....	5,000	1,060	86	.....	.....	926	183	122,661	630	2	2	23	25	7	1,163	32,150	11,858	15,126
180	Canandaigua.....	6,500	1,264	258	488	601	1,089	187	150,348	804	2	2	28	30	4	1,200	126,000	13,469	23,205
181	Catskill.....	5,000	1,180	205	480	505	985	185	140,145	767	3	2	19	21	3	750	67,680	12,450	18,379
182	Collegepoint.....	7,000	1,671	292	388	361	749	197	123,987	630	1	1	14	15	2	780	17,000	8,000	9,494
183	Danville.....	4,500	767	271	197	215	412	186	61,874	333	.....	.....	.....	.....	.....	.....	31,755	6,100	9,609
184	Fishkill on the Hudson.....	4,000	.....	.....	.....	.....	669	191	85,700	449	1	.....	12	12	1	550	52,000	6,600	11,000
185	Fulton.....	5,000	1,000	.....	603	721	1,324	182	152,428	854	1	1	25	26	3	1,114	60,000	11,000	17,000
186	Green Island.....	4,500	1,051	12	421	441	862	193	128,777	607	1	1	13	14	2	725	35,000	7,776	10,793
187	Haverstraw.....	5,500	1,800	300	484	433	917	196	125,331	627	1	0	17	17	1	928	45,000	9,500	12,226
188	Hoosick Falls.....	7,500	1,850	500	486	450	936	187	130,394	698	1	.....	.....	.....	4	1,046	75,000	13,325	17,642
189	Ilion.....	4,500	950	.....	512	493	1,005	186	139,447	750	1	.....	25	25	3	982	60,000	12,350	.....
190	Lyons.....	5,000	1,171	.....	456	473	929	190	133,393	702	3	4	18	22	1	900	66,015	10,069	3,040
191	Malone.....	6,500	1,635	.....	765	852	1,617	193	196,802	1,020	5	2	32	34	11	1,625	73,500	7,012	24,163
192	Medina.....	4,800	636	.....	.....	.....	1,025	188	86,276	459	1	1	23	24	5	1,000	32,000	.....	.....
193	Newark.....	6,500	1,200	43	507	600	1,107	184	170,446	926	1	1	1	12	13	1	650	40,000	6,500
194	Norwich.....	4,500	1,302	79	.....	.....	1,107	184	170,446	926	1	1	1	27	28	4	1,275	100,000	13,009
195	Nyack.....	7,000	1,302	79	.....	.....	1,161	186	167,288	899	1	.....	27	27	2	.....	60,049	17,330	23,102
196	Oneida.....	7,000	1,300	.....	415	450	865	186	116,680	622	.....	.....	1	19	20	3	857	31,873	10,151
197	District No. 25.....	.....	.....	70	225	250	475	192	63,812	336	.....	.....	1	9	10	1	600	12,000	4,030
198	District No. 26.....	.....	.....	350	526	627	1,163	191	137,853	827	1	1	21	22	2	1,200	60,000	11,500	15,000
199	Owego.....	6,000	918	90	456	494	950	186	137,502	739	2	1	28	29	7	1,116	75,000	14,937	19,620
200	Penn Yan.....	5,127	969	162	373	462	835	196	104,468	533	2	2	17	19	5	788	30,000	8,430	14,012
201	Port Chester.....	7,575	2,202	344	699	673	1,372	194	168,780	870	5	.....	29	29	6	1,226	50,000	19,591	28,589
202	Rensselaer.....	.....	1,998	500	.....	.....	1,330	187	165,308	884	2	.....	28	28	2	1,462	65,000	15,000	23,457
203	Saugerties.....	4,237	897	175	299	328	627	191	91,504	479	2	.....	14	14	4	650	22,000	7,575	10,255
204	Seneca Falls.....	5,870	1,523	450	525	500	1,025	193	138,900	709	1	.....	23	23	4	1,100	75,000	10,422	14,182
205	Waterford.....	6,500	1,590	70	591	535	1,126	192	182,400	950	2	.....	24	24	3	1,200	75,000	15,000	17,500
206	Whitehall.....	5,000	1,550	.....	400	450	850	187	149,226	798	1	.....	22	22	5	850	22,500	8,520	11,000
207	Whiteplains.....	6,000	1,259	160	517	505	1,022	190	138,772	732	.....	.....	22	22	5	.....	80,000	15,770	26,052

TABLE 27.—School statistics of cities and villages containing between 4,000 and 5,000 inhabitants—Continued.

City.	Population in 1897 (estimated).	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.
		School-census age.	Children of school-census age.		Male.	Female.	Total.					Male.	Female.	Total.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
NORTH CAROLINA.																			
208 Concord.....	6,500	6-21	.....	125	310	370	680	160	76,000	475	1	.....	11	11	3	496	\$5,200	\$4,800	\$5,200
209 Durham.....	6,324	6-21	1,692	10	502	725	1,227	189	171,612	908	3	3	21	24	2	.....	36,500	12,080	8,175
210 Goldsboro.....	6,500	6-21	2,300	.....	352	391	743	170	95,880	564	1	1	15	16	1	750	20,000	10,000	12,000
211 Reidsville.....	5,800	6-21	1,450	70	366	484	850	166	88,644	534	1	1	14	15	2	.....	5,500	4,200	5,060
NORTH DAKOTA.																			
212 Fargo.....	.....	6-20	.....	.....	720	756	1,476	177	203,444	1,137	3	.....	31	31	5	1,500	125,000	21,588	37,496
213 Grand Forks.....	.....	6-21	1,825	.....	779	751	1,530	190	233,150	1,227	6	.....	29	29	3	1,545	100,000	20,490	33,981
OHIO.																			
214 Ashtland.....	4,000	.....	1,006	.....	403	395	798	174	113,796	654	1	2	16	18	6	740	50,000	5,750	.....
215 Bellefontaine.....	7,200	6-21	1,637	100	610	721	1,331	180	178,920	994	1	4	26	30	4	1,350	60,000	12,875	.....
216 Bucyrus.....	6,000	6-21	1,900	200	660	724	1,371	182	222,040	1,220	1	4	21	25	3	1,500	75,000	10,000	21,000
217 Cambridge.....	5,000	6-21	.....	.....	722	734	1,456	176	206,765	1,175	2	3	28	31	4	1,560	120,000	12,960	20,158
218 Coshocton.....	5,000	6-21	.....	.....	491	554	1,045	176	155,584	884	1	3	21	24	3	1,650	57,000	11,998	13,846
219 Delphos.....	5,000	6-21	1,087	300	530	440	970	180	138,600	770	1	5	17	22	3	1,000	95,000	9,743	13,748
220 Galton.....	5,000	6-21	2,029	350	614	600	1,214	186	195,300	1,050	1	4	21	25	3	1,350	50,000	12,300	.....
221 Gallipolis.....	4,500	6-21	2,187	40	536	587	1,123	176	151,257	859	3	4	24	28	4	1,500	85,000	18,000	33,000
222 Greenville.....	6,500	6-21	1,425	200	700	725	1,425	180	216,000	1,200	5	5	24	29	7	1,200	35,000	18,000	33,000
223 Hillsboro.....	5,000	6-21	1,128	.....	418	435	853	192	133,689	696	2	2	17	19	3	1,000	75,000	11,300	61,404
224 Jackson.....	5,000	6-21	1,637	.....	578	614	1,192	172	168,560	980	1	2	22	24	5	1,400	60,000	8,000	.....
225 Kent.....	5,000	6-21	1,102	80	435	462	897	185	135,135	731	1	4	16	20	3	950	64,000	10,685	13,700
226 Kenton.....	7,500	6-21	1,994	150	696	702	1,398	160	184,000	1,150	1	9	23	32	6	1,425	120,000	14,500	17,300
227 New Philadelphia.....	6,000	6-21	1,638	395	641	602	1,243	175	183,050	1,046	2	3	27	30	3	1,200	80,000	10,964	23,000
228 Niles.....	7,000	6-21	1,967	200	628	633	1,261	178	171,236	902	2	1	23	24	6	1,400	83,000	12,000	16,500
229 Oberlin.....	4,500	6-21	1,104	75	390	433	823	183	118,218	646	4	3	22	25	3	900	62,000	9,995	12,500
230 Painesville.....	5,000	6-21	1,213	200	479	519	998	182	145,286	798	2	3	19	22	4	1,000	88,500	14,850	23,633
231 Pomeroy.....	5,000	6-21	1,564	100	487	495	982	172	136,396	793	1	5	17	22	6	1,100	35,000	7,767	11,000
232 Sidney.....	6,000	6-21	1,747	290	549	500	1,049	180	147,960	822	1	4	17	22	4	1,200	40,000	13,555	18,890

233	Troy	6,000	6-21	1,385	65	516	492	1,008	181	152,945	845	4	3	22	25	3	1,200	190,000	15,068	22,023
234	Uhrichsville	4,500	6-21	1,482	225	527	530	1,057	176	144,700	804	1	2	21	23	3	980	53,000	8,135	9,300
235	Urbana	7,000	6-21	1,870	225	603	528	1,131	179	160,921	899	1	8	21	29	6	1,200	84,000	16,190	57,925
236	Vanwert	7,000	6-21	1,997	200	750	800	1,550	160	200,000	1,280	1	4	26	30	4	1,600	95,000	14,000	20,000
237	Wapakoneta	4,000	6-21	1,240	200	360	340	700	180	103,140	573	1	4	15	19	2	800	56,000	10,318	11,858
PENNSYLVANIA.																				
238	Archbald	5,000	6-21	1,800	10	400	600	1,000	180	108,000	600	1	1	22	25	6	750	20,000	7,500	11,000
239	Ashtand	7,500	6-21	1,550	125	689	767	1,436	180	193,240	1,071	1	3	22	25	4	1,656	60,000	11,428	17,728
240	Bellefonte	5,000	6-21	1,100	150	392	403	795	180	116,460	647	1	3	13	18	2	825	50,000	7,809	11,000
241	Bethlehem	7,000	6-21	1,600	435	510	620	1,130	198	216,078	1,050	1	7	21	26	4	1,300	138,176	13,260	23,286
242	Bloomsburg	7,000	6-21	1,800	160	660	640	1,300	180	163,440	908	1	4	22	28	3	1,300	106,000	11,363	20,417
243	Bristol	6,353	6-21	1,200	175	552	529	1,051	200	133,000	885	1	4	22	28	3	1,123	58,000	11,067	14,068
244	Camelsville	6,500	6-21	1,450	250	663	683	1,346	180	161,820	899	1	1	22	23	3	1,200	36,000	8,710	16,000
245	Conshohocken	6,500	6-21	1,350	351	386	737	1,038	180	156,960	872	1	1	23	24	4	1,100	76,000	10,199	18,370
246	Corry	6,500	6-21	1,350	200	625	651	1,276	180	171,862	952	1	4	16	30	7	1,550	106,000	13,801	20,061
247	Danville	5,000	6-21	1,500	240	340	320	660	180	94,360	502	1	1	13	14	1	600	31,000	7,485	11,368
248	Etna	5,000	6-21	1,500	200	621	688	1,309	180	189,360	1,052	1	2	25	27	4	1,400	100,000	15,046	87,974
249	Franklin	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
250	Greensville	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
251	Greenville	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
252	Hamover	5,200	6-21	1,050	140	440	450	890	180	142,400	900	1	6	14	20	4	900	40,000	9,000	12,000
253	Hanover	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
254	Huntingdon	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
255	Lebanon	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
256	Lebanon	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
257	Lebanon	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
258	Lebanon	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
259	Lebanon	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
260	Lebanon	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
261	Lebanon	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
262	Lebanon	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
263	Lebanon	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
264	Lebanon	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
265	Lebanon	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
266	Lebanon	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
267	Lebanon	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
268	Lebanon	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
269	Lebanon	5,000	6-21	1,350	400	578	602	1,180	180	166,140	923	3	2	22	24	3	1,335	250,406	15,946	87,974
RHODE ISLAND.																				
270	Bristol	6,900	5-15	1,204	47	482	491	973	200	158,200	791	4	3	22	25	6	1,000	80,000	12,522	16,630
271	Burrillville	5,500	5-15	1,002	6	784	760	1,544	181	144,800	800	1	2	24	26	15	1,333	27,000	10,509	17,966
272	Westerly	7,000	5-15	1,002	6	707	728	1,435	193	154,440	792	5	4	20	24	4	1,200	50,000	15,000	13,000
SOUTH CAROLINA.																				
273	Sumter	5,000	6-21	1,100	200	250	350	600	175	87,500	500	1	2	12	14	2	700	20,000	5,300	6,000

TABLE 27.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants—Continued.

City.	Population in 1897 (estimated).		School population.		Pupils in private and parochial schools.				Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.				Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.				
	1	2	School-census		5	6	7	8	9	10	11					12	Regular teachers.		16						17	18	19	20
			Children of school-census age.	Children of school-census age.													Male.	Female.											Male.	Female.	Total.
SOUTH DAKOTA.																												
274	Yankton.....	4,200	6-21	1,321	41	386	383	769	177	1	1	17	18	4	874	\$70,739	\$8,105	\$15,488							
TENNESSEE.																												
275	Columbia.....	5,500	6-21	1,895	.....	513	507	1,020	192	144,000	750	2	.....	14	14	2	800	20,000	6,100	7,000	7,000					
276	Jackson City.....	.....	6-21	1,483	15	.....	.....	.....	180	108,000	600	3	1	8	9	4	800	23,000	4,905	5,700	5,700			
TEXAS.																												
277	Brenham.....	7,000	7-18	1,513	125	509	619	1,133	188	1	6	15	21	6	11,550	14,000	14,000						
278	Brownsville.....	7,000	8-16	2,424	380	443	278	721	177	94,341	533	.....	.....	.....	.....	.....	.....	42,800	9,478	10,020	10,020	
279	Corpus Christi.....	5,000	8-17	1,496	.....	344	342	686	180	123,480	.....	3	3	15	18	5	648	25,000	9,440	11,000	11,000					
280	Greenville.....	.....	8-16	1,635	200	595	677	1,272	178	172,351	968	2	5	17	22	4	1,114	32,550	9,440	11,000	11,000						
281	Sherman.....	.....	7-17	2,236	.....	900	918	1,818	172	.....	.....	1	3	31	34	4	.....	100,000	21,443	23,000	23,000		
UTAH.																												
282	Logan.....	6,000	6-18	1,943	100	641	625	1,266	175	191,275	1,093	1	6	15	21	7	1,700	71,766	7,869	10,877	10,877							
283	Provo City.....	6,000	6-18	2,001	225	898	863	1,761	170	162,690	957	2	7	15	22	6	1,200	58,813	9,075	14,250	14,250							
VERMONT.																												
284	Barre.....	7,500	5-21	1,803	30	675	763	1,438	170	177,310	1,043	2	1	24	25	5	1,300	110,000	9,702	14,297	14,297							
285	Brattleboro.....	7,000	8-15	.....	200	572	636	1,178	190	115,543	.....	1	1	23	24	6	.....	100,000	11,693	17,706	17,706				
286	Montpelier.....	5,040	5-21	1,100	275	300	306	606	.....	77,389	435	3	1	12	13	1	625	50,000	7,150	12,000	12,000						
287	St. Albans.....	.....	5-14	1,800	650	525	500	1,025	186	168,000	900	4	1	26	27	4	1,200	70,000	13,600	19,000	19,000						
288	St. Johnsbury.....	6,500	5-21	1,626	.....	498	481	979	180	131,700	720	3	.....	27	27	15	950	.....	11,095	18,672	18,672				
VIRGINIA.																												
289	Fredericksburg.....	5,042	5-21	1,325	250	369	379	748	185	114,089	620	1	3	9	12	4	701	11,882	4,097	6,000	6,000							
290	Newport News.....	.....	5-21	1,950	300	400	700	1,100	175	.....	.....	.....	4	18	22	7	880	7,500	9,000	11,500	11,500			
291	Winchester.....	5,500	5-21	1,792	150	402	383	785	190	116,600	614	1	4	10	14	2	800	16,000	5,359	6,527	6,527							

WASHINGTON.																		
292	Fairhaven.....	5-20	583	240	264	504	172	63,486	369	1	1	10	11	2	500	48,500	6,000	6,874
293	New Whatcom.....	5-21	1,468	633	686	1,339	172	177,814	1,034	2	4	23	27	6	1,400	90,000	15,050	20,924
294	Olympia.....	6-21	1,186	438	436	874	173	102,701	596	1	1	16	17	4	750	80,000	9,000	16,000
WEST VIRGINIA.																		
295	Martinsburg.....	6-21	2,263	665	617	1,232	189	170,743	903	.....	9	17	26	7	1,200	32,800	9,685	13,636
WISCONSIN.																		
296	Baraboo.....	4-20	1,568	708	796	1,504	179	226,351	1,238	1	.....	34	34	5	1,450	90,000	16,368	20,000
297	Beaverdam.....	4-20	1,800	455	468	923	200	147,206	736	2	1	19	20	5	1,120	66,600	9,500	15,000
298	Berlin.....	4-20	1,400	399	436	835	187	113,634	608	2	2	20	22	3	1,000	24,000	9,000	12,000
299	De Pere.....	4-20	966	313	159	320	180	46,008	259	1	1	7	8	2	300	7,525	3,860	4,616
300	East.....	4-20	809	207	193	400	176	55,039	314	.....	1	7	8	2	350	14,000	3,600	5,415
301	Kaukauna.....	4-20	1,862	373	347	720	180	121,500	619	.....	3	15	18	3	1,200	65,410	8,511	28,097
302	Kenosha.....	4-20	3,255	711	660	1,202	185	167,378	905	2	3	22	25	4	1,250	75,500	12,375	19,037
303	Menasha.....	4-20	2,151	684	410	861	180	118,000	655	2	2	17	19	3	1,050	65,000	7,706	41,811
304	Monomomie.....	4-20	2,291	550	686	1,384	176	190,016	1,088	3	2	36	38	11	1,400	130,000	16,846	45,147
305	Monroe.....	4-20	1,207	537	701	1,238	180	152,466	832	1	2	20	22	4	900	40,000	9,650	17,300
306	Neenah.....	4-20	2,160	86	630	1,277	185	197,395	1,067	1	1	27	28	7	1,450	85,500	12,163	18,512
307	Oconto.....	4-20	2,111	740	.....	1,004	200	142,553	720	.....	5	15	20	4	800	60,000	10,325	11,000
308	Portage.....	4-20	1,801	437	.....	968	190	132,949	700	.....	1	20	21	5	1,300	71,600	9,700	14,618
309	Waukesha.....	4-20	1,762	654	652	1,306	189	184,086	974	1	5	24	29	4	1,300	82,000	15,186	20,594
310	Whitewater.....	4-20	940	338	362	700	186	101,441	545	2	1	18	19	3	682	50,000	9,000	13,130
WYOMING.																		
311	Laramie.....	6-21	1,147	421	433	854	200	153,720	683	2	1	17	18	2	1,040	54,000	11,000	14,560



CHAPTER XLII.

STATISTICS OF COMMERCIAL AND BUSINESS SCHOOLS.

In the 341 business schools represented in this report there were 1,764 instructors and 77,746 students. The total number of graduates in the commercial course was 11,728, and in the amanuensis course 8,862. The number of students in the day course was 63,481, or 82 per cent of the whole number, and the number in the evening course was 14,265, or 19 per cent of the whole number. It will be seen by the above figures that the day schools contain more than four times the number of students that are reported in the evening schools. The number of students in the various courses of study was as follows:

Course of study.	Males.	Females.
Commercial course	29,216	8,713
Amanuensis course	10,185	12,957
English course	9,653	3,671
In telegraphy	897	312

The total number of students in the commercial and business courses of universities and colleges, normal schools, private high schools and academies, and public high schools was 56,002, and in the commercial course of business schools was 37,929, making a total of commercial students in all the schools in the United States as reported to this Bureau of 93,931.

The North Atlantic Division reported 103 schools with a total of 607 instructors and 27,689 students. There were 4,232 graduates in the commercial course and 3,694 in the amanuensis course. The number of male students was 17,797, and the number of female students was 9,892. The day schools reported 21,444 and the evening schools 6,245. The number of students in the commercial course was 12,878; in the amanuensis course, 8,710; in the English course, 3,352; and in telegraphy, 269.

The South Atlantic Division reported 22 schools, 121 instructors, 5,468 students, and 833 graduates in the commercial course and 581 in the amanuensis course. The number of male students was 3,775 and female students 1,693. The number of students in the commercial course was 2,540; in the amanuensis course, 1,688; in the English course, 1,325; and in telegraphy, 68.

The South Central Division reported 28 schools, 145 instructors, and 6,294 students. The total number of graduates in the commercial course was 1,404 and in the amanuensis course 499. In the commercial course the number of students was 3,732; in the amanuensis course, 1,726; in the English course, 1,490; and in telegraphy, 171. The total number of students in the day schools was 5,494 and in the evening schools 800.

The North Central Division reported 47 per cent of the total number of schools, 42 per cent of the total number of instructors, and 40 per cent of the total number of students represented. The number of institutions was 160, the number of instructors 733, and the number of students 31,229. The male students numbered 20,750 and the female students 10,479. The number of students in the day schools was 26,016 and in the evening schools 5,213. The number of students in the commercial course was 14,904; in the amanuensis course, 8,954; in the English course, 5,493; and in telegraphy, 565.

The Western Division reported 28 schools, 158 instructors, and 7,066 students. The number of students in the day schools was 6,018 and in the evening schools 1,048. The number of graduates in the commercial course was 1,041, and in the amanuensis course 513. The number of students in the commercial course was 3,875; in the amanuensis course, 2,064; in the English course, 1,664; and in telegraphy, 136.

In the Education Report for 1895-96, Chapter XV, was reprinted a valuable report, made by Prof. Edmund J. James, Ph. D., to the American Bankers' Association, on the subject of Commercial Education in Europe, particularly in Austria, France, and Germany. The report gives in minute details the courses of study in many of the leading institutions, in which many of the proprietors of business schools in the United States have already found suggestions of great value. In the first volume of the present Report, Chapter VI is devoted to commercial education in Europe. It deals particularly with the history and present status of commercial schools in Germany, Austria, England, Switzerland, France, Belgium, and Italy. These two chapters are commended to the careful perusal of all educators who are interested in the improvement of commercial schools in this country.

TABLE 1.—Summary of statistics of commercial and business colleges, 1896-97.

State or Territory.	Number of institutions.	Instructors.			Students.				
		Male.	Female.	Total.	Male.	Female.	Total.	Day school.	Evening school.
1	2	3	4	5	6	7	8	9	10
United States	341	1, 219	445	1, 764	51, 899	25, 847	77, 746	63, 481	14, 265
North Atlantic Division	103	410	197	607	17, 797	9, 892	27, 689	21, 444	6, 245
South Atlantic Division	22	72	49	121	3, 775	1, 693	5, 468	4, 500	959
South Central Division	23	115	30	145	4, 906	1, 388	6, 294	5, 494	800
North Central Division	160	517	216	733	20, 750	10, 479	31, 229	26, 016	5, 213
Western Division	28	105	53	158	4, 671	2, 395	7, 066	6, 018	1, 048
North Atlantic Division:									
Maine	6	14	10	24	744	467	1, 211	1, 165	46
New Hampshire	2	5	2	7	100	46	146	106	40
Vermont	1	2	1	3	90	61	151	111	40
Massachusetts	14	56	43	99	1, 928	1, 540	3, 468	2, 783	685
Rhode Island	3	14	5	19	323	230	553	496	57
Connecticut	9	27	19	46	1, 079	865	1, 944	1, 622	322
New York	29	129	69	198	6, 336	3, 361	9, 697	7, 779	1, 918
New Jersey	6	21	11	32	684	401	1, 085	708	377
Pennsylvania	33	142	37	179	6, 513	2, 921	9, 434	6, 674	2, 760
South Atlantic Division:									
Maryland	2	9	1	10	361	135	496	355	141
District of Columbia	5	16	25	41	1, 160	768	1, 928	1, 680	248
Virginia	5	19	7	26	554	166	720	581	139
West Virginia	2	7	2	9	298	169	467	309	158
North Carolina	2	3	0	3	82	6	88	81	7
Georgia	5	15	12	27	1, 225	402	1, 627	1, 401	226
Florida	1	3	2	5	95	47	142	102	40
South Central Division:									
Kentucky	2	11	2	13	567	293	860	750	110
Tennessee	6	22	5	27	949	216	1, 165	1, 153	12
Alabama	1	2	1	3	195	75	270	220	50
Mississippi	5	32	4	36	668	60	728	693	35
Louisiana	1	9	3	12	368	98	466	354	112
Texas	12	36	14	50	1, 939	552	2, 491	2, 035	456
Arkansas	1	3	1	4	220	94	314	289	25
North Central Division:									
Ohio	29	65	38	103	2, 616	1, 698	4, 314	3, 783	531
Indiana	17	72	29	101	2, 900	1, 605	4, 505	3, 777	728
Illinois	25	100	36	136	4, 289	2, 038	6, 377	5, 508	869
Michigan	15	44	19	63	1, 961	1, 036	2, 997	2, 410	587
Wisconsin	15	30	17	47	945	404	1, 349	1, 088	261
Minnesota	14	35	14	49	1, 315	658	1, 973	1, 637	336
Iowa	16	57	29	86	2, 360	1, 015	3, 375	2, 900	475
Missouri	16	74	23	97	2, 988	1, 463	4, 451	3, 163	1, 288
North Dakota	1	5	1	6	83	38	121	110	11
South Dakota	2	4	1	5	104	57	161	130	31
Nebraska	6	23	5	28	944	260	1, 204	1, 133	71
Kansas	4	8	4	12	245	157	402	377	25
Western Division:									
Montana	4	20	6	26	689	335	1, 024	766	258
Arizona	1	1	2	3	47	25	72	59	13
Colorado	3	5	7	12	387	156	543	376	167
Utah	2	9	2	11	350	77	427	330	97
Washington	2	7	2	9	401	188	589	539	50
Oregon	3	10	7	17	465	265	730	600	40
California	13	53	27	80	2, 332	1, 349	3, 681	3, 258	423

TABLE 2.—*Summary of statistics of commercial and business colleges, 1896-97.*

State or Territory.	Students in courses of study.								Graduates in commercial course.	Graduates in amanuensis course.
	Commercial course.		Amanuensis course.		English course.		Telegraphy.			
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11
United States ...	29,216	8,713	10,185	12,957	9,653	3,671	897	312	11,728	8,862
N. Atlantic Division...	9,780	3,098	3,671	5,039	2,263	1,089	193	76	4,232	3,694
S. Atlantic Division...	1,728	812	829	859	801	524	59	9	833	581
S. Central Division...	3,106	626	1,000	726	1,300	190	145	26	1,404	499
N. Central Division...	11,683	3,221	3,757	5,197	4,144	1,349	411	154	4,218	3,575
Western Division...	2,919	956	928	1,136	1,145	519	89	47	1,041	513
N. Atlantic Division:										
Maine	653	223	63	228	26	-----	0	0	149	117
New Hampshire...	88	33	21	23	-----	6	-----	-----	35	13
Vermont	35	24	12	21	28	12	0	0	11	11
Massachusetts...	776	460	382	656	46	103	0	0	372	248
Rhode Island...	237	81	31	140	50	18	0	0	125	95
Connecticut...	363	65	124	454	20	14	6	12	448	353
New York	3,121	886	1,149	1,738	516	260	85	34	1,440	1,463
New Jersey...	704	155	128	282	356	69	0	0	244	229
Pennsylvania...	3,803	1,171	1,761	1,497	1,221	613	96	30	1,408	1,165
S. Atlantic Division:										
Maryland	299	95	56	76	73	15	6	0	87	90
Dist. of Columbia...	501	484	273	370	433	366	0	0	345	143
Virginia	229	48	81	80	51	26	5	-----	83	101
West Virginia...	128	91	64	122	91	62	13	2	76	68
North Carolina...	45	1	1	0	0	0	6	1	16	0
Georgia	466	70	336	195	143	50	23	5	219	166
Florida	60	23	18	16	10	5	6	1	7	13
S. Central Division:										
Kentucky	360	106	115	203	168	21	67	11	368	211
Tennessee	620	31	226	93	28	24	0	0	616	24
Alabama	105	40	125	60	20	0	0	0	12	45
Mississippi...	362	4	148	18	408	15	33	0	59	12
Louisiana...	158	32	63	66	172	5	0	0	25	10
Texas	1,379	379	248	228	504	125	40	15	283	164
Arkansas...	122	34	75	58	0	0	5	0	41	33
N. Central Division:										
Ohio	1,310	563	435	612	197	180	30	5	834	680
Indiana	1,943	821	934	1,077	1,087	392	88	57	890	803
Illinois	2,375	516	574	1,069	1,072	301	122	0	908	563
Michigan...	1,240	280	426	589	435	98	3	4	231	226
Wisconsin...	662	127	260	290	210	53	0	0	224	222
Minnesota...	903	189	116	262	131	44	41	11	331	210
Iowa	1,219	262	320	516	260	116	46	13	252	252
Missouri...	1,190	215	364	413	550	89	36	50	380	451
North Dakota...	50	8	5	8	20	10	4	3	6	6
South Dakota...	68	13	12	25	78	34	1	1	21	25
Nebraska...	563	142	210	236	95	30	40	10	72	60
Kansas	160	85	101	100	9	2	0	0	69	77
Western Division:										
Montana	100	46	40	70	157	93	29	15	18	30
Arizona	20	4	2	4	25	17	0	0	0	0
Colorado...	320	96	72	64	30	20	0	0	16	8
Utah	190	20	68	52	15	3	0	0	30	17
Washington...	287	107	30	64	341	179	0	0	9	8
Oregon	330	115	104	210	121	110	8	2	150	96
California...	1,672	568	612	672	456	97	52	30	818	354

TABLE 3.—*Students in business course in other institutions.*

State or Territory.	In other institutions.				
	Universi- ties and colleges.	Normal schools.	Private secondary schools.	Public high schools.	Total.
1	2	3	4	5	6
United States	5, 056	6, 297	11, 574	33, 075	56, 002
North Atlantic Division	365	1, 445	3, 850	15, 797	21, 457
South Atlantic Division	441	627	1, 645	1, 536	4, 249
South Central Division	870	947	1, 914	1, 960	5, 691
North Central Division	3, 075	3, 187	3, 260	12, 109	21, 631
Western Division	305	91	905	1, 673	2, 974
North Atlantic Division:					
Maine		34	223	512	769
New Hampshire			257	215	472
Vermont	21		377	150	548
Massachusetts			198	3, 600	3, 798
Rhode Island		28	323	592	943
Connecticut			103	615	718
New York	174	82	1, 513	3, 691	5, 460
New Jersey			118	2, 674	2, 792
Pennsylvania	170	1, 301	738	3, 748	5, 957
South Atlantic Division:					
Delaware			30	216	246
Maryland	21	10	151	284	466
District of Columbia	26		161	202	389
Virginia	31		279	301	636
West Virginia	187	158	98	127	570
North Carolina	77	99	536	13	725
South Carolina	8	215	175	76	474
Georgia	13	120	205	201	539
Florida	78		10	116	204
South Central Division:					
Kentucky	272	368	334	88	1, 062
Tennessee	100	133	402	515	1, 150
Alabama	88	284	219	228	819
Mississippi	40	88	201	162	491
Louisiana	187	10	287	282	766
Texas	157	64	426	454	1, 101
Arkansas	26		18	219	263
Oklahoma					
Indian Territory			27	12	39
North Central Division:					
Ohio	465	497	131	1, 775	2, 868
Indiana	14	448	187	634	1, 283
Illinois	763	341	527	1, 486	3, 117
Michigan	92	165	144	1, 613	2, 014
Wisconsin	106		507	727	1, 340
Minnesota	111	25	564	160	860
Iowa	452	802	441	2, 507	4, 202
Missouri	436	55	442	1, 417	2, 350
North Dakota	50	85		95	230
South Dakota	50		60	82	192
Nebraska	61	407	109	730	1, 307
Kansas	475	362	148	883	1, 868
Western Division:					
Montana			4	171	175
Wyoming			13		13
Colorado			17	362	379
New Mexico		12	26	17	55
Arizona	15			11	26
Utah		75	277		352
Nevada	43			100	143
Idaho			12		12
Washington	51		108	72	231
Oregon	11	4	182	29	226
California	185		266	911	1, 362

TABLE 4.—Statistics of commercial

	Post-office.	Name.	Executive officer.	In-struct-ors.	
				Male.	Female.
	1	2	3	4	5
	ALABAMA.				
1	Birmingham.....	Birmingham Business College	Willard J. Wheeler...	2	1
	ARKANSAS.				
2	Fort Smith	Fort Smith Commercial College.....	George M. Neale.....	3	1
	ARIZONA.				
3	Phoenix	Lamson Business College.....	E. M. Lamson.....	1	2
	CALIFORNIA.				
4	Eureka	Eureka Business College	C. J. Craddock	2	1
5	Oakland	Aydelotte's Business College	J. H. Aydelotte	3	3
6	Sacramento.....	Atkinson's Business College.....	E. C. Atkinson, A. M..	5	1
7	do	Moynahan's Business College.....	John D. Moynahan ..	2	1
8	San Francisco ..	Ayres' Stenographic Institute.....	W. F. Ayres	1	3
9	do	Heald's Business College	Edw. P. Heald	13	5
10	do	San Francisco Business College.....	J. A. Wiles	10	1
11	San Jose	San Jose Business College.....	Danforth and Chittenden.	3	4
12	Santa Ana	Orange County Business College	E. L. Brisby	2	1
13	Santa Barbara ..	Santa Barbara Business College	E. B. Hoover	1	1
14	Santa Cruz	Chestnutwood's Business College	J. A. Chestnutwood ..	2	2
15	Santa Rosa	Santa Rosa Business College.....	J. S. P. Sweet, A. M ..	2	2
16	Stockton	Stockton Business College.....	W. C. Ramsey	6	4
	COLORADO.				
17	Denver	Wallace's Business College.....	R. J. Wallace	2	2
18	Pueblo	Pueblo Business College.....	C. H. Donaldson	1	3
19	Trinidad	The Trinidad Business College	W. E. Anderson	2	2
	CONNECTICUT.				
20	Bridgeport	Martin's Business College.....	W. J. Martin.....	1	3
21	Hartford.....	Hartford Business College	E. H. Morse	8	3
22	do	Huntsinger's Business College	F. M. Huntsinger	5	3
23	do	Olmstead's Commercial College.....	E. M. Olmstead	2	1
24	New Haven.....	Childs' Business College.....	S. P. Butler	3	1
25	do	Gaffey's Shorthand School.....	John P. Gaffey	1	1
26	do	Yale Business College	R. C. Loveridge	3	2
27	Norwich.....	Norwich Business College.....	W. A. Canfield	2	2
28	Stamford	Merrill College	Mrs. M. A. Merrill ..	2	3
	DIST. OF COLUMBIA.				
29	Washington	Columbia College of Commerce.....	C. K. Urner	3	2
30	do	Spencerian Business College.....	Mrs. Sara A. Spencer ..	2	3
31	do	Tanner's Shorthand and Business College.....	Hudson C. Tanner	1	3
32	do	Washington Business High School	Allan Davis	5	13
33	do	Wood's Commercial College	Court F. Wood	5	4
	FLORIDA.				
34	Tampa	Tampa Business College.....	L. M. Hatton.....	3	2
	GEORGIA.				
35	Atlanta.....	Southern Shorthand and Business University.	A. C. Briscoe.....	5	1
36	Columbus.....	Massey Business College	R. W. Massey	4	2
37	Macon	Georgia-Alabama Business College* ..	E. L. Martin	3	4
38	Rome	Rome Business College	H. S. Shockley	2	2
39	Savannah.....	Richmond Business College.....	C. S. Richmond	1	3

* From 1895-96.

and business schools, 1896-97.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Charges for tuition.		Graduates in commercial course, 1896-97.	Graduates in amanuensis course, 1896-97.		
Day school.	Evening school.	Male.	Female.																		
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.				
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
145	75	50	0	45	25	105	40	125	60	20	0	0	0	6	6	\$80	\$40	12	45	1	
197	92	23	2	86	16	122	34	75	58	0	0	5	0	8	16			41	33	2	
37	22	10	3	35	6	20	4	2	4	25	17	0	0	10	20	100	50	0	0	3	
20	10	5	5			20	10							10	20	10	5	3		4	
92	33															100	60			5	
215	94	17	5			185	51	41	63							75				6	
30	12	8	3	25	10	15	9	15	6	8	5	2	1	10	12	75	65	25	8	7	
65	157	58	23	74	27	37	21	121	180	0	0	16	18	4	6	50	30			8	
345	118	57	31	309		320	110	320	110			25	8			125		142	71	9	
464	297	94	92	127	26	437	91	41	214	437	91	9	3	6	12	75	30	258	204	10	
128	95					115	81	35	45								49			11	
38	20	9	1	54	8	30	14	2	12	8				7	11	38		12	7	12	
26	16					23	12	1	4	3	1			9-16		60		10	4	13	
291	57			307	0	285	54	6	3	0	0	0	0	7	0	85		153	5	14	
60	75	10	5	60	5	55	65	5	10	0	0	0	0	6	10	75	40	41	8	15	
300	200			150		150	50	25	25					12		100		125	40	16	
98	48	94	14			192	62							6-8	8-12					17	
48	30	12	12	15	7	38	6	22	36	0	0	0	0	6	12	90	60	0	0	18	
110	42	25	10	40	25	90	28	50	28	30	20	0	0	8	12	50	50	16	8	19	
25	50	10	15	40	15			35	65					6	12					90	20
274	76	63	37	134	35	270	12	4	64	0	0	0	0	10	6	125	25	210	57	21	
293	146															99				22	
35	65	30	20	40	20			0	0	0	0	6	12	6	12	60	60	110	0	23	
50	250	25	40	50	20	0	0	50	250	0	0	0	0	8	12	100	45	26	8	24	
64	36			35		38	25	11	26					3-6	6-12					125	25
44	20	16	12	55	25	20	18	10	16	9	6			10		100	50	24	22	27	
60	59	20	4			35	10	14	33	11	8			5-6				33	26	28	
114	31	79	27											6-24	10-30	45-63	35-45	40	25	29	
127	60	65	21	130	70	107	45	32	85	192	81	0	0	10-20	10-30	70	60	54	20	30	
124	127	29	27			153	154											137		31	
241	285	0	0	409	0	241	285	241	285	241	285			18		0		74	74	32	
381	190													10	9	50	35	40	24	33	
65	37	30	10	38	21	60	23	18	16	10	5	6	1	6½	10	40	40	7	13	34	
200	70	28	2	150	25	115	35	115	35	115	35	10		6	6			65	40	35	
225	25			100	40									4	8	40	40	42		36	
345	120	50	2	150	12	205	25	132	90			13	5	3½	6	35	25	70	67	37	
146	70	41	58	48	23	146	10	89	70	28	15			4-6	6-10			42	59	38	
150	50	40	5											6	6					39	

TABLE 4.—Statistics of commercial

	Post-office.	Name	Executive officer.	In-struct-ors.	
				Male.	Female.
	1	2	3	4	5
ILLINOIS.					
40	Amboy	Amboy Business College.....	D. Brehaut	2	1
41	Belleville	Belleville Commercial and Shorthand Col- lege.....	Jos. P. Foeller	2	1
42	Bloomington.....	Bloomington Business College	G. W. Brown	2	1
43	Champaign.....	The Champaign Business College.....	G. W. Temple	3	..
44	Chicago.....	Chicago Business College.....	A. C. Gonding and F. B. Virden.....	10	1
45	do	Jones Business College.....	Chas. E. Jones	3	4
46	do	Kimball's Business Training School	D. Kimball.....	2	0
47	do	Metropolitan Business College	O. M. Powers	13	4
48	do	St. Patrick's Commercial Academy	Brother Baldwin	10	..
49	Danville.....	Danville Business College	A. L. Van Buskirk	1	1
50	Decatur	Decatur Business College	G. W. Brown	3	1
51	Elgin	Drew's Business College	W. A. Drew	2	2
52	do	Elgin Business College	W. H. Callow	1	2
53	Freeport.....	Freeport College of Commerce	J. J. Nagle	4	1
54	Galesburg.....	Brown's Galesburg Business College	G. W. Brown *	3	3
55	Jacksonville.....	Jacksonville Business College	G. W. Brown	4	..
56	Joliet	Putland Business College.....	W. D. Putland	2	2
57	Kankakee	Kankakee Business College and Shorthand School.....	N. L. Richmond.....	2	1
58	Lincoln	The Lincoln Business College.....	W. R. Whetsler.....	2	1
59	Monmouth.....	Monmouth Business College	T. F. Heckert	2	1
60	Ottawa	Ottawa Business College	Geo. W. Brown	1	2
61	Peoria	Brown's Peoria Business College	Geo. W. Brown	5	2
62	Quincy	Gem City Business College	D. L. Musselman	10	2
63	Rockford	Rockford Business College	W. H. Johnson	7	2
64	Rock Island	Augustana Business College	D. O. Olsson.....	4	1
INDIANA.					
65	Frankfort.....	Minor's Business College.....	F. C. Minor	3	2
66	Fort Wayne	Fort Wayne Business College.....	G. W. Lahr	5	0
67	do	International Business College	Thomas L. Staples	3	2
68	Huntington.....	Huntington Business College	O. E. Hawkins	2	1
69	Indianapolis	Indianapolis Business University	E. J. Heeb .....	..	..
70	do	Indianapolis College of Commerce	C. S. Perry	5	1
71	do	Vories' Business College.....	Henry D. Vories	19	4
72	Lafayette.....	Union Business College.....	S. A. Drake	4	2
73	Logansport.....	Hall's Business College.....	C. F. Moore	3	..
74	Marion	Marion Business College.....	J. D. Brunner	1	3
75	Muncie	Muncie Business College and School of Shorthand.....	J. W. Howard	4	2
76	New Albany.....	New Albany Business College.....	D. M. Hammond	2	2
77	Richmond	Richmond Business College	O. E. Fulghum	4	3
78	South Bend.....	South Bend Commercial College	W. S. Boone	3	1
79	Terre Haute.....	Garvin Commercial College	W. H. Garvin and M. P. Akers.....	3	1
80	do	Terre Haute Commercial College	W. C. Isbell.....	3	2
81	Valparaiso	Northern Indiana Business College.....	H. B. Brown	8	3
IOWA.					
82	Boone	Boone College of Commerce *.....	Clarence S. Paine	4	1
83	Burlington.....	Elliott Business College	D. A. Hebel	8	3
84	Cedar Rapids.....	Cedar Rapids Business College	A. N. Palmer	6	1
85	Clinton	Clinton Business College	B. J. Heflin	3	2
86	Council Bluffs	Western Iowa College	W. S. Paulson	3	1
87	Des Moines.....	Capital City Commercial College	J. M. Mehan	5	3
88	do	Iowa Business College	A. C. Jennings	4	1
89	Dubuque	Bayless Business College	C. Bayless	6	2
90	Fairfield.....	Fairfield Business College	Fred. W. Cook	2	1

* From 1895-96.

and business schools, 1896-97—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Charges for tuition.		Graduates in commercial course, 1896-97.		Graduates in amanuensis course, 1896-97.	
Day school.	Evening school.	Male.	Female.																		
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.				
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
27	23	0	0	20	0	10	2	4	2	15	25	0	0	4-9	0	\$45-70	0	2	6	40	40
45	13	23	1	38	20	47	7	8	7	58	10	0	0	6-12	12-18	85	.....	7	4	41	41
82	36	0	0	.....	.....	80	8	10	20	.....	.....	.....	.....	.....	.....	75	.....	14	8	42	42
60	37	.....	.....	40	.....	49	29	12	7	.....	.....	.....	.....	6	.....	100	.....	43	16	43	43
549	332	135	61	350	60	377	82	93	251	209	64	.....	.....	12	16	85	\$25	360	248	44	44
135	163	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6-8	12-15	80	36	.....	.....	45	45
14	67	13	3	12	5	13	11	14	59	13	11	0	0	4	6	.....	.....	6	55	46	46
684	401	163	43	525	90	488	85	87	286	272	73	0	0	12	6	100	24	29	64	47	47
370	.....	.....	.....	355	.....	122	.....	122	.....	370	.....	122	0	20	.....	.....	.....	16	48	48	48
50	37	8	4	.....	.....	40	6	10	31	.....	.....	.....	.....	.....	.....	40	.....	16	.....	49	49
58	13	18	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6-10	12-18	75	20	6	3	50	50
45	15	10	5	.....	.....	50	15	.....	.....	5	5	0	0	9	14	50	30	9	.....	51	51
43	21	12	25	.....	.....	47	26	5	23	0	0	0	0	8	10	45	23	11	13	52	52
50	30	25	5	.....	.....	45	15	5	15	18	12	.....	.....	9	.....	54	.....	9	7	53	53
76	50	52	19	80	35	70	26	14	35	3	0	0	0	.....	.....	.....	.....	19	9	54	54
110	70	.....	.....	95	.....	92	20	19	56	.....	.....	.....	.....	6-8	.....	75	.....	26	8	55	55
40	65	20	17	75	25	30	50	10	15	15	10	.....	.....	6	.....	70	30	70	25	56	56
33	23	17	6	35	15	25	4	10	16	7	20	0	0	7-8	12-13	45	24	10	14	57	57
64	22	17	0	30	10	41	12	13	12	9	1	0	0	7-10	12-18	50	30	9	0	58	58
52	18	15	.....	42	8	51	5	3	8	13	5	.....	.....	9	6	37	15	10	3	59	59
43	20	11	5	30	10	30	5	19	20	5	0	0	0	.....	.....	75	20	7	5	60	60
75	60	15	10	90	15	65	25	25	45	.....	.....	.....	.....	12-15	.....	75	.....	14	4	61	61
493	104	.....	.....	400	.....	368	25	29	50	.....	.....	.....	.....	6-10	.....	60	.....	187	48	62	62
375	175	75	25	200	50	150	50	25	80	60	65	0	0	6-8	0	.....	.....	.....	63	63	63
87	53	.....	.....	66	.....	85	8	37	31	.....	.....	.....	.....	12	.....	65	.....	28	23	64	64
67	53	26	14	60	15	60	40	16	24	17	13	6	4	6	12	40	25	30	25	65	65
40	30	40	10	50	60	70	10	10	30	0	0	0	0	10	20	60	30	13	21	66	66
65	61	51	10	85	46	130	30	28	59	10	5	.....	.....	10	20	60	35	35	31	67	67
84	63	16	11	31	12	52	31	60	47	65	49	.....	.....	4-8	8-12	65	40	77	91	68	68
260	80	20	120	38	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	18	.....	35	41	69	69	69
125	115	75	40	100	50	150	50	40	115	50	.....	50	50	5-6	12	70	50	.....	.....	70	70
79	83	22	19	131	29	54	108	25	104	17	9	3	0	6	12	40	13	.....	.....	71	71
140	70	20	15	120	15	120	20	20	50	20	5	15	3	6	14	65	20	19	24	72	72
63	41	25	12	45	15	65	14	21	38	12	6	.....	.....	9	12	75	50	.....	.....	73	73
54	48	42	15	68	32	67	21	24	20	17	10	0	0	8	14	75	40	42	38	74	74
200	190	40	.....	250	30	390	190	390	190	20	.....	10	.....	8	12	50-100	40-90	100	100	75	75
113	29	.....	.....	80	.....	71	6	42	23	0	0	0	0	6	12	40	40	.....	.....	76	76
150	25	15	1	75	10	135	25	7	8	13	3	.....	.....	6	12	50	25	25	15	77	77
40	60	35	15	50	25	30	25	20	40	15	20	.....	.....	.....	.....	40	.....	20	28	78	78
68	43	19	.....	80	15	76	8	5	40	0	0	0	0	5-7	.....	80	.....	40	33	79	79
75	60	.....	.....	80	.....	50	18	25	35	.....	.....	4	.....	.....	.....	.....	.....	33	35	80	80
831	272	0	0	728	0	423	225	201	254	831	272	0	0	36	0	30	0	421	321	81	81
25	18	16	4	25	15	20	10	4	12	1	4	0	0	6	10	100	45	19	11	82	82
275	80	140	0	100	80	250	25	25	50	140	10	0	0	6-12	.....	80	0	25	26	83	83
230	92	0	0	150	0	150	30	29	60	.....	.....	0	0	9	.....	75	.....	27	11	84	84
112	74	0	0	172	0	109	54	67	74	0	0	0	0	10	0	55	0	33	38	85	85
265	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	86	86	86
290	148	.....	.....	.....	.....	171	9	76	101	43	38	0	0	.....	.....	75	.....	34	39	87	87
180	25	15	4	.....	.....	76	10	12	20	5	4	40	13	9	.....	55	.....	21	16	88	88
120	65	43	10	.....	.....	134	18	26	53	3	4	0	0	6-10	12-18	75	25	23	22	89	89
11	17	.....	.....	10	.....	6	7	4	9	.....	.....	.....	.....	8	.....	.....	.....	.....	.....	90	90

TABLE 4.—Statistics of commercial

	Post-office.	Name.	Executive officer.	Instruct-ors.	
				Male.	Female.
	1	2	3	4	5
	IOWA—continued.				
91	Iowa City	Iowa City Commercial College and School of Shorthand.	J. H. Williams	5	3
92	Marshalltown	Marshall Business College	J. B. Starr	1	1
93	Mason City	Mason City Business College*	H. J. Knapp	2	2
94	Muscatine	Muscatine Business College	F. H. Shinn	2	2
95	Oskaloosa	Oskaloosa Business College	B. A. Wright	1	2
96	Ottumwa	Ottumwa Commercial College	J. W. Bryan	3	2
97	Webster City	Webster City College of Commerce	C. S. Paine	2	2
	KANSAS.				
98	Atchison	Atchison Business College	A. F. Heck	2	1
99	Lawrence	Lawrence Business College	J. C. Stevenson	3	1
100	Leavenworth	Central Business College	N. B. Leach	2	..
101	Parsons	Parsons Business College	C. E. Ball	1	2
	KENTUCKY.				
102	Lexington	Lexington Business College	C. C. Calhoun*	5	1
103	Louisville	Bryant and Stratton Business College	E. J. Wright	6	1
	LOUISIANA.				
104	New Orleans	Soulé Commercial College	George Soulé	9	3
	MAINE.				
105	Augusta	Shaw Business College*	H. B. Cole	2	1
106	Bangor	Bangor Business College	Mary B. Edgecomb	2	4
107	Lewiston	Lewiston Business College	N. E. Rankin	1	1
108	Portland	Gray's Portland Business College	Frank L. Gray	3	1
109	do	Shaw's Business College*	F. L. Shaw	4	1
110	Rockland	Rockland Commercial College*	H. A. Howard	2	2
	MARYLAND.				
111	Baltimore	Eaton and Burnett's Business College	A. H. Eaton	6	0
112	Hagerstown	Wolf's Business College	D. E. Wolf	3	1
	MASSACHUSETTS.				
113	Boston	A. O. Hall's Business College and Trade School.	A. O. Hall	5	6
114	do	Bryant and Stratton Commercial School	H. E. Hibbard	15	5
115	do	Comer's Commercial College	C. E. Comer*	8	6
116	do	French's Business College	Charles French	2	1
117	do	Reckers and Bradford Commercial School	E. E. Bradford	1	1
118	Holyoke	Childs' Business College	C. H. Childs	2	2
119	Lawrence	Cannon's Commercial College	Gordon C. Cannon	2	4
120	Lowell	Lowell Commercial College	Albert C. Blaisdell	3	4
121	Pittsfield	Berkshire Business College	A. S. Fries	2	1
122	Salem	Salem Commercial School	Emma A. Tibbetts	2	4
123	do	Spence and Peaslee Business College	F. A. Spence, Frank J. Peaslee	4	3
124	Springfield	Childs' Business College	E. F. Childs, B. J. Griffin	5	2
125	Worcester	Becker's Business College	E. C. A. Becker	3	2
126	do	Hinman's Business College	A. H. Hinman	2	2
	MICHIGAN.				
127	Adrian	Brown's Business University	L. S. Brown	1	2
128	Battlecreek	Krug's Business College	J. B. Krug	3	0

* From 1895-96.

and business schools, 1896-97—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Charges for tuition.		Graduates in commercial course, 1896-97.		Graduates in amanuensis course, 1896-97.	
Day school.	Evening school.																				
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.				
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
70	37					65	13	5	23			0	0	6-9		\$50		12	12	91	
35	30	10	18			25	15	15	20					7-9	10-16			15	22	92	
14	5	0	0			8	1	2	2				0	7		100		0	0	93	
80	25	29	24			55	9	25	16	12	5		0	6-10		50	\$15	17	17	94	
17	17	1	1	15	2	17	8	0	9	0	0	0	0	6	6	40	15	0	0	95	
275	134	90	60	85	30	120	46	25	58	50	47	6	0	6	12	50	24	23	37	96	
17	17			20		13	7	2	9	2	3			6		100		3	1	97	
40	30	15	0	40	12	25	20	5	20	3	2	0	0	6-9		50	20	4	5	98	
50	25	8	2	35		44	18	25	12	1				6-7				17	6	99	
72	30			24	17	41	22	31	8	5	0	0	0	6	15	60	40	8	11	100	
60	70					50	25	40	60					6	12	50	40	40	55	101	
175	57			100		115	26	53	27	168	21	35	8	4-6		50		92	37	102	
326	192	66	44	160	44	245	80	62	176	0	0	32	3	6	12	115	60	276	174	103	
263	91	105	7	200	70	158	32	63	66	172	5	0	0	3-12	9-15			25	10	104	
76	30	0	0		0	75	19	1	11	0	0	0	0	6				15	4	105	
80	20	0	0	60		70	30							6						106	
38	37	22	24	26	13	53	30	7	31	0	0	0	0	6		96	60	15	8	107	
200	110					200	50	10	50					5-7				25	34	108	
226	172					199	56	37	117									53	58	109	
102	74			50		56	38	8	19	26				6-12				41	13	110	
220	80	90	25	160	90	276	85	45	60	40	0	0	0	6-12	2-3	110	20	75	70	111	
38	17	13	13			23	10	11	16	33	15	6	0	10		65	15	12	20	112	
135	300			400										3-6		100-150				113	
500	200							20	150					10		160				114	
234	176	141	38	250	125	200	150	200	150					10	20	130	30	135	95	115	
63	41	0	0	36	0	54	27							6-9	0	140-200	89			116	
17	15	24	10	20	18	17	3	2	12	0	0	0	0	8-12	12-18	120	25	5	117		
22	26	33	19	30	23	53	12	7	28					10	20	100	40	11	118		
20	30	40	30	25	40	50	30	10	30	0	0	0	0	6	12	110	40	9	7	119	
60	70	80	90	90	100	40	50	10	15	40	100	0	0	6	12	75	30			120	
26	17	12	16			23	16	9	17	6	3	0	0	4-10	10	90	40		22	121	
50	58	29	20	55	28	61	39	18	39	0	0	0	0	6-8	12-16	100	50	18	13	122	
106	72	19	15			88	43	26	55					10	16	100	75			123	
120	100			140		120	20	10	90					8		100		45	61	124	
73	92	24	15	150	30									10	12	100	30	51	31	125	
80	80	20	10			70	70	70	70					10		96	24			126	
56	23	17	0			53	6	11	19	0	0	0	0	10-14	0	40	10	7	24	127	
70	20	0	0			63	7	4	16	0	0	0	0	12		50		3		128	

TABLE 4.—Statistics of commercial

	Post-office.	Name.	Executive officer.	In-struct-ors.	
				Male.	Female.
	1	2	3	4	5
	MICHIGAN—cont'd.				
129	Bay City	International Business College	Lane and Bowles	3	1
130	Detroit	Detroit College of Commerce *	William E. Caton	33	1
131	do	Detroit Business University	William F. Jewell	18	1
132	do	St. Joseph's Commercial College	Brother Anulwin	5	0
133	Grand Rapids	Grand Rapids Business College	A. S. Parrish	4	0
134	Jackson	Devlin's Jackson Business College	H. C. Devlin	1	2
135	Kalamazoo	Parsons' Business College and Shorthand School	W. F. Parsons	1	1
136	Marquette	Upper Peninsula Business College *	F. M. Loudy	2	2
137	Muskegon	Ferris Business College *	E. C. Bisson	2	2
138	Owosso	Owosso Business College	A. J. Cadman	2	2
139	Pontiac	Pontiac Business College	W. S. Osborne	0	0
140	St. Louis	Yerrington's College	C. W. Yerrington	2	2
141	Three Rivers	Three Rivers Business and Normal School	C. H. Sage	1	3
	MINNESOTA.				
142	Anoka	Anoka Business College	A. B. Chinch	1	1
143	Duluth	Parsons' Business College and Shorthand Institute	A. C. Parsons	2	1
144	Faribault	Brown's Business College and School of Shorthand	A. E. Brown	2	1
145	Mankato	Mankato Commercial College	H. E. Freeman	4	1
146	Minneapolis	Archibald Business College	A. R. Archibald	4	0
147	do	Caton College	T. J. Caton	2	1
148	do	Curtiss Business College	J. L. Hodgmore	2	1
149	do	Munson Shorthand School	R. J. Smith	2	1
150	Red Wing	Red Wing Business College	F. J. Weber	2	0
151	St. Paul	Globe Business College	F. A. Maron	3	1
152	do	St. Paul Business College, Shorthand and Telegraphic Institute	Maguire Bros	6	4
153	do	St. Paul Commercial College	B. W. Boenisch	1	1
154	Stillwater	Stillwater Business College	W. P. Canfield	1	1
155	Winona	Lambert's Business College	R. A. Lambert	3	1
	MISSISSIPPI.				
156	Bay St. Louis	St. Stanislaus College	Bro. Isidon	15	0
157	Meridian	Queen City Business College	J. J. Ferguson	3	1
158	Natchez	Cathedral School	Brother Celestine	5	1
159	Vicksburg	St. Aloysius Commercial College	Brother Gabriel	7	1
160	do	Vicksburg Commercial College	G. McDonald	2	2
	MISSOURI.				
161	Canton	Canton Commercial College	J. E. Beadler	1	2
162	Clinton	Clinton Normal and Commercial College	C. J. Davis	4	4
163	Eldorado Springs	El Dorado Business College	W. H. Miller	2	1
164	Hannibal	Hannibal Commercial College	F. S. Kelly	3	1
165	Joplin	Joplin Business College	W. T. Thomas	2	1
166	Kansas City	Cathedral Commercial School	Rev. Brother Walter	4	1
167	do	Dickson School of Shorthand	W. B. Dickson	1	2
168	do	Spalding's Commercial College	James F. Spalding	18	1
169	Kirkville	Kirkville Mercantile College	W. J. Smith	2	3
170	Lexington	Lexington Business College	L. F. Myers	3	2
171	St. Joseph	St. Joseph Business University	E. E. Gard	3	3
172	do	St. Joseph Commercial College	Rev. Bro. Arthemian	7	0
173	St. Louis	Hayward's Shorthand and Business College	L. F. Hayward	3	1
174	do	Jones Commercial College	J. G. Bokmer	6	1
175	do	Perkins and Herpel Mercantile College	H. C. Perkins	5	0
176	Sedalia	Central Business College	C. W. Robbins	10	2

* From 1895-96.

and business schools, 1896-97—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Charges for tuition.		Graduates in commercial course, 1896-97.		Graduates in amanuensis course, 1896-97.	
Day school.	Evening school.																				
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.				
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
101	60	10	5	74	12	63	37	21	40					10	18	\$60	\$36	6		129	
317	190	180	60			302	54	99	165	147	31		0	0		100	40	35		130	
398	248	157	59			318	67	102	226	145	30		0	0		100	32	64	120	131	
101				100		101		101		101					30	20		17		132	
42	54	6	6																	133	
50	25		1			65	15	10	10					6-10	12	40				134	
75	35	6	3	75	9	75	25	6	35	0	0	0	0	12	16	50	40	5	0	135	
65	44	20	13	32	16	47	23	31	25	5	6	2	3	6	12	75	40	17	12	136	
105	82	13	7	66	20	67	15	30	48	0	0	1	1	9	18	50	30	49	65	137	
17	21					10	11	2	4	2	1			9-12				3	2	138	
28	8	18	2			46	10							6	12	45	25	17		139	
45	25			50		30	10							9		18		8	3	140	
60	45	4		30	4			9	1	35	30			6-12	12-18					141	
30	2			20	0	20	2	0	0	0	0	0	0	6		30		6	0	142	
11	5	12	2	10	11	5	5	1	3	14	3	0	0	12	24	100	60	10	2	143	
50	30	10	6	50	10	45	25	6	30	6	6	4		6	10	50	25		10	144	
200	56	12	2			190	25			22	4			9	36	120	60	18		145	
160	80	40	20	75	25	140	50	30	60	10	10		0	6	12	100	50	40	40	146	
97	43	12	4	40	10	81	12	16	31					6	12	90	35	35	27	147	
130	40	4	4			123	7	7	33	1	1	4		6	12			20	19	148	
15	100	10	25	45	35									4-6		50	20			149	
40	8					36	2	2	5	4	1			6				9	4	150	
88	41	21	11	120	32	48	9	16	27	17	6	26	8	6-8	10-12	90	50	24	27	151	
95	82	40	32	162	68	60	30	30	37	6	4	7	3	6	8	90	50	125	70	152	
29	10	20	1	30	15	35	10	0	0	14	1	0	0	9	12	60	60	25	0	153	
27	9	13	2	30	10			2	10					6		75	24	5		154	
125	34	24	9	76	27	120	12	6	26	37	8	0	0	6	16	50	25	14	11	155	
176	0	0	0	160	0	50	0	126	0	176	0	6	0					10	5	156	
65	12	25	0	25	15	65	4	18	12	0	0	12	0	3-4	6	30	30	25	0	157	
145	0	0	0	136	0	145	0		0	145	0	0	0					12	0	158	
207				189		77				62		15		10		50		3		159	
40	48	10	0			25		4	6	25	15	0	0					9	7	160	
41	33													9		32		4	1	161	
45	35					20	3	5	10					5		40		17	10	162	
10	4	0	0	9	0	10	4	2	2	10	4	1	0	10	0	40	0	2	2	163	
200	75	25	0			180	25	35	60	0	0	0	0	3	6	40	40	112	55	164	
45	35			28		40	15	5	20					6		40		15	12	165	
140				106		40		20		80				10				10	10	166	
50	150	50	25	20	10			150	50					3-5	3-6				200	167	
441	220	162	81	340	125	46	12	2	11					6-12		40			168		
49	22			35		46	8	4	8	2				6-10		40		18	9	169	
40	15			45		38	8			2				6-12		45	6	1	170		
140	60	60	15	50	24	150	25	12	50	20	8	10	0	9	18	60	30	20	171	171	
125	0	0	0	120	0	60	0			125	0	0	0	10		20-50		7	0	172	
75	150	35	35	200	50	40	30	20	80	35	20			6	9	110	50	50	90	173	
250	150	125	25	200	75	250	50			200	50	25	50	6	12	100	35	75		174	
94	29	101	11	75	100	103	8	22	17	78	7	0	0	6	12	100	50	22	24	175	
300	140	385	153			213	35	87	105					6-18	12-36	95	50	22	20	176	

TABLE 4.—Statistics of commercial

	Post-office.	Name.	Executive officer.	In-struct-ors.	
				Male.	Female.
	1	2	3	4	5
MONTANA.					
177	Butte	Butte Business College	A. F. Rice	8	1
178	.....do	Silver Bow Commercial College	A. C. Newill	5	2
179	Helena	Engelhorn Helena Business College	Herman T. Engelhorn	5	2
180	Missoula	Garden City Commercial College	E. C. Reitz	2	1
NEBRASKA.					
181	Falls City	Falls City Business College	G. M. Barrett	2	1
182	Grand Island	Grand Island Business and Normal College	A. M. Hargis	5	1
183	Hastings	Queen City Business College	Lummis & Miller	3	0
184	Lincoln	Lincoln Business College	J. L. Stephens	5	1
185	McCook	McCook Phonographic Institute	L. W. Stayner	1	1
186	Omaha	Omaha Commercial and Business College	M. G. Rolrbough	7	1
NEW HAMPSHIRE.					
187	Concord	Smith's College of Business*	W. D. Smith	1	1
188	New Hampton	New Hampton Commercial College	A. B. Meservey	4	1
NEW JERSEY.					
189	Camden	Abrahamson Business College	Chas. M. Abrahamson	2	...
190	Elizabeth	Lausley Business College	James H. Lausley	2	2
191	Jersey City	Drake Business College	W. E. Drake	3	2
192	Newark	Coleman National Business College	H. Coleman	6	3
193	.....do	Newark Business College*	Martin Mulvey	2	2
194	.....do	New Jersey Business College	C. T. Miller	6	2
NEW YORK.					
195	Albany	Albany Business College	John R. Carnell	13	7
196	Binghamton	Lowell Business College*	J. E. Bloomer	3	2
197	.....do	Riley School of Business and Shorthand	J. F. Riley	1	4
198	Brooklyn	Hefley School of Commerce	Norman P. Hefley	9	9
199	.....do	Long Island Business College	Henry C. Wright	9	7
200	.....do	St. James Commercial College	Brother Castoris	10	0
201	Buffalo	Caton's School of Business	M. J. Caton	6	3
202	.....do	Buffalo Business University*	C. U. Johnson	2	2
203	Corning	Kerst's Shorthand and Commercial School	J. T. Kerst	1	1
204	Elmira	Elmira School of Commerce	S. C. Esty	4	2
205	.....do	Warner's Business and Shorthand School	A. J. Warner	4	2
206	Fort Edward	Haley's Business College and Shorthand School	J. W. Haley	2	1
207	Geneva	Geneva Business Training Institute	Ansel E. Mackey	1	1
208	.....do	Geneva Shorthand and Commercial School	Robt. E. Hadden	1	...
209	Gloversville	Gloversville Business College	U. G. Patterson	2	2
210	Hornellsville	Hornellsville Business and Shorthand School	C. E. Willard	1	1
211	Jamestown	Jamestown Business College	H. E. V. Porter	4	1
212	Kingston	Spencer Business College	B. H. Spencer	3	1
213	Newburg	Spencerian Institute of Business and Shorthand	H. L. Spencer	3	2
214	New York	Metropolitan Shorthand and Typewriting School	William L. Mason	1	2
215	.....do	Packard's Business College	S. S. Packard	11	5
216	.....do	Paine Uptown Business College	H. W. Remington	3	4
217	.....do	Walworth Business and Shorthand Institute	G. S. and J. C. Walworth	4	1
218	.....do	Wood's New York School of Business and Shorthand	Frederick E. Wood	7	1
219	Niagara Falls	Niagara Business School	H. J. King, H. C. Spencer	2	1
220	Oswego	Chaffee's Phonographic Institute	W. G. Chaffee .....	...	...

* From 1895-96.

TABLE 4.—Statistics of commercial

Post-office.	Name.	Executive officer.	In-struct-ors.	
			Male.	Female.
1	2	3	4	5
NEW YORK—cont'd.				
221 Rochester	Rochester Business College.....	A. S. Osborne, S. C. Williams.....	12	3
222 .....do	Underhill's Business School	G. W. Mead.....	2	1
223 Schenectady	Schenectady Business School and Institute of Shorthand.....	J. K. Renshaw	1	1
224 Troy.....	Troy Business College.....	Thos. H. Shields	7	2
NORTH CAROLINA.				
225 Siler City.....	Thompson's Business College.....	J. A. W. Thompson	2	...
226 Washington	Wilkinson's Commercial School	Aaron H. Wilkinson.....	1	0
NORTH DAKOTA.				
227 Grand Forks	Northwestern College of Commerce.....	J. J. Lewengel	5	1
OHIO.				
228 Akron	Akron Business College *.....	P. Hammel	3	1
229 .....do	Hammel Business College	P. H. Hammel	2	1
230 Canton	Actual Business College	A. S. Griffin	4	2
231 Chillicothe	Chillicothe Business College *	G. A. Miller	4	0
232 Cincinnati	Bartlett's Commercial College.....	C. M. Bartlett.....	4	4
233 Cleveland	Spencerian Business College	H. T. Loomis.....	9	3
234 Columbus.....	Hartsough's College of Shorthand *	W. A. Hartsough	1	1
235 .....do	Parsons Business College	H. B. Parsons.....	2	1
236 Greenville	Centennial Business College.....	S. E. Shook	1	...
237 Lancaster	Lancaster Business College	G. A. Miller	1	1
238 Lima	Lima Business College	Howard W. Pears	2	1
239 Mansfield.....	Ohio Business College	J. W. Sharp	2	1
240 Newark	Newark Business College	S. L. Beeny	1	1
241 New Philadelphia	New Philadelphia Business College.....	W. C. Shott	1	1
242 Oberlin	Oberlin Business College	J. T. Henderson.....	3	1
243 .....do	Oberlin Telegraph School.....	C. S. Brown	2	2
244 Piqua.....	Piqua Commercial College	C. E. Beck	1	1
245 Portsmouth.....	River City Business College	G. W. Moothart.....	3	2
246 .....do	W. R. Graham's Business College.....	W. R. Graham	2	2
247 Sidney	Buckeye Business College	W. A. Troute	2	1
248 Springfield.....	Nelson's Business College	R. J. Nelson	1	2
249 .....do	Williss College of Shorthand	S. W. Williss	1	1
250 Tiffin	Heidelberg College of Commerce	C. M. Replogle	2	0
251 .....do	Tiffin Business College	C. C. Kennison	2	1
252 Toledo	Davis Business College	Matthew H. Davis	3	1
253 Wooster	Bixler Business College	Gideon Bixler.....	1	2
254 Youngstown.....	Brown's Shorthand and Commercial College.....	Jno. C. Brown.....	2	...
255 .....do	The Business University	E. A. Hall	1	2
256 Zanesville	Zanesville Business College	Emilie B. Saumemey	2	2
OREGON.				
257 Portland.....	Holmes English and Business College.	Miss Gertrude Holmes	5	2
258 .....do	Portland Business College	A. C. Armstrong.....	4	3
259 Salem	Capital Business College	W. J. Staley	1	2
PENNSYLVANIA.				
260 Allentown	Allentown Business College	W. L. Blackman	1	...
261 .....do	The American Business College	E. M. Turner	9	1
262 .....do	Wood's Business College *	F. E. Wood	6	2
263 Altoona	Mountain City Business College.....	G. G. Zeth	2	1
264 Beaverfalls	Butcher's Business College	J. W. Butcher	2	1
265 Columbia	Dickson Business College	Archibald Dickson	1	2

*From 1895-96.

and business schools, 1896-97—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Charges for tuition.		Graduates in commercial course, 1896-97.	Graduates in amanuensis course, 1896-97.
Day school.	Evening school.																		
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.		
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
350	175	.....	.....	.....	.....	334	166	34	66	15	10	0	0	5-24	.....	\$120	.....	.....	221
50	80	23	12	30	14	40	60	25	40	65	100	.....	.....	3-5	4-6	75	\$55	60	60
18	15	10	5	32	12	15	12	5	8	3	3	0	0	6	8	75	65	.....	223
350	175	100	73	260	120	274	50	30	80	75	30	15	22	6	12	100	30	43	224
60	5	.....	.....	25	.....	30	.....	1	.....	.....	.....	6	1	5	.....	40	.....	10	225
15	1	7	0	5	3	15	1	0	0	0	0	0	0	4	7	30	15	6	226
75	35	8	3	80	6	50	8	5	8	20	10	4	3	6	10	50	35	6	227
51	60	43	13	.....	.....	64	17	7	49	23	7	0	0	4-8	10-12	.....	.....	6	228
63	58	25	9	.....	.....	57	28	11	34	20	5	.....	.....	.....	.....	.....	.....	.....	229
90	70	15	12	.....	.....	60	30	30	40	.....	.....	.....	.....	4	10	40	40	63	230
20	21	21	4	.....	.....	24	7	19	21	0	0	0	0	.....	.....	75	50	9	231
150	128	.....	.....	.....	.....	125	90	110	115	.....	.....	.....	.....	10	12	130	90	100	232
400	350	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	12	.....	.....	110	233
20	40	.....	.....	30	.....	20	40	.....	.....	.....	.....	.....	.....	6	.....	50	.....	.....	234
53	26	18	3	70	20	12	17	.....	.....	.....	.....	.....	.....	6	12	75	50	12	235
30	4	.....	.....	20	.....	29	4	7	.....	.....	.....	.....	.....	9	.....	25	.....	4	236
9	5	8	0	.....	.....	15	1	2	4	0	0	0	0	6-8	8-12	50	50	4	237
53	24	18	10	60	21	45	11	34	25	0	0	0	0	6	8	100	50	37	238
70	54	.....	.....	30	.....	70	54	.....	.....	.....	.....	.....	.....	6	.....	50	.....	44	239
225	50	50	15	75	35	200	15	.....	.....	25	.....	.....	.....	6	9	40	40	37	240
21	18	.....	.....	15	.....	15	3	6	15	.....	.....	.....	.....	5	.....	35	.....	7	241
134	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	242
70	10	.....	.....	35	.....	.....	.....	.....	.....	.....	.....	30	5	6	.....	60	.....	.....	243
20	15	10	5	.....	.....	28	8	5	18	6	2	0	0	6	9-12	50	25	6	244
30	45	10	15	67	22	35	18	5	42	0	0	0	0	6	10	60	60	35	245
27	33	26	14	53	29	27	19	5	30	17	92	.....	.....	9	15	100	60	25	246
34	11	8	4	.....	.....	25	7	8	8	.....	.....	0	0	.....	.....	75	.....	.....	247
78	10	.....	.....	.....	.....	78	10	.....	.....	.....	.....	.....	.....	6	.....	80	.....	.....	248
30	75	.....	.....	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	9-12	.....	100	.....	.....	249
22	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	74	.....	46	.....	6	250
30	35	12	10	33	18	27	10	8	25	0	0	0	0	6	6	50	25	19	251
300	200	75	40	160	78	200	100	40	75	30	20	.....	.....	12	24	50	24	200	252
62	33	.....	.....	36	.....	40	32	12	21	14	7	.....	.....	7-12	.....	75	.....	12	253
62	47	4	2	56	6	54	32	51	45	62	47	0	0	7	10	120	60	26	254
30	35	9	8	40	11	30	20	20	20	.....	.....	0	0	9	24	45	.....	12	255
70	30	10	5	50	10	50	10	15	25	0	0	0	0	6	12	50	25	60	256
125	75	25	15	120	35	75	50	50	75	100	100	8	2	12	24	60	30	50	257
250	150	.....	.....	175	.....	200	50	50	125	15	10	0	0	6-9	.....	50-60	.....	100	258
65	25	.....	.....	.....	.....	55	15	4	10	6	.....	.....	.....	9	.....	75	.....	.....	259
29	6	13	2	18	12	15	10	15	10	.....	.....	.....	.....	4-10	12	50	25	.....	260
210	62	43	20	207	49	191	22	57	60	5	0	0	0	10	20	50	35	11	261
242	48	78	26	104	76	216	84	37	59	.....	.....	36	4	10	20	60	35	83	262
312	179	115	26	43	27	114	64	234	115	45	34	.....	.....	4	6	60	40	120	263
45	40	25	20	40	20	42	17	12	39	16	4	.....	.....	6	12	100	60	.....	264
65	38	30	21	23	20	23	20	23	20	23	20	23	20	8-12	.....	96	48	43	265

TABLE 4.—Statistics of commercial

Post-office.	Name.	Executive officer.	In-struct-ors.	
			Male.	Female.
1	2	3	4	5
PENNSYLVANIA— continued.				
266 Corry.....	Corry Business College.....	W. E. Tooke.....	2	1
267 Dubois.....	Dubois Business College.....	G. W. Thorn.....	2	2
268 Easton.....	Easton College of Business *.....	C. L. Free.....	2	1
269 Erie.....	Erie Business University.....	J. M. Glazier.....	6	1
270 Harrisburg.....	Harrisburg Business College.....	J. E. Garner.....	2	1
271 Lancaster.....	Lancaster Business College.....	H. C. Meidler.....	3	1
272 Lebanon.....	Lebanon Business College.....	J. G. Gerberich.....	5	2
273 Lockhaven.....	Lockhaven Business College.....	Newton Wanger, F. E. Kelley.....	1	0
274 Meadville.....	Bryant, Stratton & Smith Business College.....	A. W. Smith.....	4	1
275 Norristown.....	Schissler College of Business.....	A. J. Schissler.....	7	6
276 Oil City.....	Tubba Business College.....	D. C. Tubbs.....	3	1
277 Philadelphia.....	Palms' Business College *.....	Theo. W. Palms.....	4	1
278 do.....	Pierce School.....	W. J. Solly.....	22	4
279 Pittsburg.....	Duff's Mercantile College.....	Wm. H. Duff.....	9	0
280 do.....	Martin's Shorthand School.....	Homer L. Andrews.....	5	2
281 Pottsville.....	City Business College *.....	B. F. Patterson.....	1	1
282 do.....	Pottsville Business College.....	J. A. Dacus.....	3	1
283 Reading.....	Interstate Commercial College.....	H. Y. Stoner.....	4	1
284 Scranton.....	Williams' Business College *.....	O. F. Williams.....	11	2
285 Shamokin.....	Shamokin Business College.....	M. S. King, M. M. Link.....	3	1
286 Shenandoah.....	Wood's Shenandoah College.....	S. J. Wood.....	2	2
287 Towanda.....	Towanda Business and Shorthand College.....	M. S. Cronk.....	1	0
288 Union City.....	Luce's Commercial College.....	N. R. Luce.....	1	1
289 Washington.....	Washington Business College.....	Louis Van Order.....	2	1
290 Wilkesbarre.....	Wood's Business College *.....	F. E. Wood.....	8	2
291 Williamsport.....	Pott's Shorthand College.....	John G. Henderson.....	3	1
292 do.....	Williamsport Commercial College and School of Shorthand.....	F. M. Allen.....	5	1
RHODE ISLAND.				
293 Pawtucket.....	Pawtucket Business College.....	Irving R. Garbutt.....	2	2
294 Providence.....	Providence Bryant and Stratton Business College.....	Theodore B. Stowell.....	9	2
295 do.....	Schofield's Commercial College.....	Albert G. Schofield.....	3	1
SOUTH DAKOTA.				
296 Aberdeen.....	Aberdeen Business College.....	H. A. Way.....	1	1
297 Sioux Falls.....	Sioux Falls Business College.....	G. C. Christopherson.....	3	1
TENNESSEE.				
298 Knoxville.....	Knoxville Business College.....	J. T. Johnson.....	2	2
299 do.....	McAllen Business College.....	Jno. A. McAllen.....	2	1
300 do.....	Young's College of Shorthand.....	L. B. Smith.....	1	1
301 Memphis.....	Watson's Business College.....	W. T. Watson.....	4	1
302 Nashville.....	Draughon's Practical Business College.....	J. F. Draughon.....	10	1
303 do.....	Jennings' Business College.....	R. W. Jennings.....	3	0
TEXAS.				
304 Austin.....	Griffitts' College of Commerce.....	D. A. Griffitts.....	3	3
305 Belton.....	Belton Business College.....	J. A. Frazier.....	2	2
306 Corsicana.....	Chambers Business College.....	W. R. Chambers.....	1	1
307 Dallas.....	King's Dallas Business College.....	J. H. King.....	3	2
308 Fort Worth.....	Fort Worth Business College.....	F. P. Pruitt.....	4	2
309 Galveston.....	Galveston Business University.....	J. F. Smith.....	6	1
310 Houston.....	Houston Commercial College.....	J. B. Barnes.....	2	0
311 Paris.....	Southwestern Business College.....	E. M. Chartier.....	3	1
312 San Antonio.....	Alamo Business College.....	J. C. Shafer, T. T. Downey.....	4	1

From 1895-96.

and business schools, 1896-97—Continued.

Students.		Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Charges for tuition.		Graduates in commercial course, 1896-97.		Graduates in amanuensis course, 1896-97.	
Day school.	Evening school.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.	Male.	Female.	Male.	Female.
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
31	20	18	6	45	20	15	10	22	18	...	...	...	...	9	...	\$40	\$20	14	6
50	13	23	13	50	30	50	23	18	17	10	1	0	0	6	6	50	24	27	1
36	15	0	0	20	0	30	10	10	15	0	0	0	0	...	...	...	...	8	...
45	72	32	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
42	25	14	8	40	15	35	20	40	25	40	25	0	0	6	12	...	...	24	23
54	20	15	10	95	90	40	10	10	10	0	0	0	0	...	...	70	50	16	9
155	27	56	13	88	45	87	23	24	18	34	17	...	...	6	12	75	57	29	19
14	2	4	0	13	3	14	4	0	0	0	0	0	0	4	5	90	75	0	0
225	65	34	20	...	...	125	30	15	9	53	25	20	4	10	6	40	25	35	11
340	133	40	37	...	...	340	183	340	183	...	...	...	...	10	20	91	30	91	...
32	23	4	10	45	10	21	10	3	18	3	4	13	2	8	12	50	50	8	4
114	14	45	7	159	21	...	...	...	...	...	...	...	...	6	...	120	24	83	...
468	227	332	96	407	260	682	137	134	194	134	194	0	0	7-10	21	140	30	110	67
600	150	200	40	175	125	600	...	225	115	...	...	0	0	...	...	...	375	195	279
20	130	30	10	75	25	...	...	50	140	...	...	...	...	6-8	...	...	0	190	230
32	27	17	11	40	22	32	27	14	18	0	0	0	0	10	...	Free.	Free.	20	20
150	110	120	85	...	...	125	75	90	60	150	100	...	...	6-10	12-15	50	35	...	...
130	30	29	17	40	25	110	15	30	25	15	7	4	0	6	10	96	19	26	17
180	180	170	170	250	250	200	200	60	100	50	0	0	0	10	20	50	25	80	70
62	55	38	14	70	30	55	24	20	30	68	12	0	0	6	12	50	25	16	3
72	28	194	0	40	90	58	9	50	15	158	4	0	0	6	12	50	25	20	11
10	10	5	3	14	6	7	4	6	11	4	3	0	0	8-10	...	30-40	...	7	12
10	5	15	10	12	20	10	5	...	...	10	5	...	...	9	...	...	...	7	...
40	45	14	10	...	...	41	12	10	37	3	6	0	0	6	...	50	25	...	...
412	188	191	33	416	210	350	102	62	86	350	102	...	...	10	16	50	30	145	61
135	93	15	7	69	20	...	...	150	100	...	...	...	...	5	8	40	40	124	291
150	31	42	8	165	46	175	16	...	...	...	...	...	...	4	8	...	...	10	...
20	25	16	10	43	15	15	7	8	19	6	4	0	0	10	10	...	...	...	...
175	147	...	...	...	...	154	59	14	93	9	9	...	...	10	...	120	...	57	64
93	36	19	12	...	...	68	15	9	28	35	5	0	0	...	...	...	...	68	31
17	13	2	4	...	...	8	3	2	5	8	9	0	0	...	...	40	...	1	0
79	30	15	10	40	10	60	10	10	20	70	25	1	1	6-10	16-20	50	12	20	25
90	35	0	0	35	0	85	20	5	15	0	0	0	0	5	0	90	0	12	0
36	24	9	3	17	7	24	5	16	19	19	9	0	0	6-12	12-18	65-85	60	2	3
6	10	0	0	14	0	0	0	6	10	0	0	0	0	6	8	...	...	0	2
118	58	...	...	53	...	100	6	24	49	9	15	...	...	6	12	90	50	22	19
600	75	...	...	175	...	400	...	175	...	...	...	...	...	3-6	...	40	...	500	...
90	11	...	...	90	...	11	...	...	...	...	...	...	...	3	...	50	...	80	...
100	50	40	20	100	25	120	40	60	75	75	25	20	7	7	10	50	36	100	100
40	20	0	0	25	0	35	2	13	4	12	2	0	0	8	12	...	...	...	...
20	4	0	0	15	0	20	4	1	2	20	4	0	0	6	...	...	...	5	...
175	80	40	18	75	15	160	20	17	60	4	2	0	0	6	10	50	...	43	11
347	106	95	45	108	31	300	80	73	49	24	13	14	7	10	20	50	50	35	27
290	50	40	15	60	10	200	195	...	...	150	50	...	...	6	10	105	65	24	...
35	10	20	5	25	15	30	6	4	5	...	...	...	...	8	24	50	25	...	...
197	68	49	3	70	25	186	1	11	2	42	...	...	...	6-8	12	50	25	6	2
108	12	20	...	50	15	90	8	40	10	40	12	6	1	6	12	60	25	...	...

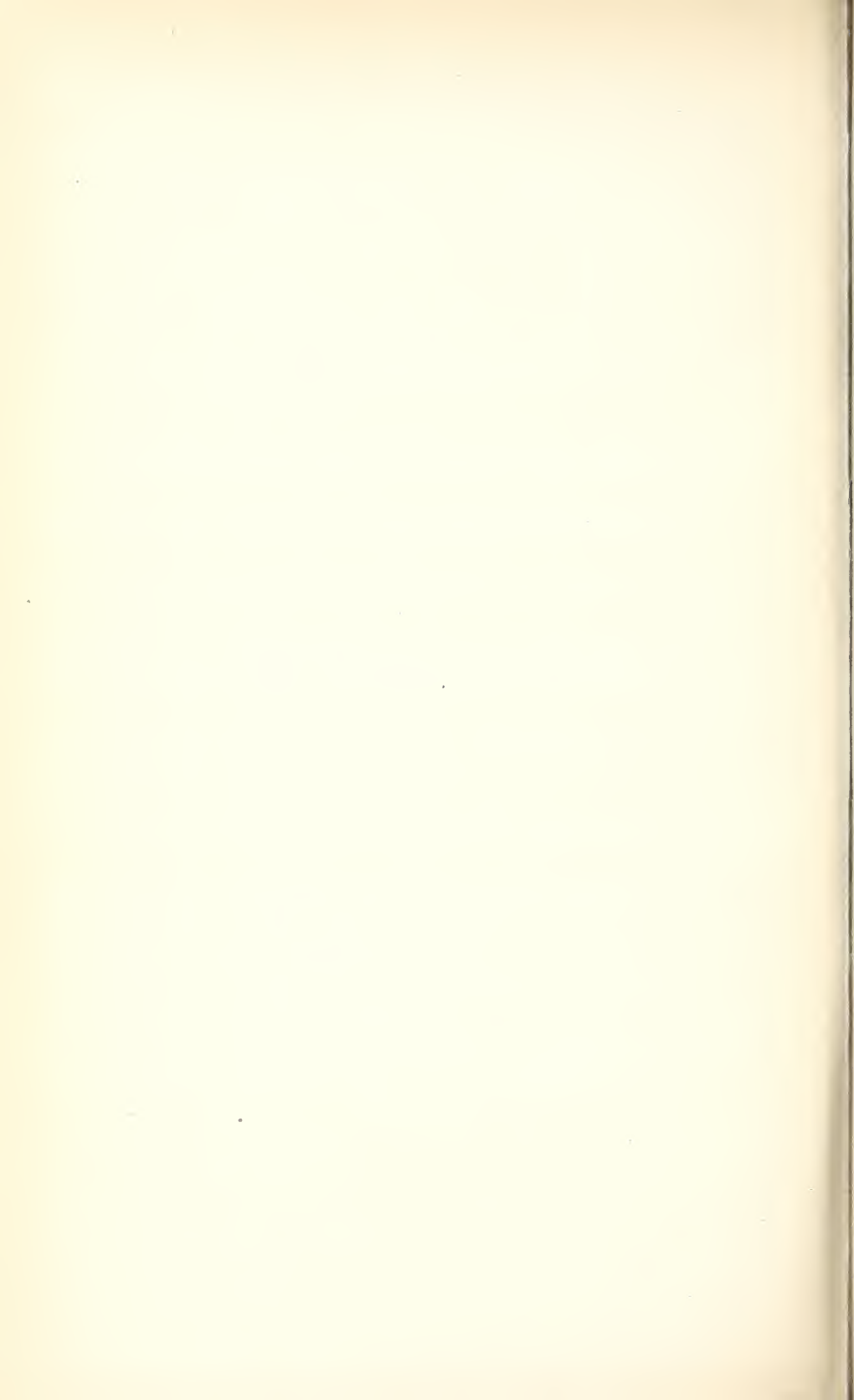
TABLE 4.—Statistics of commercial

	Post-office.	Name.	Executive officer.	Instructors.	
				Male.	Female.
	1	2	3	4	5
	TEXAS—continued.				
313	San Marcos.....	Lone Star Business College.....	M. C. McGee.....	1	2
314	Waco.....	Toby's Practical Business College.....	Edward Toby, jr.....	5	0
315	Weatherford.....	North Central Business College.....	A. C. Elliott.....	2	...
	UTAH.				
316	Ogden.....	Inter Mountain Business College.....	James A. Smith.....	3	2
317	Salt Lake City.....	Salt Lake Business College.....	N. B. Johnston.....	6	0
	VERMONT.				
318	Burlington.....	Burlington Business College.....	E. G. Evans.....	2	1
	VIRGINIA.				
319	Lynchburg.....	Piedmont College.....	J. W. Giles.....	3	0
320	Norfolk.....	Norfolk Business College*.....	J. W. Patton.....	3	1
321	Richmond.....	Smithdean Business College.....	G. M. Smithdean.....	5	2
322	Roanoke.....	National Business College.....	Chas. E. Eckerle.....	4	3
323	Stanton.....	The Dunsmore Business College.....	J. G. Dunsmore.....	4	1
	WASHINGTON.				
324	Spokane Falls.....	Spokane Business College.....	John R. Cassin.....	4	1
325	Walla Walla.....	Empire Business College.....	J. W. Brewer.....	3	1
	WEST VIRGINIA.				
326	Huntington.....	Huntington Business College.....	L. M. Newcomb.....	2	...
327	Wheeling.....	Wheeling Business College.....	J. M. Frasher.....	5	2
	WISCONSIN.				
328	Appleton.....	De Land's Business College.....	P. P. De Land.....	1	2
329	Ashland.....	Gordon's Business College.....	E. D. Gordon.....	1	...
330	Black River Falls.....	Black River Falls Business College.....	H. C. Hoffman.....	1	1
331	Chippewa Falls.....	Chippewa Falls Business College.....	C. H. Howieson.....	2	0
332	Eau Claire.....	School of Shorthand and Business.....	Mrs. M. J. Lamphear.....	0	2
333	Greenbay.....	Green Bay Business College*.....	J. N. McCunn.....	4	1
334	Kenosha.....	Kenosha College of Commerce.....	Otis T. Trenary.....	2	1
335	Madison.....	Northwestern Business College.....	R. G. Denning.....	3	1
336	Milwaukee.....	Spencerian Business College*.....	Robert C. Spencer.....	5	4
337	do.....	Wisconsin Business University.....	H. M. Wilmot.....	2	1
338	Platteville.....	Platteville Business College.....	J. Alcock.....	1	0
339	Portage.....	Story's College of Commerce*.....	H. A. Story.....	2	1
340	Racine.....	L. V. Patterson Commercial Institute.....	L. V. Patterson.....	2	1
341	Sheboygan.....	Sheboygan Business College.....	M. C. Patten.....	3	1
342	Waukesha.....	Waukesha Business College.....	W. A. Pierce.....	1	1

* From 1895-96.

and business schools, 1896-97—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Charges for tuition.		Graduates in commercial course, 1896-97.		Graduates in amanuensis course, 1896-97.	
Day school.	Evening school.																				
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.				
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
90	17	43	1	35	25	90	16	27	20	83	16	0	0	6	10	\$60	50	13	23	313	314
153	25	2		75	25	115	5	2	1	54	1			6	4	65	\$50	51	23	314	315
35	3			25	2	33	2								6	50	50	6	1	315	
70	10	40	5	50	25	100	5	8	12	15	3	0	0	9	18	50	30	25	17	316	317
200	50	40	12	50		90	15	60	40			0	0					5		317	
59	52	31	9	60	25	35	24	12	21	28	12	0	0	6-10		40-60	10-15	11	11	318	
40	35	10	3	60	10	35	4	10	26			0	0	5	10	50	30	17	30	319	319
150	20	30	5	35	10									6	9	50	10	32	45	320	320
112	29	53	4			105	6	35	24	25	3			4-6	12-15			14	4	321	321
78	56	32	2	126	28	50	37	26	21	26	21	5		11		60		9	13	322	322
49	12			30		39	1	10	9		2			8		50		11	9	323	323
309	160	21	7			251	94	24	52	330	167									324	325
53	17	18	4	52	19	36	13	6	12	11	12			6	9	50	30	9	8	325	
14	13	15	1	12	8	14	2	10	10	8	7	0	0	3-9	8-16	40	20	3	2	326	326
159	123	110	32	168	94	114	89	54	112	83	55	13	2	6	12	80	40	73	66	273	
27	13					26	5	6	11	2	1			10-12		75		6	5	328	328
20	21	4	3	35	6	19	22	18	21	1	1				24	61	36	10	10	329	329
68	13	0	0	54	0	61	7	7	6					12	0	40	0	2	0	330	330
46	30	8	7	45	10	20	7	31	30	10	6	0	0	6	3	70	12	11	25	331	331
24	3	1	2	24	3	14	11	16	18	12	8	0	0	6	10	30		14	0	332	332
140	45	40	5	70	40	125	15	15	30	125	15	0	0	6	6	65	25	44	30	333	333
35	18	20	7			30	7	13	13	12	5	0	0	8-10		70	24	11	4	334	334
72	61	35	9	100	25	56	8	15	48	10	5	0	0	6	12	65	20	11	19	335	335
116	17	30	7			146	24	23	63					10	10	100	35	10		336	336
68	60			40	30	42		86		0	0	0	0	4-6	6-8	83	50	42	86	337	337
24	4	0	0	20		24	4	4	2					6-7	0			8	2	338	338
28	27	6	1			15	9	6	12	10	3			5-7	12	40-100	20-50	7	13	339	339
30	21	27	11	44	34	14	8	14	17	28	9	0	0	6	12	50	30	8	7	340	340
35	15	38	0	46	35	70	0	3	15	0	0	0	0	6	12	80	40	40	14	341	341
3	4					0	0	3	4							42	35		7	342	342



CHAPTER XLIII.

STATISTICS OF SCHOOLS FOR MANUAL AND INDUSTRIAL TRAINING.

Manual training is by no means a novelty in American schools. Thomas Jefferson recommended it for the students of the University of Virginia, and Benjamin Franklin included it in his plan for an academy in Philadelphia. An active propaganda was carried on in behalf of manual labor in educational institutions for many years, beginning about 1830, and some of our foremost institutions had their origin under its influence.

But what is now known as "manual training" is traced to an exhibit of a Russian institution at the centennial in 1876. The value of the system of hand training there suggested was recognized by such men as Louis D. Runkle and C. M. Woodward, who became advocates of the new idea and introduced it into the institutions under their charge.

Strong opposition was met among schoolmen for a time, but manual training has steadily grown in popularity, and with its growth it has constantly improved in matter and method, and consequently in usefulness.

In 1896 manual training was an essential feature in the public school course of 95 cities. In 359 institutions other than city schools there is training which partakes more or less of the nature of manual training and which belongs in a general way to the same movement. These institutions embrace almost every class known to American education, and the manual features vary from the purely educational manual training of the Teachers College in New York City to the direct trade instruction of the apprentice schools.

In many cases the legislatures have taken cognizance of the movement. Massachusetts requires every city of 200,000 inhabitants to maintain high-school manual-training courses approved by the State board of education; Maine authorizes any city or town to provide instruction in industrial or mechanical drawing to pupils over 15 years of age; industrial training is authorized by general laws in Connecticut, Georgia, Indiana (in cities of over 100,000 population), New Jersey, New York, Utah, Wisconsin, and Wyoming. Congressional appropriations are regularly made for manual training in the District of Columbia.

In the Report of this office for the year 1893-94 a chapter was devoted to the statistics of manual and industrial training, pages 2093 to 2169. To the same Report Prof. C. M. Woodward, director of the Manual Training School of Washington University, St. Louis, Mo., contributed a chapter on "The rise and progress of manual training," pages 877 to 949. In the 1895-96 Report, pages 1001 to 1152, is an examination of the courses of instruction in typical institutions offering manual or industrial training.

In the following pages is printed a list of the leading manual-training schools in the United States with their statistics for the scholastic year 1896-97. Table 1 gives the statistics of 66 manual and industrial training schools and 24 industrial schools for Indian children reporting to this office. In the 66 manual and industrial training schools there were 551 teachers, 289 males and 262 females. These schools had 19,841 pupils in industrial and manual training, 12,123 males and 7,718 females. The amount of money paid to teachers in 48 of these schools was \$288,890; the amount spent for materials by 41 of the schools was \$43,889; the amount spent by 35 schools for new tools and repairs was \$37,139; the amount for incidentals for 30 schools was \$43,905, and the total expenditure reported by 54 of the 66 schools was \$475,787.

In the 24 Indian schools there were 286 teachers, 132 males and 154 females; 4,555 pupils, 2,645 males and 1,910 females. The amount paid to teachers was \$101,465 for 18 of the schools, and the total expenditure for the same schools was \$145,159.

In the fourth column of the table the grade of literary instruction in each school is indicated. More than 30 of the 66 institutions are of high-school grade. The literary instruction in 9 of the Indian schools is also of secondary grade. Many of the 66 manual and industrial training schools in the first part of the table are also included in the lists of secondary schools given in Chapter XL.

Table 2 gives for each school a statement in detail showing the number of pupils in each branch of manual or industrial training, the number of instructors in each branch, and the number of weeks devoted to each subject during the entire course.

TABLE 1.—Statistics of manual and industrial training schools in the United States in 1896-97.

Location.	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.				Different pupils who receive industrial training.				Expenditure for industrial training during 1896-97.				
				Male.	Female.	Total.		Male.	Female.	Total.		For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7		8	9	10		11	12	13	14	15
1 Oakland, Cal.	Central School (public)	P. M. Fisher	Secondary	2	1	3		137	154	291		\$2,850	\$171	\$11	\$254	\$3,286
2 San Francisco, Cal.	California School of Mechanical Arts	G. A. Merrill	do	5	2	7		212	75	287		9,000	2,481	1,200	650	13,331
3 do	Mechanics' Institute	Ernest A. Denicke	Elementary	1	0	1		40	30	70		540	0	0	0	540
4 do	St. Francis Technical School															
5 San Rafael, Cal.	Bates' Technical School															
6 Santa Barbara, Cal.	Manual Training School (public)	Miss Eduah A. Rich	Elementary	0	2	2		186	190	376		2,200			1,185	3,385
7 Denver, Colo.	Brightside School for Boys	Ralph Field	do	5	5	10		650	0	650						
8 do	Haish Manual Training School *	Edgar L. Brother	Secondary	2	0	2		11	0	11		1,600	80	120		1,800
9 do	Manual Training High School	Charles A. Bradley	Elementary	4	4	8		166	160	326		7,000	800	316	200	8,316
10 Bridgeport, Conn.	Young Men's Christian Association	L. De Ver Warner	Secondary	7	0	7		127	0	127		659	75		130	864
11 Bridgefield, Conn.	Manual Training School															
12 Clayton, Del.	St. Joseph's Industrial School for Colored Boys.	L. J. Welbers	Elementary; secondary	7	1	8		35	0	35		2,000				2,000
13 Wilmington, Del.	Ferris Industrial School															
14 Washington, D. C.	Industrial Home School	J. Ormond Wilson	Elementary	4	8	12		34	28	62		2,610				2,610
15 Washington, D. C. (2019 G street NW).	St. Rose's Industrial School	Sister Clara	do	0	7	7		0	64	64			2,981	67		3,048
16 Chicago, Ill.	Chicago Manual Training School	Henry H. Belfield	Secondary	5	0	5		261	0	261		7,800	453	206		8,459
17 do	Jewish Training School	G. Bamberger	All	2	5	7		350	350	700		3,600	300	100	50	4,050
18 Springfield, Ill.	Manual Training School	E. E. Turney	Elementary	1	0	1		400	0	400		400	200			600
19 Indianapolis, Ind.	Industrial Training School	Charles E. Emmerich	Secondary	8	2	10		422	185	607		13,550	1,279	300	3,000	18,129
20 Knightstown, Ind.	Indiana Soldiers and Sailors' Orphans' Home.	A. H. Graham	Elementary	9	4	13		129	82	211		5,200	600	275	125	6,200
21 Arbutus, Md.	Baltimore Manual Labor School															
22 Baltimore Md.	House of Refuge	Robert J. Kirkwood	Elementary; secondary	7	2	9		200	0	200		3,960	500	270	30	4,760
23 do	Samuel Ready School for Female Orphans.	Helen J. Rowe	do	0	3	3		0	60	60						
24 McDonogh, Md.	McDonogh School	James T. Edwards	do	4	0	4		151	0	151		4,000	600	300	100	5,000

* Statistics of 1894-95.

TABLE 1.—Statistics of manual and industrial training schools in the United States in 1896-97—Continued.

Location.	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who receive industrial training.			Expenditure for industrial training during 1896-97.				
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
25 Port Deposit, Md.	Jacob Tome Institute.	William P. Eveland.	Secondary.	2	2	4	130	225	355	\$3,800	\$900	\$2,000	\$50	\$6,750
26 Boston, Mass.	Friendford Industrial School.	Mrs. Henry Hineckley. ....	.....	1	42	43	27	240	327	264	57	47	23	391
27 "do.	North Bennet Street Industrial School.	Mrs. Quincy A. Shaw. ....	.....	2	7	9	825	275	1,100	4,172	419	149	.....	4,740
28 "do.	Sloyd Normal Training School.	Mrs. A. W. Fiske. ....	.....	2	2	4	34	64	98	4,445	172	5,563	902	11,082
29 "do.	Woman's Educational and Industrial Union.	Mrs. E. F. Osborn. ....	.....	0	4	4	0	200	200	1,583	.....	.....	.....	1,583
30 Cambridge, Mass.	Manual Training School for Boys.	Charles H. Morse.	Secondary.	8	0	8	165	0	165	7,000	10,195	1,000	130	18,325
31 Lowell, Mass.	Lowell Textile School.	Christopher P. Brooks.	None.	13	0	13	244	10	254	.....	.....	.....	.....	.....
32 Roxbury, Mass.	South End Industrial School.	Miss S. A. M. Edes. ....	.....	1	19	20	100	300	400	2,000	.....	.....	.....	2,000
33 Bathcreek, Mich.	Haskell Home.	J. S. Comins.	Elementary.	3	8	11	50	50	100	.....	.....	.....	.....	.....
34 Minneapolis, Minn.	Household Economic Association.	Mrs. B. Y. Coffin. ....	.....	0	4	4	0	85	85	.....	.....	.....	.....	.....
35 St. Louis, Mo.	Manual Training School of Washington University.	C. M. Woodward.	Secondary.	6	0	6	226	0	226	18,800	800	500	1,500	21,600
36 Hoboken, N. J.	Trinity Industrial School.	Mrs. J. F. Dalrymple. ....	.....	0	12	0	97	10	97	10	.....	.....	.....	10
37 Binghamton, N. Y.	Barlow School of Industrial Arts.	Chas. B. Ilgwe.	do.	1	1	2	72	54	126	382	2,806	431	.....	3,619
38 Brooklyn, N. Y. (217 Sterling place)	Brooklyn Industrial School Association.	Mrs. Wm. H. Lyon.	Elementary.	1	12	13	215	150	365	4,012	492	34	12	5,150
39 Brooklyn, N. Y. (141 S. 3d street)	Industrial School Association.	M. E. Whittelsey.	do.	0	6	6	80	130	210	.....	.....	.....	.....	.....
40 Brooklyn, N. Y.	Manual Training High School.	Charles D. Larkins.	Secondary.	5	3	8	291	322	613	.....	.....	.....	.....	40,800
41 "do.	Pratt Institute High School.	Wm. McAndrew.	do.	4	6	10	80	115	195	.....	.....	.....	.....	.....
42 New York, N. Y.	Baron de Hirsch Trade Schools.	J. E. G. Valden.	Elementary.	6	0	6	76	0	76	.....	.....	.....	.....	16,164
43 New York, N. Y. (109 W. 54th street.)	Ethical Culture schools.	John F. Reigart.	Elementary.	1	2	3	114	97	211	3,450	349	88	19	3,906
44 New York, N. Y.	Five Points House of Industry.	Wm. F. Barnard.	Elementary.	1	1	2	20	56	76	740	21	.....	.....	761
45 New York, N. Y. (18 E. 16th street.)	General Society of Mechanics and Tradesmen.	Robert Christie.	None.	6	0	6	301	0	301	3,841	927	576	765	6,109
46 New York, N. Y. (36 Stuyvesant street.)	Hebrew Technical Institute.	Edgar S. Barney.	Elementary.	8	0	8	210	0	210	13,818	2,052	2,388	2,998	21,256
47 New York, N. Y.	New York Trade School.	R. Fulton Cutting.	None.	29	0	29	504	0	504	11,429	4,632	3,139	12,748	31,948
48 New York, N. Y. (520 E. 11th street.)	St. George's Evening Trade School.	W. S. Rainsford.	Secondary.	7	0	7	303	0	303	.....	.....	.....	.....	3,000

49	New York, N. Y.	School of Industrial Art and Technical Design, Teachers College.	Florence E. Cory	None	0	6	20	600	620	3,000	350	-	75	3,425
50	do	do	James E. Russell	Elementary, secondary, and col- lege.	9	11	20	300	285	535	24,000	1,000	800	20,000
51	do	do	Franklin Murphy	None	1	0	1	20	0	20	1,500	100	-----	1,600
52	do	do	Mrs. H. H. G. Sharpless	Elementary	0	2	2	0	108	108	660	100	-----	760
53	do	do	M. P. E. Groszmann	do	6	13	19	175	178	353	20,900	897	-----	21,797
54	Rochester, N. Y.	Rochester Athenaeum and Mechanics Institute.	E. C. Colby	Secondary	11	13	24	698	963	1,663	12,000	1,000	9,400	130 22,550
55	Cincinnati, Ohio	Technical School of Cincinnati	J. R. Stanwood	do	4	0	4	104	0	194	3,800	592	471	0 4,863
56	Cleveland, Ohio	Jewish Orphan Asylum	S. Wolfenstein	do	2	2	4	68	95	166	2,400	250	100	40 2,770
57	Philadelphia, Pa.	Central Manual Training School.	Wm. L. Sayre	do	5	0	5	450	0	450	8,400	2,500	1,500	----- 12,400
58	do	Drexel Institute	J. Henry Bartlett	do	1	4	5	130	170	300	-----	-----	-----	-----
59	do	Friends' Select School *	A. H. Fetterolf	Secondary	9	0	9	575	0	575	11,398	-----	4,134	15,532
60	do	Grand College	W. A. H. Allen	do	8	0	8	55	0	55	1,386	687	98 4,178	6,349
61	do	Master Builders' Mechanical Trade School.	do	Elementary	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
62	do	do	J. M. Willard	do	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
63	do	Northeast Manual Training School.	Leslie W. Miller	Secondary	21	5	26	500	300	800	21,000	1,000	500	5,000 27,500
64	do	Pennsylvania Museum and School of Industrial Art.	do	do	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
65	Pittsburg, Pa.	Spring Garden Institute.	Addison B. Burk	None	6	0	6	180	0	180	3,980	300	700	----- 4,980
66	Williamson School, Pa.	School of Design for Women.	Charles J. Clarke	do	1	4	5	3	84	87	-----	-----	-----	-----
67	Newport, R. I.	Williamson Free School of Mechanical Trades.	Robert Crawford	Secondary	7	0	7	180	0	180	9,177	-----	2,786	11,963
68	Providence, R. I.	Providence Training School for Sloyd.	Geo. H. Bryant	do	3	4	7	358	549	907	6,650	-----	-----	6,650
69	do	do	Miss Signe E. Schonberg.	None	0	1	1	26	12	38	-----	15	-----	30
70	do	Rhode Island School of Design.	Warren S. Locke	do	8	2	10	323	100	423	-----	-----	-----	-----
71	do	Tyler School.	Matthew Harkins	Elementary	1	2	3	115	130	245	1,700	200	25	15 1,940
72	do	Miller Manual Labor School	C. E. Vawter	Secondary	6	5	11	115	65	180	10,000	3,000	2,000	1,500 16,500
73	Milwaukee, Wis.	Milwaukee Cooking School	Mary L. Clarke	do	0	2	2	0	80	80	-----	-----	-----	-----
74	do	St. Rose's Orphan Society	Sister Mary Joseph	Elementary	0	9	9	0	146	146	-----	-----	-----	-----
		Total for manual training schools.	do	66 schools	289	262	551	12,123	7,718	19,841	288,890	43,889	37,139	43,905 475,787

* Statistics of 1894-95.

676 women in stenography and typewriting.

TABLE 1.—Statistics of manual and industrial training schools in the United States in 1896-97—Continued.

INDUSTRIAL SCHOOLS FOR INDIAN CHILDREN.

Location.	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who receive industrial training.		Expenditure for industrial training during 1896-97.					Total.
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
74 Fort Mojave, Ariz.	Fort Mojave Indian Industrial School.	John J. McKein.	Secondary	7	11	18	100	60	160	\$10,720				\$10,720
75 Kears Canyon, Ariz.	Kears Canyon Indian School.	James K. Allen.	Elementary	1	7	8	44	38	82	3,000	\$1,500	\$300	\$100	4,900
76 Phoenix, Ariz.	Indian Industrial School.	S. M. McCowan.	Secondary	8	1	9	200	150	350	5,000	3,000	2,000		10,000
77 Yuma, Ariz.	Fort Yuma Indian School.	Mary O'Neil.	Elementary	3	2	5	30	18	48					
78 Greenville, Cal.	Greenville Indian Industrial School.	Edward N. Almont.	do	1	3	4	20	20	40	2,553				2,553
79 Perris, Cal.	Indian School.	Harwood Hall.	Secondary	4	4	8	95	95	190					
80 Grand Junction, Colo.	United States Indian School.													
81 Hesperus, Colo.	Fort Lewis Indian Industrial School.	Thos. H. Breen.	Secondary	6	3	9	188	115	303					
82 Lapwai, Idaho.	Fort Lapwai Indian School.	Eds. McConville.	do	2	2	4				1,660				1,660
83 Arkansas City, Kans.	Chilocco Indian Training School.	Ben. F. Taylor.	Secondary	10	19	29	191	121	312					
84 Lawrence, Kans.	Haskell Institute.	H. B. Peairs.	do	13	8	21	300	200	500	12,054	11,171	388		26,613
85 Mount Pleasant, Mich.	Mount Pleasant Indian School.	Rodney S. Graham.	Elementary	3	7	10	50	50	100	3,700				3,700
86 Pipestone, Minn.	Pipestone Indian Training School.	De Witt S. Harris.	do	4	11	15	57	55	112	3,750	200	50		4,000
87 Sun River, Mont.	Fort Shaw Indian Training School.	W. H. Winslow.	do	9	10	19	180	115	305					
88 Carson City, Nev.	Carson Indian Industrial School.	Eugene Mend.	do	2	3	5	60	35	95	3,341	1,081	87		4,509
89 Albuquerque, N. Mex.	United States Indian School.	Edgar A. Allen.	do	6	4	10	120	80	200	4,580	1,800	200		6,580
90 Santa Fe, N. Mex.	United States Indian Industrial School.	Thos. M. Jones.	do	7	5	12	156	64	220	6,880	1,200	1,000		9,080
91 Cherokee, N. C.	Cherokee Training School.	Joseph C. Hart.	Elementary	4	8	12	50	50	100					
92 Ft. Stevenson, N. Dak.	United States Indian School.	Wm. F. Canfield.	Elementary	8	12	20	100	80	180	9,720	1,516	248	113	11,597
93 Fort Totten, N. Dak.	Indian Industrial School.	John H. Seger.	do	3	5	8	30	30	60	3,900				3,900
94 Colony, Okla.	Seeger Colony School.	R. H. Pratt, U. S. A.	do	13	6	19	466	400	866	11,560	11,100	300	1,000	23,960
95 Carlisle, Pa.	Flandrean Indian Industrial School.	Leslie D. Davis.	do	2	5	7				3,400	1,500	200	150	5,250
96 Pierre, S. Dak.	Pierre Indian Industrial School.	Crosby G. Davis.	Elementary	5	5	10	80	70	150	3,670				3,670
97 Pierre, S. Dak.	Pierre Indian Industrial School.	L. M. Compton.	do	8	9	17	88	43	131	9,977				9,977
98 Tonah, Wis.	Tonah Indian Industrial School.	Axel Jacobson.	do	3	4	7	30	21	51	2,000	300	40	150	2,490
99 Wittenberg, Wis.	United States Indian School.		Secondary											
Total for Indian industrial schools.				132	154	286	2,645	1,910	4,555	101,465	37,368	4,813	1,513	145,159

TABLE 2.—Statistics of manual and industrial training—Branches taught.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male	Female.	
1	2	3	4	5	6
Central School (public), Oakland, Cal.	Free-hand and mechanical drawing.	1	142	60	41
	Sewing	1	{	120	41
	Cooking			81	41
	Carpentry			{	41
	Wood turning	1		62	
California School of Mechanical Arts, San Francisco, Cal.	Carving	2	{	103	41
	Free-hand drawing			168	80
	Mechanical drawing			168	80
	Clay modeling	1	99	36	40
	Sewing	1		64	80
	Cooking	1		11	40
	Carpentry	1	99		20
	Carving	1	69	28	40
	Pattern making	1	99		20
	Forging	1	69		30
	Molding (metal)	1	69		10
	Vise work	1	44		20
Mechanics' Institute, San Francisco, Cal. .	Free-hand drawing	1	20	30	40
	Mechanical drawing	1	20		40
	Electricity	1	40		
Manual Training School, Santa Barbara, Cal.	Sewing	1	{	140	80
	Cooking			36	80
Brightside School for Boys, Denver, Colo. .	Sloyd	1	186	14	120
	Sewing	1	1		
	Cooking	1	10		
	Carpentry	1	10		
	Farm or garden work	3	60		
	Printing	1	3		
	Laundry	1	18		
	Shoemaking	1	1		
	Engineering	1	6		
	Free-hand drawing	1	160	129	114
Manual Training High School, Denver, Colo.	Mechanical drawing	1	160	129	114
	Clay modeling	1	44	35	16
	Sewing	2		98	76
	Cooking	1		62	38
	Carpentry	1	80	63	16
	Wood turning	1	80		12
	Carving	1	80	50	20
	Pattern making	1	44		12
	Forging	1	44		20
	Sheet-metal work	1	44		2
	Molding	1	44		4
	Vise work	1			8
	Machine-shop work	1			30
	Free-hand drawing	1	17		
	Mechanical drawing	1	54		
Young Men's Christian Association, Bridgeport, Conn.	Carpentry	1	12		
	Plumbing	1	13		
	Clay modeling	1	4		
	Carpentry	1	2		
	Farm or garden work	3	12		
	Printing	1	6		
	Painting	1	4		
St. Joseph's Industrial School for Colored Boys, Clayton, Del.	Tailoring	1	4		
	Shoemaking	1	3		
	Free-hand drawing	2	64		
	Mechanical drawing		64		41
	Clay modeling			28	
	Carpentry	1	15		
	Sewing	5			
Industrial Home School, Washington, D. C.	Cooking	2			
	Wood turning	1			
	Carving	1			
	Farm or garden work	2	19		
	Sewing	5		60	39
	Cooking	1		4	52
St. Rose's Industrial School, Washington, D. C.					

TABLE 2.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Chicago Manual Training School, Chicago, Ill.	Free-hand drawing.....	1	261	.....	120
	Mechanical drawing.....	1		.....
	Carpentry.....	1	109	.....	40
	Wood turning.....			.....
	Pattern making.....			.....
	Forging.....	1	108	.....	30
	Molding (metal).....			.....
Jewish Training School, Chicago, Ill.....	Vise work.....	1	44	.....	40
	Machine-shop work.....			.....
	Free-hand drawing.....	1	350	350	40
	Mechanical drawing.....	2	300	300	40
	Clay modeling.....	1	150	150	40
	Paper cutting and folding.....	3	200	200	40
	Sewing.....	2	.....	350	40
	Carpentry.....	2	400	200	40
	Wood turning.....	1	50	.....	40
	Carving.....	1	50	.....	40
	Pattern making.....	1	20	.....	40
	Vise work.....	1	20	.....	40
	Machine-shop work.....	1	30	.....	40
	Painting.....	2	24	45	40
Manual Training School, Springfield, Ill...	Designing.....	1	60	60	40
	Free-hand drawing.....	1	58	.....	40
	Mechanical drawing.....	1	58	.....	40
	Sloyd or knife work.....	1	58	.....	40
	Carpentry.....	1	58	.....	40
	Wood turning.....	1	58	.....	40
	Free-hand drawing.....	3	204	52	40
Industrial Training School, Indianapolis, Ind.	Mechanical drawing.....	2	162	2	.....
	Sewing.....	4	.....	145	.....
	Cooking.....	2	.....	60	.....
	Carpentry.....	2	95	.....	.....
	Wood turning.....	2	64	.....	.....
	Pattern making.....	2	44	.....	40
	Forging.....	2	91	.....	.....
	Molding (metal).....	1	44	.....	.....
	Machine-shop work.....	1	17	.....	.....
	Sewing.....	2	3	.....	.....
	Cooking.....	1	.....	39	.....
	Carpentry.....	1	4	.....	.....
Indiana Soldiers and Sailors' Orphans' Home, Knightstown, Ind.	Machine-shop work.....	1	11	.....	.....
	Baking.....	1	13	.....	.....
	Farm or garden work.....	3	29	.....	.....
	Printing.....	1	32	.....	.....
	Shoemaking.....	1	10	.....	.....
	Floriculture.....	1	19	.....	.....
	Mechanical drawing.....	1	50	.....	.....
	Sewing and tailoring.....	4	119	.....	.....
	Cooking and baking.....	2	6	.....	.....
	Carpentry.....	2	42	.....	.....
	Wood turning.....	1	8	.....	.....
	Forging.....	1	10	.....	.....
House of Refuge, Baltimore, Md.....	Vise work.....	1	30	.....	.....
	Machine-shop work.....	1	10	.....	.....
	Farm or garden work.....	1	3	.....	.....
	Printing.....	1	15	.....	.....
	Painting.....	1	2	.....	.....
	Plumbing.....	1	1	.....	.....
	Free-hand drawing.....	1	.....	38	.....
	Clay modeling.....	1	.....	10	.....
	Paper cutting and folding.....	1	.....	10	.....
	Sewing.....	2	.....	60	.....
	Cooking.....	1	.....	21	.....
	Millinery.....	.....	.....	1	.....
Samuel Ready School for Female Orpnans, Baltimore, Md.	Floriculture.....	.....	.....	1	.....
	Free-hand drawing.....	1	30	.....	40
	Mechanical drawing.....	1	60	.....	40
McDonogh School, McDonogh, Md.....	Carpentry.....	1	44	.....	52

TABLE 2.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
McDonogh School, McDonogh, Md.—Continued.	Wood turning.....	1	40	.....	52
	Carving.....	1	30	.....	52
	Forging.....	1	20	.....	52
	Machine-shop work.....	1	30	.....	52
	Farm or garden work.....	2	80	.....	52
	Printing.....	1	24	.....	52
Jacob Tome Institute, Baltimore, Md.....	Free-hand drawing.....	2	130	225	494
	Mechanical drawing.....	1	65	27	152
	Clay modeling.....	1	46	39	76
	Sewing.....	7	130	225	494
	Cooking.....	1	.....	25	76
	Sloyd or knife work.....	1	72	40	114
	Carpentry.....	1	44	.....	76
	Wood turning.....	2	21	.....	38
	Carving.....	1	44	.....	76
	Pattern making.....	1	13	.....	24
	Sheet-metal work.....	1	13	.....	6
	Molding.....	1	13	.....	10
	Free-hand drawing.....	12	5	.....	.....
	Mechanical drawing.....	1	7	.....	.....
	Sewing.....	24	.....	175	.....
Friendford Industrial School, Boston, Mass.	Cooking.....	1	.....	16	.....
	Sloyd or knife work.....	1	10	.....	.....
	Carpentry.....	1	12	.....	.....
	Kitchen gardening.....	1	.....	32	.....
	Millinery.....	1	.....	9	.....
	Embroidery.....	1	.....	8	.....
	Clay modeling.....	2	.....	.....	32
	Sewing.....	1	.....	.....	44
	Sloyd.....	2	.....	.....	38
	Printing.....	1	.....	.....	38
Woman's Educational and Industrial Union, Boston, Mass.	Dressmaking.....	1	.....	.....	26
	Leather work.....	1	.....	.....	38
	Sewing.....	4	.....	200	36
Manual Training School for Boys, Cambridge, Mass.	Free-hand drawing.....	2	165	.....	.....
	Mechanical drawing.....	2	165	.....	160
	Carpentry.....	2	69	.....	20
	Wood turning.....	1	42	.....	20
	Pattern making.....	1	42	.....	20
	Forging.....	1	42	.....	20
	Molding.....	1	42	.....	.....
	Vise work.....	1	42	.....	20
	Machine-shop work.....	1	48	.....	80
	Textile manufacturing processes.....	7	191	.....	.....
Lowell Textile School, Lowell, Mass.....	Designing.....	4	30	9	.....
	Textile chemistry and dyeing.....	2	23	1	.....
	Free-hand drawing.....	1	20	15	46
	Mechanical drawing.....	1	15	.....	46
	Sewing.....	15	.....	120	32
	Cooking.....	1	8	50	40
	Carpentry.....	1	15	.....	32
	Printing.....	1	10	30	46
	Dressmaking.....	1	.....	80	46
	Housekeeping.....	1	.....	60	40
Haskell Home, Battlecreek, Mich.....	Free-hand drawing.....	.....	50	50	.....
	Clay modeling.....	.....	29	10	.....
	Paper cutting and folding.....	.....	29	10	.....
	Sewing.....	.....	29	10	.....
	Cooking.....	.....	4	5	.....
	Sloyd or knife work.....	.....	29	20	.....
	Farm or garden work.....	.....	35	20	.....
	Printing.....	.....	6	6	.....
	Painting.....	.....	50	50	.....
	Sewing.....	2	.....	.....	.....
Household Economic Association, Minneapolis, Minn.	Cooking.....	2	.....	.....	.....

TABLE 2.—*Statistics of manual and industrial training—Branches taught—Continued.*

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Manual Training School of Washington University, St. Louis, Mo.	Free-hand drawing.....	2	226	.....	20
	Mechanical drawing.....	2	226	.....	100
	Carpentry.....	2	90	.....	20
	Wood turning.....	2	90	.....	10
	Carving.....	2	90	.....	10
	Pattern making.....	1	70	.....	10
	Forging.....	1	70	.....	25
	Sheet-metal work.....	1	70	.....	5
	Molding.....	1	70	.....	10
	Vise work.....	1	50	.....	10
	Machine-shop work.....	1	50	.....	30
	Sewing.....	12	.....	97	20
	Mechanical drawing.....	1	64	.....	.....
	Sewing.....	1	.....	24	.....
Trinity Industrial School, Hoboken, N. J. Barlow School of Industrial Arts, Binghamton, N. Y.	Cooking.....	1	.....	54	.....
	Carpentry.....	1	72	.....	.....
	Wood turning.....	1	72	.....	.....
	Pattern making.....	1	72	.....	.....
	Mechanical drawing.....	1	105	.....	40
Brooklyn Industrial School Association, Brooklyn, N. Y.	Clay modeling.....	7	215	150	40
	Paper cutting and folding.....	6	180	135	40
	Sewing.....	2	.....	50	40
	Cooking.....	4	.....	50	24
	Sloyd.....	1	105	.....	40
	Cobbling.....	1	63	.....	52
Industrial School Association, Brooklyn, N. Y.	Free-hand drawing.....	2	58	50	.....
	Paper cutting and folding.....	3	56	40	41
	Sewing.....	4	.....	130	41
Manual Training High School, Brooklyn, N. Y.	Free-hand drawing.....	2	.....	.....	160
	Mechanical drawing.....	2	.....	.....	160
	Sewing.....	2	.....	.....	80
	Cooking.....	1	.....	.....	40
	Carpentry.....	2	.....	.....	20
	Wood turning.....	1	.....	.....	20
	Carving.....	1	.....	.....	20
	Pattern making.....	1	.....	.....	20
	Forging.....	1	.....	.....	40
	Sheet-metal work.....	1	.....	.....	20
	Free-hand drawing.....	2	80	115	144
Pratt Institute High School, Brooklyn, N. Y.	Mechanical drawing.....	2	80	115	144
	Sewing.....	2	.....	115	36
	Cooking.....	1	.....	14	36
	Carpentry.....	1	45	.....	72
	Wood turning.....	1	45	.....	12
	Pattern making.....	1	45	.....	12
	Forging.....	1	20	.....	12
	Sheet-metal work.....	1	20	.....	6
	Molding.....	1	20	.....	12
	Vise work.....	1	14	.....	12
	Machine-shop work.....	1	14	.....	24
	Carpentry.....	1	18	.....	24
	Plumbing.....	1	19	.....	24
	Machine-shop work.....	1	22	.....	24
Ethical Culture Schools, New York, N. Y.	Painting.....	1	17	.....	24
	Free-hand drawing.....	1	114	97	.....
	Mechanical drawing.....	1	32	26	.....
	Clay modeling.....	1	114	97	.....
	Paper cutting and folding.....	3	40	41	.....
	Sewing.....	1	70	98	.....
	Sloyd.....	1	32	32	.....
	Carpentry.....	1	26	.....	.....
	Wood turning.....	1	14	.....	.....
	Carving.....	1	18	.....	.....
	Sewing.....	.....	.....	41	.....
Five Points House of Industry, New York, N. Y.	Cooking.....	.....	.....	15	.....
	Carpentry.....	.....	16	.....	.....
	Printing.....	.....	4	.....	.....

TABLE 2.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
General Society of Mechanics and Tradesmen, New York, N. Y.	Free-hand drawing.....	2	134	.....	30
	Mechanical drawing.....	2	74	.....	30
	Clay modeling.....	1	38	.....	30
	Architectural drawing.....	1	55	.....	30
	Free-hand drawing.....	1	210	.....	96
Hebrew Technical Institute, New York, N. Y.	Mechanical drawing.....	1	210	.....	144
	Carpentry.....	3	210	.....	144
	Wood turning.....	1	90	.....	48
	Carving.....	1	65	.....	48
	Pattern making.....	1	30	.....	48
	Molding.....	1	30	.....	24
	Vise work.....	1	90	.....	48
	Machine-shop work.....	2	30	.....	48
	Mechanical drawing.....	2	.....	.....	.....
	Carpentry.....	4	37	.....	.....
New York Trade School, New York, N. Y..	Forging.....	1	12	.....	.....
	Sheet-metal work.....	1	20	.....	.....
	Steam fitting.....	2	9	.....	.....
	Bricklaying.....	1	52	.....	.....
	Printing.....	3	17	.....	.....
	House painting.....	2	15	.....	.....
	Fresco painting.....	2	22	.....	.....
	Sign painting.....	2	23	.....	.....
	Plastering.....	1	9	.....	.....
	Plumbing.....	6	256	.....	.....
	Electricity.....	2	32	.....	.....
	Free-hand drawing.....	1	48	.....	33
	Mechanical drawing.....	1	60	.....	33
	Paper cutting and folding.....	1	25	.....	33
	Sloyd.....	1	50	.....	33
St. George's Evening Trade School, New York, N. Y.	Carpentry.....	1	80	.....	33
	Wood turning.....	1	20	.....	33
	Pattern making.....	1	80	.....	33
	Plumbing.....	1	48	.....	33
	Printing.....	1	52	.....	33
	Free-hand drawing.....	1	.....	65	24
	Mechanical drawing.....	1	2	65	24
	Pattern making.....	1	.....	90	24
	Free-hand drawing.....	4	4	75	160
	Mechanical drawing.....	2	48	55	200
School of Industrial Art and Technical Design, New York, N. Y.	Clay modeling.....	1	3	22	40
	Paper cutting and folding.....	2	13	12	33
	Sewing.....	5	40	156	145
	Cooking.....	2	.....	62	30
	Sloyd.....	1	3	59	38
	Carpentry.....	1	68	9	34
	Wood turning.....	1	68	.....	21
	Carving.....	1	3	55	80
	Pattern making.....	1	68	.....	13
	Forging.....	1	45	.....	8
	Vise work.....	1	45	.....	4
	Machine-shop work.....	1	45	.....	18
	Free-hand drawing.....	1	10	.....	8
	Mechanical drawing.....	1	20	.....	28
	Sewing.....	1	.....	100	40
Teachers College, New York, N. Y.	Cooking.....	1	.....	14	16
	Kitchen gardening.....	1	.....	108	32
	Free-hand drawing.....	6	104	112	30-90
	Mechanical drawing.....	3	250	13	90
	Clay modeling.....	1	11	9	30
	Sewing.....	9	.....	512	36
	Cooking.....	2	.....	270	36
	Carpentry.....	2	237	10	34
	Wood turning.....	1	24	.....	15
	Architectural drawing.....	2	36	2	90
Technical School for Carriage Draftsmen and Mechanics, New York, N. Y.	Design.....	3	45	38	90
	Plumbing.....	2	30	.....	30
	Electricity.....	1	69	.....	30

Wilson Industrial School for Girls, New York, N. Y.	.....	.....	.....	.....	.....

Rochester Athenæum and Mechanics Institute, Rochester, N. Y.	.....	.....	.....	.....	.....

TABLE 2.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Technical School of Cincinnati, Cincinnati, Ohio.	Free-hand drawing	1	194	.....	25
	Mechanical drawing	1	194	.....	15
	Sloyd	1	35	.....	40
	Carpentry	1	70	.....	30
	Wood turning	1	70	.....	10
	Forging	1	59	.....	40
	Vise work	1	30	.....	20
	Machine-shop work	1	30	.....	20
	Free-hand drawing	1	68	40	40
	Mechanical drawing	2	42	.....	40
Jewish Orphan Asylum, Cleveland, Ohio..	Clay modeling	1	68	40	40
	Paper cutting and folding	1	62	38	40
	Sewing	2	.....	98	40
	Cooking	1	.....	32	40
	Carpentry	1	26	.....	40
	Wood turning	1	12	.....	40
	Carving	1	6	.....	40
	Forging	1	6	.....	20
	Machine-shop work	1	6	.....	20
	Free-hand drawing	1	.....	.....	40
Central Manual Training School, Philadelphia, Pa.	Mechanical drawing	1	.....	.....	40
	Clay modeling	1	.....	.....	13
	Carpentry	1	.....	.....	40
	Wood turning	1	.....	.....	13
	Carving	1	.....	.....	13
	Pattern making	1	.....	.....	40
	Forging	1	.....	.....	26
	Sheet-metal work	1	.....	.....	13
	Molding	1	.....	.....	13
	Vise work	1	.....	.....	13
Girard College, Philadelphia, Pa.....	Machine-shop work	1	.....	.....	40
	Mechanical drawing	1	.....	.....	210
	Carpentry	1	575	.....	210
	Wood turning	1	575	.....	210
	Pattern making	1	575	.....	210
	Forging	1	575	.....	210
	Molding	1	575	.....	210
	Vise work	1	575	.....	210
	Machine-shop work	1	575	.....	210
	Electricity	1	575	.....	210
Master Builders' Mechanical Trade School, Philadelphia, Pa.	Plumbing	1	575	.....	210
	Drawing	7	55	.....	40
	Carpentry	1	7	.....	40
	Forging	1	2	.....	40
	Bricklaying	1	6	.....	40
	Painting	1	6	.....	40
	Plastering	1	3	.....	40
	Plumbing	2	31	.....	40
	Free-hand drawing	10	500	300	36
	Mechanical drawing	2	.....	.....	.....
Pennsylvania Museum and School of Industrial Art, Philadelphia, Pa.	Clay modeling	1	.....	.....	.....
	Carpentry	1	.....	.....	.....
	Vise work	1	.....	.....	.....
	Painting	2	.....	.....	.....
	Weaving	3	.....	.....	.....
	Dyeing	4	.....	.....	.....
	Textile designs	3	.....	.....	.....
	Carding and spinning	1	.....	.....	.....
	Mechanical drawing	2	180	.....	80
	Pattern making	1	10	.....	80
Spring Garden Institute, Philadelphia, Pa.	Vise work	2	30	.....	80
	Machine-shop work	2	30	.....	80
	Electricity	2	114	.....	52
	Free-hand drawing	5	.....	.....	.....
	Mechanical drawing	1	180	.....	156
	Carpentry	1	49	.....	156
	Pattern making	1	23	.....	130
	Machine-shop work	2	52	.....	130
	Free-hand drawing	1	.....	.....	.....
	Mechanical drawing	1	.....	.....	.....
School of Design for Women, Pittsburg, Pa.	Free-hand drawing	1	.....	.....	.....
	Mechanical drawing	1	.....	.....	.....
Williamson Free School of Mechanical Trades, Williamson School, Pa.	Carpentry	1	49	.....	156
	Pattern making	1	23	.....	130
	Machine-shop work	2	52	.....	130

TABLE 2.—*Statistics of manual and industrial training—Branches taught—Continued.*

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Williamson Free School of Mechanical Trades, Wilhamson School, Pa.—Cont'd. Townsend Industrial School, Newport, R. I.	Bricklaying and plastering . . .	1	48	.....	130
	Electrical mechanics	1	8	.....	.....
	Free-hand drawing	1	34	.....	160
	Mechanical drawing	2	54	1	160
	Sewing . . . . .	.....	.....	510	160
	Cooking	2	.....	437	160
	Sloyd	1	297	.....	160
	Carpentry	1	21	.....	30
	Wood turning	1	12	.....	10
	Carving	1	21	.....	30
	Pattern making	1	8	.....	5
	Forging	1	8	.....	30
	Molding	1	8	.....	5
	Vise work	1	5	.....	10
	Machine-shop work	1	5	.....	70
	Sloyd	1	26	12	.....
Providence Training School for Sloyd, Providence, R. I.	Free-hand drawing	5	176	84	32
	Mechanical drawing	4	162	1	32
	Clay modeling	1	10	.....	32
Rhode Island School of Design, Providence, R. I.	Carving	1	.....	6	32
	Mechanical drawing	1	115	.....	.....
	Sewing	1	.....	130	.....
Tyler School, Providence, R. I.	Cooking	1	.....	60	.....
	Sloyd	1	115	.....	.....
	Free-hand drawing	4	70	50	.....
	Mechanical drawing	3	20	.....	.....
	Sewing	4	.....	70	.....
	Cooking	1	.....	30	.....
	Sloyd	1	.....	.....	.....
	Carpentry	2	40	.....	.....
	Wood turning	1	20	.....	.....
	Carving	1	10	.....	.....
	Pattern making	1	30	.....	.....
	Forging	2	24	.....	.....
	Molding	2	24	.....	.....
	Vise work	1	16	.....	.....
	Machine-shop work	2	16	.....	.....
	Farm or garden work	2	40	.....	.....
Miller Manual Labor School, Miller School, Va.	Printing	1	10	.....	.....
	Painting	1	2	.....	.....
	Cooking	2	.....	80	43
Milwaukee Cooking School, Milwaukee, Wis.	Free-hand drawing	3	.....	105	25
	Clay modeling	1	.....	36	25
	Paper cutting and folding	1	.....	36	25
	Sewing	3	.....	105	25
	Cooking	2	.....	52	25
INDUSTRIAL SCHOOLS FOR INDIAN CHILDREN.					
Fort Mojave Indian Industrial School, Fort Mojave, Ariz.	Free-hand drawing	4	100	60	40
	Clay modeling	2	41	32	40
	Paper cutting and folding	1	21	11	40
	Sewing	2	.....	60	40
	Cooking	1	.....	20	40
	Sloyd	1	14	.....	40
	Carpentry	1	7	.....	40
	Carving	1	3	.....	40
	Forging . . . . .	.....	8	.....	40
	Farm or garden work . . . . .	.....	32	.....	40
	Bricklaying . . . . .	.....	15	.....	40
	Painting . . . . .	.....	7	.....	40
	Baking	1	5	.....	40
	Free-hand drawing	1	50	25	.....
	Clay modeling	1	20	20	.....
Indian Industrial School, Phoenix, Ariz...	Paper cutting and folding	1	20	20	.....

TABLE 2.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Indian Industrial School, Phoenix, Ariz.—Continued.	Sewing.....	4	.....	100	.....
	Cooking.....	2	10	75	.....
	Sloyd.....	1	20	20	.....
	Carpentry.....	1	12	.....	.....
	Wood turning.....	1	10	10	.....
	Carving.....	1	10	10	.....
	Forging.....	1	12	.....	.....
	Vise work.....	1	12	.....	.....
	Machine-shop work.....	1	12	.....	.....
	Farm or garden work.....	2	20	.....	.....
	Bricklaying.....	1	6	.....	.....
	Painting.....	1	10	.....	.....
	Sewing.....	1	.....	12	40
Fort Yuma Indian School, Yuma, Ariz....	Cooking.....	1	.....	6	40
	Carpentry.....	1	12	.....	40
	Farm or garden work.....	1	6	40	.....
	Shoemaking.....	1	12	.....	40
Greenville Indian Industrial School, Greenville, Cal.	Sewing.....	1	.....	10	.....
	Cooking.....	1	.....	10	.....
Indian School, Perris, Cal.....	Sewing.....	1	.....	95	52
	Cooking.....	1	.....	95	52
	Carpentry.....	1	95	.....	52
	Carving.....	1	95	.....	52
	Farm or garden work.....	1	95	.....	52
	Bricklaying.....	1	95	.....	52
Fort Lewis Indian Industrial School, Hesperus, Colo.	Painting.....	1	95	.....	52
	Free-hand drawing.....	8	.....	.....	.....
	Mechanical drawing.....		.....	.....	.....
	Clay modeling.....	2	.....	.....	.....
	Paper cutting and folding.....		.....	.....	.....
	Sewing.....	1	.....	.....	.....
	Cooking.....	1	.....	.....	.....
	Sloyd.....	1	.....	.....	.....
	Carpentry.....	1	.....	.....	.....
	Forging.....	2	.....	.....	.....
	Sheet-metal work.....		.....	.....	.....
	Molding.....	2	.....	.....	.....
	Vise work.....		.....	.....	.....
	Machine-shop work.....	2	.....	.....	.....
	Farm or garden work.....		.....	.....	.....
	Printing.....	1	.....	.....	.....
	Painting.....	2	.....	.....	.....
Fort Lapwai School, Lapwai, Idaho.....	Sewing.....	1	.....	25	.....
	Cooking.....	1	.....	20	.....
	Farm or garden work.....	1	30	.....	.....
	Blacksmithing.....	1	10	.....	.....
Chilocco Indian Training School, Arkansas City, Kans.	Clay modeling.....	1	6	4	40
	Paper cutting and folding.....	1	6	4	40
	Sewing.....	3	.....	36	40
	Cooking.....	3	.....	30	40
	Carpentry.....	1	14	.....	40
	Farm or garden work.....	2	50	.....	40
	Painting.....	1	14	.....	40
	Tailoring.....	1	20	.....	40
	Shoemaking.....	1	15	.....	40
	Baking.....	1	4	.....	40
	Housekeeping.....	6	.....	60	40
	Nursery.....	1	10	.....	40
	Engineer.....	1	8	.....	40
Haskell Institute, Lawrence, Kans.....	Free-hand drawing.....	1	300	200	.....
	Mechanical drawing.....	1	50	25	40
	Clay modeling.....	1	150	100	40
	Paper cutting and folding.....	1	50	25	40
	Sewing.....	3	25	200	50
	Cooking.....	1	.....	120	50
	Sloyd.....	1	50	25	40
	Carpentry.....	1	20	.....	75
	Farm or garden work.....	2	100	75	.....

TABLE 2.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Haskell Institute, Lawrence, Kan.—Cont'd.	Printing	1	6	—	—
	Painting	1	25	75	—
Mount Pleasant Indian School, Mount Pleasant, Mich.	Sewing	2	—	—	40
	Carpentry	1	—	—	40
	Farm or garden work	2	—	—	40
	Cooking	2	—	—	40
	Laundry	1	—	—	40
	Housekeeping	2	—	—	40
Pipestone Indian Training School, Pipestone, Minn.	Sewing	1	—	50	—
	Cooking	1	25	12	—
	Farm or garden work	2	25	—	—
Fort Shaw Indian Training School, Sun River, Mont.	Free-hand drawing	5	190	115	—
	Mechanical drawing	5	150	—	—
	Paper cutting and folding	1	—	—	—
	Sewing	2	—	60	20
	Cooking	2	—	60	20
	Sloyd	1	40	—	40
	Carpentry	1	60	—	40
	Carving	1	40	35	20
	Forging	1	25	—	20
	Sheet metal work	1	25	—	20
	Vise work	1	25	—	20
	Farm or garden work	2	125	—	120
	Tailoring	1	20	—	120
	Shoemaking	1	12	—	120
Carson Indian Industrial School, Carson City, Nev.	Free-hand drawing	1	15	10	40
	Mechanical drawing	1	15	10	40
	Clay modeling	1	10	10	40
	Paper cutting and folding	1	35	26	40
	Sewing	1	—	45	20
	Cooking	1	—	30	20
	Carpentry	1	6	—	20
	Wood turning	1	6	—	20
	Pattern making	1	6	—	20
	Forging	1	6	—	20
	Molding	1	6	—	20
	Vise work	1	6	—	20
	Farm or garden work	1	70	—	40
Indian School, Albuquerque, N. Mex.....	Paper cutting and folding	1	12	12	40
	Sewing	1	—	26	—
	Cooking	1	—	26	—
	Carpentry	1	14	—	—
	Carving	1	34	—	—
	Farm or garden work	1	24	—	—
	Laundry	1	—	16	—
	Tailoring	1	12	—	—
	Shoemaking	1	12	—	—
	Harness making	1	12	—	—
United States Indian Industrial School, Santa Fe, N. Mex.	Sewing	1	—	—	—
	Cooking	1	—	—	—
	Carpentry	1	—	—	—
	Forging	1	—	—	—
	Farm or garden work	1	—	—	—
	Painting	1	—	—	—
	Laundry	1	—	—	—
	Baking	1	—	—	—
	Nursing	1	—	—	—
	Leather work	1	—	—	—
	Housekeeping	1	—	—	—
Cherokee Training School, Cherokee, N. C..	Engineering	1	—	—	—
	Paper cutting and folding	4	50	50	—
	Sewing	2	—	50	—
	Cooking	2	—	50	—
	Carpentry	1	10	—	—
	Vise work	1	10	—	—
	Farm or garden work	2	50	—	—
Indian Industrial School, Fort Totten, N. Dak.	Clay modeling	1	20	15	—
	Paper cutting and folding	1	—	—	—

TABLE 2.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Indian Industrial School, Fort Totten, N. Dak.—Continued.	Sewing.....	2	10	40	.....
	Cooking.....	3	10	40	.....
	Carpentry.....	1	10	.....	.....
	Farm or garden work.....	3	50	.....	.....
	Leather work.....	1	10	.....	.....
	Tailoring.....	1	6	.....	.....
	Plumbing.....	1	2	.....	.....
	Laundry.....	2	.....	20	.....
	Baking.....	1	5	5	.....
	Housekeeping.....	4	.....	80	.....
Seger Colony School, Colony, Okla.....	Sewing.....	2	5	15	40
	Cooking.....	1	.....	15	40
	Carpentry.....	1	4	.....	40
	Farm or garden work.....	1	10	.....	5
United States Indian Industrial School, Carlisle, Pa.	Free-hand drawing.....	1	454	400	.....
	Mechanical drawing.....		37	36	.....
	Clay modeling.....		22	30	.....
	Paper cutting and folding.....		40	52	.....
	Sewing.....	1	.....	400	.....
	Cooking and baking.....	2	12	400	.....
	Sloyd.....	1	77	33	.....
	Carpentry.....	1	42	.....	.....
	Forging and vise work.....	1	34	.....	.....
	Sheet-metal work.....	1	13	.....	.....
	Farm or garden work.....	2	461	.....	.....
	Bricklaying and plastering.....	1	12	.....	.....
	Printing.....	1	23	2	.....
	Painting.....	1	6	.....	.....
	Dairying.....	1	4	.....	.....
	Tailoring.....	1	60	.....	.....
	Steam fitting.....	1	4	.....	.....
	Harness making.....	1	44	.....	.....
	Shoemaking.....	1	40	.....	.....
	Laundry.....	1	.....	400	.....
Flandreau Indian Industrial School, Flandreau, S. Dak.	Free-hand drawing.....	4	30	45	10
	Paper cutting and folding.....	1	5	7	6
	Sewing.....	2	40	50	10
	Cooking.....	2	15	40	10
	Baking.....	1	4	17	10
	Farm or garden work.....	1	75	.....	10
	Free-hand drawing.....	4	80	70	44
Pierre Indian Industrial School, Pierre, S. Dak.	Mechanical drawing.....	1	8	.....	44
	Clay modeling.....	1	14	20	4
	Paper cutting and folding.....	1	14	20	44
	Sewing.....	1	4	45	.....
	Cooking.....	1	4	45	.....
	Sloyd.....	1	1	.....	40
	Carpentry.....	1	6	.....	44
	Wood turning.....	1	6	.....	.....
	Pattern making.....	1	2	12	.....
	Machine-shop work.....	1	4	.....	36
	Farm or garden work.....	1	6	.....	52
	Painting.....	1	.....	17	10
	Engineering.....	1	4	.....	44
	Clay modeling.....	3	88	43	.....
Tomah Indian Industrial School, Tomah, Wis.	Paper cutting and folding.....	3	88	43	.....
	Sewing.....	1	.....	20	.....
	Cooking.....	1	.....	20	.....
	Carpentry.....	1	40	.....	.....
United States Indian School, Wittenberg, Wis.	Farm or garden work.....	1	40	.....	.....
	Painting.....	1	40	.....	.....
	Free-hand drawing.....	3	30	21	.....
	Paper cutting and folding.....	1	16	14	.....
	Sewing.....	1	.....	20	.....
	Cooking.....	1	.....	16	.....
	Carpentry.....	1	15	.....	.....
	Farm or garden work.....	1	25	.....	.....
	Painting.....	1	6	.....	.....

CHAPTER XLIV.

EDUCATION OF THE COLORED RACE.

References to preceding Reports of the United States Bureau of Education, in which this subject has been treated: In Annual Reports—1870, pp. 61, 337-339; 1871, pp. 6, 7, 61-70; 1872, pp. xvii, xviii; 1873, p. lxvi; 1875, p. xxiii; 1876, p. xvi; 1877, pp. xxxiii-xxxviii; 1878, pp. xxviii-xxxiv; 1879, pp. xxxix-xlv; 1880, p. lviii; 1881, p. lxxxii; 1882-83, pp. liv, xlviii-lvi, xlix, 85; 1883-84, p. liv; 1884-85, p. lxvii; 1885-86, pp. 596, 650-656; 1886-87, pp. 790, 874-881; 1887-88, pp. 20, 21, 167, 169, 988-998; 1888-89, pp. 768, 1412-1439; 1889-90, pp. 629, 621, 624, 634, 1073-1102, 1388-1392, 1395-1485; 1890-91, pp. 620, 624, 792, 808, 915, 961-980, 1469; 1891-92, pp. 8, 686, 688, 713, 861-867, 1002, 1234-1237; 1892-93, pp. 15, 442, 1551-1572, 1976; 1893-94, pp. 1019-1061; 1894-95, pp. 1331-1424; 1895-96, pp. 2081-2115; also in Circulars of Information—No. 3, 1883, p. 63; No. 2, 1886, pp. 123-133; No. 3, 1888, p. 122; No. 5, 1888, pp. 53, 54, 59, 60, 80-86; No. 1, 1892, p. 71. Special Report on District of Columbia for 1869, pp. 193, 300, 301-400. Special report, New Orleans Exposition, 1884-85, pp. 468-470, 775-781.

The total enrollment in the public schools of the 16 Southern States and the District of Columbia for the year 1896-97 was 5,398,076, the number of colored children being 1,460,084 and the number of white children 3,937,992. The estimated number of children in the South from 5 to 18 years of age was 8,625,770. Of this number 2,816,340, or 32.65 per cent, were children of the negro race, and 5,809,430, or 67.35 per cent, were white children. By reference to Table 1 on page 2297 it will be seen that the number of colored children enrolled was 51.84 per cent of the colored school population, and the number of white children enrolled was 67.79 per cent of the white school population. The average daily attendance in the public schools of the Southern States was 3,565,611, the number in the colored schools being 904,505, or 61.95 per cent of the colored school enrollment, and the number in average attendance in the white schools being 2,661,106, or 67.58 per cent, of the white school enrollment.

It may be noted that in Louisiana, Mississippi, and South Carolina the colored school population exceeds the white school population. In Kentucky the number of colored children enrolled was 65.52 per cent of the colored school population, a percentage of enrollment for the colored schools greater than in any other State, and larger than the percentage of white enrollment in at least six of the Southern States. In the colored schools of Alabama, Arkansas, Louisiana, and South Carolina the average daily attendance was a greater percentage of their enrollment than was credited to the white schools of the same States upon their enrollment. Of the 119,893 public school teachers in the Southern States, 27,435 belong to the colored race. There was one colored teacher to every 33 colored children in average attendance, and one white teacher to every 29 white children in average attendance.

For the year 1896-97 the total expenditure for the public schools of the 16 Southern States and the District of Columbia was \$31,144,801. The cost of the schools for the colored race can not be accurately stated, but a fair estimate would place the cost of the colored schools at about \$6,575,000. This is something over 20 per cent of the aggregate expenditure for the Southern States, while the average attendance of colored children was about 26 per cent of the entire average attendance of white and colored pupils. Since 1870 the amount of money expended for public schools in

the South has reached \$514,922,268. It is believed that about \$100,000,000 of this sum must have been expended for the education of the colored children. The total expenditure for each year, and the aggregate for the twenty-seven years, as well as the common school enrollment of white and of colored children for each year since 1876 are shown in Table 2 on the next page.

SECONDARY AND HIGHER EDUCATION.

There are at least 178 schools in the United States for the secondary and higher education of colored youth exclusively. For the year 1896-97 only 169 of these schools reported to this office. Of this number 1 was in Illinois, 2 in Indiana, 1 in New Jersey, 2 in Ohio, and 3 in Pennsylvania, the remaining 160 being in the Southern States. These schools are all to be found classified according to their grades in the lists of universities and colleges, normal schools, and public and private secondary schools in other chapters of this annual report, but more complete statistics are given for each of these schools in detail in Tables 9 and 10 of this chapter, and summarized in Tables 3 to 8.

Table 3 shows that in the 169 schools there were employed 1,795 professors and teachers, 787 males and 1,008 females. There was a total enrollment in these schools of 45,402 students, 20,243 males and 25,159 females, an increase of 5,275 over the enrollment of the previous year. In collegiate grades there were 2,108 students, 1,526 males and 582 females, an increase of 653 over the previous year. In the secondary grades there were 15,203 students, 6,944 males and 8,259 females, an increase of 1,640 over the year before. In the elementary grades of these secondary and collegiate institutions there were 28,091 pupils, 11,773 males and 16,318 females, an increase of 2,999 over the year 1895-96.

The classification of students according to courses of study is given in Table 4 and part of Table 5. In all the colored schools there were 2,410 students pursuing the classical course, 1,312 males and 1,098 females. There were 974 students in scientific courses, 447 males and 527 females. In English courses there were 11,340 students, 4,667 males and 6,673 females. The business courses had 295 students, 179 males and 116 females. Table 5 shows that there were 5,081 students in normal or teachers' training courses, 2,382 males and 2,699 females.

Table 5 shows that there were 117 graduates from college courses, 103 males and 14 females. There were 1,256 graduates from normal courses, 537 males and 719 females. The high school courses had 846 graduates, 333 males and 513 females.

The number of students pursuing professional courses and the number of graduates from such courses are given in Table 6. In all there were 1,311 professional students, 1,137 males and 174 females. There were 611 students and 68 graduates in theology, 104 students and 30 graduates in law, 345 students and 71 graduates in medicine, 38 students and 10 graduates in dentistry, 39 students and 20 graduates in pharmacy, and 174 students and 35 graduates in nurse training.

Table 7 shows that in the 169 schools for the colored race there were 13,581 pupils and students receiving industrial training, 4,970 males and 8,611 females. The number in industrial training was almost 40 per cent of the total enrollment in these schools. There were 1,027 of these pupils being trained in farm and garden work, 1,496 in carpentry, 166 in bricklaying, 144 in plastering, 149 in painting, 85 in tin and sheet metal work, 227 in forging, 248 in machine-shop work, 185 in shoemaking, 689 in printing, 6,728 in sewing, 2,349 in cooking, and 2,753 in other trades.

The financial summary of the 169 colored schools is given in Table 8. In the libraries of these schools there were 224,794 volumes, valued at \$203,731. The aggregate value of grounds, buildings, furniture, and scientific apparatus was \$7,714,958. The value of benefactions or bequests received during the year 1896-97 was \$303,050. The schools received from public funds for support for the year \$271,839, from tuition fees \$141,262, from productive funds \$92,080, and from sources not named \$540,097, making an aggregate income of \$1,045,278 for the year.

TABLE 1.—Common school statistics, classified by race, 1896-97.

State.	Estimated number of persons 5 to 18 years of age.		Percentage of the whole.		Pupils enrolled in the public schools.		Percent of persons 5 to 18 years enrolled.	
	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.
Alabama	334, 700	286, 900	53. 84	46. 16	198, 605	120, 921	59. 34	42. 15
Arkansas	331, 700	128, 500	72. 08	27. 92	234, 078	82, 192	70. 57	63. 96
Delaware (1891-92)	39, 850	8, 980	81. 61	18. 39	28, 316	4, 858	71. 06	54. 10
District of Columbia	45, 440	25, 000	64. 51	35. 49	27, 797	15, 198	61. 17	60. 79
Florida	92, 240	73, 060	55. 80	44. 20	65, 913	39, 502	71. 46	54. 07
Georgia	369, 000	346, 300	51. 59	48. 41	266, 991	179, 180	72. 36	51. 74
Kentucky (1895-96)	557, 400	95, 400	85. 39	14. 61	337, 618	62, 508	60. 57	65. 52
Louisiana	206, 500	220, 000	48. 42	51. 58	103, 868	66, 079	50. 30	30. 36
Maryland	268, 000	77, 200	77. 64	22. 36	186, 416	43, 531	69. 56	56. 39
Mississippi (1894-95)	212, 700	309, 800	40. 71	59. 29	162, 830	187, 785	76. 55	60. 61
Missouri	890, 300	54, 200	94. 26	5. 74	641, 237	31, 915	72. 02	58. 88
North Carolina (1895-96)	389, 700	233, 700	62. 51	37. 49	244, 376	126, 544	62. 71	54. 15
South Carolina	176, 700	296, 500	37. 34	62. 66	119, 027	139, 156	67. 36	46. 93
Tennessee (1895-96)	480, 300	162, 000	74. 78	25. 22	386, 483	95, 102	80. 47	58. 70
Texas (1895-96)	800, 500	245, 500	74. 53	25. 47	481, 419	135, 149	60. 14	55. 05
Virginia	340, 100	242, 000	58. 43	41. 57	244, 583	123, 234	71. 92	50. 92
West Virginia (1895-96)	274, 300	11, 300	96. 04	3. 96	208, 435	7, 230	75. 99	63. 98
Total	5, 809, 430	2, 816, 340	67. 35	32. 65	3, 937, 992	1, 460, 084	67. 79	51. 84
Total, 1889-90	5, 132, 948	2, 510, 847	67. 15	32. 85	3, 402, 420	1, 296, 959	66. 29	51. 65

State.	Average daily attendance.		Per cent of enrollment.		Number of teachers.	
	White.	Colored.	White.	Colored.	White.	Colored.
Alabama	b 130, 230	b 82, 770	65. 57	68. 45	4, 725	2, 398
Arkansas	144, 532	50, 977	61. 75	62. 02	5, 617	1, 564
Delaware (1891-92)	b 19, 746	b 2, 947	69. 73	60. 66	734	106
District of Columbia	21, 783	11, 530	78. 36	75. 87	715	356
Florida	43, 623	25, 854	66. 18	65. 45	2, 016	642
Georgia	156, 504	90, 179	58. 62	50. 33	6, 014	3, 247
Kentucky (1895-96)	247, 203	39, 658	73. 23	63. 44	8, 727	1, 482
Louisiana	75, 384	48, 739	72. 58	73. 76	2, 630	1, 052
Maryland	111, 208	22, 419	59. 66	51. 50	4, 062	774
Mississippi (1894-95)	99, 048	103, 635	60. 83	55. 19	4, 591	3, 264
Missouri	468, 611	21, 820	73. 08	68. 37	14, 176	762
North Carolina (1895-96)	155, 899	75, 826	63. 79	59. 92	5, 129	2, 756
South Carolina	82, 627	99, 932	69. 42	71. 81	2, 928	2, 045
Tennessee (1895-96)	272, 963	65, 213	70. 63	68. 57	7, 257	1, 878
Texas (1895-96)	349, 913	90, 336	72. 68	66. 84	10, 470	2, 747
Virginia	145, 218	68, 203	59. 37	55. 34	6, 448	2, 127
West Virginia (1895-96)	136, 614	4, 467	65. 54	61. 78	6, 219	235
Total	2, 661, 106	904, 505	67. 58	61. 95	92, 458	27, 435
Total, 1889-90	2, 165, 249	813, 710	63. 64	62. 74	78, 903	24, 072

a United States Census.

b Approximately.

TABLE 2.—Sixteen former slave States and the District of Columbia.

Year.	Common school enrollment.		Expenditures (both races).	Year.	Common school enrollment.		Expenditures (both races).
	White.	Colored.			White.	Colored.	
1870-71			\$10, 385, 464	1885-86	2, 773, 145	1, 048, 659	\$20, 208, 113
1871-72			11, 623, 238	1886-87	2, 975, 773	1, 118, 556	20, 821, 969
1872-73			11, 176, 048	1887-88	3, 110, 606	1, 140, 405	21, 810, 158
1873-74			11, 823, 775	1888-89	3, 197, 830	1, 213, 092	23, 171, 878
1874-75			13, 021, 514	1889-90	3, 402, 420	1, 296, 959	24, 880, 107
1875-76			12, 033, 865	1890-91	3, 570, 624	1, 329, 549	26, 690, 310
1876-77	1, 827, 139	571, 506	11, 231, 073	1891-92	3, 607, 549	1, 354, 316	27, 691, 488
1877-78	2, 034, 946	675, 150	12, 093, 091	1892-93	3, 697, 899	1, 367, 515	28, 535, 738
1878-79	2, 013, 684	685, 942	12, 174, 141	1893-94	3, 835, 593	1, 424, 995	29, 223, 546
1879-80	2, 215, 674	784, 709	12, 678, 685	1894-95	3, 845, 414	1, 441, 282	29, 372, 990
1880-81	2, 234, 877	802, 374	13, 656, 814	1895-96	3, 861, 300	1, 429, 713	30, 729, 819
1881-82	2, 249, 263	802, 982	15, 241, 740	1896-97	3, 937, 992	1, 460, 084	31, 144, 801
1882-83	2, 370, 110	817, 240	16, 363, 471	Total			514, 922, 268
1883-84	2, 546, 448	1, 002, 313	17, 884, 558				
1884-85	2, 676, 911	1, 030, 463	19, 253, 874				

TABLE 3.—*Teachers and students in institutions for the colored race in 1896-97.*

State.	Number of schools.	Teachers.			Students.											
		Male.	Female.	Total.	Elementary.			Secondary.			Collegiate.			Total.		
					Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama	13 104	111	215	1,131	1,427	2,558	1,223	1,008	2,231	38	12	50	2,392	2,447	4,839	
Arkansas.....	8 20	29	49	593	696	1,289	253	210	463	23	7	30	899	913	1,782	
Delaware.....	1 3	0	.....	.....	.....	.....	24	6	30	10	2	12	34	8	42	
District of Columbia.....	4 85	31	116	144	148	202	408	590	998	32	82	424	894	820	1,714	
Florida.....	5 10	15	25	250	329	579	67	96	163	.....	.....	.....	317	425	742	
Georgia.....	20 71	153	224	1,354	2,416	3,770	629	1,049	1,678	174	16	190	2,157	3,481	5,638	
Illinois.....	1 1	1	2	.....	.....	.....	16	24	40	0	0	0	16	24	40	
Indiana.....	2 8	10	18	26	27	53	35	50	85	.....	.....	.....	61	77	138	
Kentucky.....	7 34	40	74	453	784	1,237	466	586	1,052	98	80	178	1,017	1,450	2,467	
Louisiana.....	6 48	50	98	841	1,193	2,034	186	181	367	49	21	70	1,076	1,395	2,471	
Maryland.....	6 8	20	28	69	183	243	93	186	279	10	0	10	163	369	532	
Mississippi.....	9 42	52	94	415	561	976	520	334	854	105	72	177	1,040	967	2,007	
Missouri.....	5 17	16	33	236	247	483	171	218	389	5	0	5	412	465	877	
New Jersey.....	1 3	5	8	11	7	18	17	16	33	0	0	0	23	23	51	
N. Carolina.....	23 84	90	174	983	1,661	2,644	672	860	1,532	201	60	261	1,856	2,581	4,437	
Ohio.....	2 14	9	23	71	79	150	83	97	179	47	15	62	200	191	391	
Pennsylvania.....	3 17	8	25	111	156	267	236	137	373	48	0	48	395	293	688	
S. Carolina.....	12 48	75	123	1,202	1,270	2,472	410	524	934	14	3	17	1,628	1,797	3,423	
Tennessee.....	14 49	101	150	1,772	2,272	4,044	570	691	1,171	193	179	372	2,535	3,052	5,587	
Texas.....	10 40	59	99	568	1,006	1,574	349	440	789	84	31	115	1,001	1,477	2,478	
Virginia.....	14 70	123	193	1,458	1,745	3,203	433	941	1,374	85	2	87	1,976	2,688	4,664	
West Virginia.....	3 11	10	21	94	111	205	84	105	189	.....	.....	.....	178	216	394	
Total	169 787	1,008	1,795	11,773	16,318	28,091	6,944	8,259	15,203	1,526	582	2,108	20,243	25,159	45,402	

TABLE 4.—*Classification of colored students, by courses of study, 1896-97.*

State.	Students in classical courses.			Students in scientific courses.			Students in English courses.			Students in business courses.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama.....	11	3	14	2	1	3	392	497	889	9	6	15
Arkansas.....	52	29	81	32	38	70	168	229	397	7	0	7
Delaware.....	3	0	3	5	2	7	2	0	2	0	0	0
District of Columbia.....	129	218	347	.....	.....	.....	.....	.....	.....	52	49	101
Florida.....	.....	.....	.....	.....	.....	.....	233	326	559	0	0	0
Georgia.....	121	150	271	46	68	114	735	1,359	2,094	0	0	0
Illinois.....	0	0	0	0	0	0	16	24	40	0	0	0
Indiana.....	35	50	85	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kentucky.....	73	161	234	3	12	15	70	170	240	2	1	3
Louisiana.....	47	35	82	53	28	81	330	422	752	10	7	17
Maryland.....	40	107	147	0	0	0	57	237	294	.....	.....	.....
Mississippi.....	41	30	71	21	6	27	129	187	316	0	0	0
Missouri.....	19	11	30	64	111	175	18	20	38	.....	.....	.....
New Jersey.....	0	0	0	0	0	0	0	0	0	0	0	0
North Carolina.....	175	14	189	33	55	88	533	696	1,229	69	25	94
Ohio.....	14	3	17	15	9	24	56	40	96	15	2	17
Pennsylvania.....	165	29	194	35	29	64	56	29	85	5	6	11
South Carolina.....	67	31	98	12	17	29	678	658	1,336	10	20	30
Tennessee.....	218	176	394	55	50	105	486	775	1,261	0	0	0
Texas.....	40	7	47	57	44	101	186	237	423	0	0	0
Virginia.....	44	36	80	14	57	71	522	767	1,289	0	0	0
West Virginia.....	18	8	26	.....	.....	.....	.....	.....	.....	0	0	0
Total	1,312	1,098	2,410	447	527	974	4,667	6,673	11,340	179	116	295

TABLE 5.—Number of colored normal students and graduates in 1896-97.

State.	Students in normal courses.			Graduates of high-school courses.			Graduates of normal courses.			Graduates of collegiate courses.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama.....	828	669	1,497	8	10	18	308	281	589	2	0	2
Arkansas.....	103	61	164	7	4	11	6	7	13	3	1	4
Delaware.....												
District of Columbia.....	75	79	154	27	58	85	26	36	62	5	0	5
Florida.....	17	10	27	0	2	2	7	3	10	0	0	0
Georgia.....	114	240	354	44	71	115	3	41	44	9	5	14
Illinois.....	0	0	0	1	4	5				0	0	0
Indiana.....				6	10	16						
Kentucky.....	77	144	221				4	13	17			
Louisiana.....	12	60	72	14	19	33	8	17	25	5	0	5
Maryland.....	17	33	50	11	19	30	1	11	12	2	0	2
Mississippi.....	85	156	241	14	4	18	24	26	50	3	0	3
Missouri.....	61	57	118	14	23	37	6	5	11	2	0	2
New Jersey.....	0	0	0	0	0	0	0	0	0	0	0	0
North Carolina.....	221	232	453	44	14	58	33	36	69	11	2	13
Ohio.....	29	54	83	7	20	27	2	12	14	7	3	10
Pennsylvania.....	54	29	83				5	6	11	30	0	30
South Carolina.....	102	223	325	37	58	95	14	43	57	0	0	0
Tennessee.....	266	365	631	55	111	166	31	60	91	16	2	18
Texas.....	137	138	275	24	30	54	14	24	38	5	1	6
Virginia.....	108	65	173	20	54	74	36	89	125	3	0	3
West Virginia.....	76	84	160	0	2	2	9	9	18	0	0	0
Total.....	2,382	2,699	5,081	333	513	846	537	719	1,256	103	14	117

TABLE 6.—Colored professional students and graduates in 1896-97.

State.	Students in professional courses.			Professional students and graduates.											
				Theology.		Law.		Medicine.		Dentistry.		Pharmacy.		Nurse training.	
	Male.	Female.	Total.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.
Alabama	107	25	132	107	6									25	0
Arkansas															
Delaware	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
District of Columbia	295	0	295	73	14	79	25	106	22	20	4	17	8	0	0
Florida															
Georgia	154	39	193	151	11	3	0	0	0	0	0	0	0	39	2
Illinois	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indiana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kentucky	13	0	13	13	0	0	0	0	0	0	0	0	0	0	0
Louisiana	38	5	43	0	0	0	0	38	8	0	0	0	0	5	0
Maryland	2	0	2	2	2	0	0	0	0	0	0	0	0	0	0
Mississippi	5	52	57	5	1	0	0	0	0	0	0	0	0	52	8
Missouri	4	0	4	4	0	0	0	0	0	0	0	0	0	0	0
New Jersey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
North Carolina	116	6	122	43	7	11	3	51	7	0	0	11	8	6	0
Ohio	15	0	15	13	1	2	0	0	0	0	0	0	0	0	0
Pennsylvania	48	0	48	48	16	0	0	0	0	0	0	0	0	0	0
South Carolina	50	36	86	47	0	3	0	0	0	0	0	0	0	36	22
Tennessee	221	0	221	36	1	6	2	150	34	18	6	11	4	0	0
Texas	4	9	13	4	1	0	0	0	0	0	0	0	0	9	3
Virginia	65	2	67	65	8	0	0	0	0	0	0	0	0	2	0
West Virginia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1,137	174	1,311	611	68	104	30	345	71	38	10	39	20	174	35

TABLE 7.—*Industrial training of colored students in 1896-97.*

State.	Pupils receiving industrial training.			Students trained in industrial branches.												
	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
Alabama.....	1,117	988	2,105	294	195	17	17	17	8	45	12	38	69	542	125	687
Arkansas.....	132	182	314	40	29	0	0	0	0	14	9	3	23	119	83	13
Delaware.....	34	6	40	14	20			1			2		3			
District of Columbia..	151	74	225		88				10		13		71	43		
Florida.....	76	118	194	44	68			44				1	10	112	63	
Georgia.....	251	1,272	1,523	23	165	9	9	7	0	11	11	0	66	956	85	283
Illinois.....																
Indiana.....																
Kentucky.....	20	201	221	18	7								2	81	81	120
Louisiana.....	394	433	827	73	78	10	1	21	60	10	48	0	45	319	70	209
Maryland.....	48	207	255	0	8						4	4		164	147	75
Mississippi.....	360	432	792	90	94			5				47	57	416	160	104
Missouri.....	65	140	205	0	31					22	12			140		
New Jersey.....	28	23	51	15	28	0	0	0	0	0	0	0	0	23	23	15
North Carolina.....	442	1,116	1,558	66	142	26	20	14	2	80	5	31	65	941	446	236
Ohio.....	83	133	216	0	38	0	0	0	0	0	0	0	0	46	67	0
Pennsylvania.....	28	88	116	0	28	18						18	16		88	96
South Carolina.....	667	1,042	1,709	53	182	79	79	26	0	22	76	18	42	995	196	93
Tennessee.....	142	416	558	5	41				4				92	407	116	6
Texas.....	421	693	1,114	167	125			4				5	36	517	214	2
Virginia.....	452	915	1,367	125	77	7	10	10	1	19	16	18	42	760	318	814
West Virginia.....	59	132	191		52		8			4	40		4	126	69	
Total.....	4,970	8,611	13,581	1,027	1,496	166	144	149	85	227	248	185	689	6,728	2,349	2,753

TABLE 8.—*Financial summary of the 169 colored schools.*

State.	Value of benefactions or bequests, 1896-97.	Volumes in library.	Value of library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from sources unclassified.	Total income for the year 1896-97.
Alabama.....	\$35,377	16,125	\$15,970	\$532,247	\$14,730	\$7,271	\$7,766	\$36,778	\$66,545
Arkansas.....	1,020	5,660	2,935	170,200	8,200	5,807	2,100	4,145	20,252
Delaware.....	200			17,800	4,000			4,200	8,200
District of Columbia..	0	17,319	14,500	965,000	32,600	7,914	9,000	11,000	60,514
Florida.....	15	2,376	2,350	70,500	11,500	292	0	145	11,937
Georgia.....	10,703	33,770	29,659	1,324,262	17,300	23,014	5,700	81,115	127,129
Illinois.....		159	190	18,000					
Indiana.....		212	200	2,500					
Kentucky.....	133	18,567	17,025	294,203	29,220	5,094	4,578	8,173	47,065
Louisiana.....	2,609	10,700	8,800	326,236	9,000	4,054	6,440	22,610	42,104
Maryland.....		5,000	4,400	110,000	12,900	3,200	1,240	11,610	28,950
Mississippi.....	8,110	16,820	24,400	431,500	9,750	7,313	10,000	23,222	50,285
Missouri.....	200	2,919	2,159	166,300	18,000	1,761	125	2,996	22,882
New Jersey.....	0	100	75	1,000	3,000	0	0	0	3,000
North Carolina.....	24,464	17,250	16,035	523,710	17,889	8,588	725	49,857	77,059
Ohio.....	0	6,600	6,500	108,000	16,400	1,822	1,323	8,771	28,316
Pennsylvania.....		14,000	14,000	214,000					
South Carolina.....	1,745	8,475	5,680	212,500	3,100	8,485	1,000	37,633	50,218
Tennessee.....	47,538	18,166	17,330	904,400	3,100	24,958	2,800	38,633	69,491
Texas.....	1,950	7,575	6,700	324,600	20,600	23,683	500	25,134	69,917
Virginia.....	167,480	17,400	11,223	888,000	25,550	7,681	37,224	164,406	234,861
West Virginia.....	3,515	5,600	3,600	110,000	15,000	325	1,559	9,669	26,553
Total.....	305,050	224,794	203,731	7,714,958	271,839	141,262	92,080	540,097	1,045,278

"SOCIAL AND PHYSICAL CONDITION OF NEGROES IN CITIES."

Under the above title the Atlanta University has recently published a valuable report of an investigation made under the direction of that institution by a number of its graduates. The introduction to that report and the three leading papers by the principal investigators are reprinted below:

INTRODUCTION.

The papers presented in this report were written exclusively by colored men and women, and are based upon statistical investigations made by them under the direction of Atlanta University.

The investigation was begun by an inquiry on the part of three graduates of Atlanta University into the causes of the excessive mortality among negroes. A conference was held on the subject at Atlanta University in May, 1896, and the facts brought out at that conference were so significant that the investigation was continued for another year along similar lines, but on a more extensive scale, and a second conference was held in May, this year. The cooperation of graduates of other institutions was invited. The present investigation, therefore, is the result of the joint efforts of graduates of Atlanta University, Fisk, Berea, Lincoln, Spelman, Howard, Meharry, and other institutions for the higher education of the negroes.

The conclusions which these men and women have reached as a result of their investigations are, in some respects, most surprising; especially their conclusions as to the effect of environment and economic conditions upon the vital energies of the race. Their conclusions were, in substance, that the excessive mortality of their people can not be attributed in any large degree to unfavorable conditions of environment, but must be chiefly attributed to the ignorance of the masses of the people and their disregard of the laws of health and morality. The significance of this conclusion is tersely expressed by one of the writers, who says:

"This last fact, that the excessive death rate of the colored people does not arise from diseases due to environment, is of vast importance. If poor houses, unhealthy localities, bad sewerage, and defective plumbing were responsible for their high death rate, there would be no hope of reducing the death rate until either the colored people became wealthy, or philanthropic persons erected sanitary houses, or municipalities made appropriations to remove those conditions. But since the excessive death rate is not due to these causes, there is reason for the belief that it may be reduced without regard to the present economic condition of the colored people."

The attention of the members of the conference seemed to be mainly directed to a consideration of the social questions affecting the progress of the race. The sentiment of the conference was voiced by one writer in these words:

"If we are to strike at the root of the matter, it will not be at sanitary regulation, but at social reconstruction and moral regeneration."

The solution of the problem will be found in the wise direction of the numerous charitable, religious, and educational organizations of colored people already established. As a means toward that end, the university will continue the city problem investigation along the lines upon which it was begun, and will hold a third conference at Atlanta next May. The subject of the next conference can not now be announced, but in accordance with the expressed wish of members of the last conference, it will be some subject dealing with the social conditions of the people.

The result of the present investigation has been, on the whole, distinctly encouraging. In the opinion of the committee having the investigation in charge, the negro has nothing to fear from a most rigid and searching investigation into his physical and social condition, but such an investigation can be made most helpful and valuable.

RESULTS OF THE INVESTIGATION.

[NOTE.—The three following papers on the results of the investigation were written by the three members of the conference who individually collected the most data: Mr. Butler R. Wilson, a member of the committee, who gathered data relating to 100 families that had migrated from North Carolina to Cambridge, Mass.; Prof. Eugene Harris, of Fisk University, who made an extensive investigation in Nashville, and Mr. L. M. Hershaw, of Washington, D. C., who had in charge the very laborious work of analyzing the reports of the boards of health for the past fifteen years.—Ed.]

GENERAL SUMMARY.¹

In making this investigation of the habits, morals, and environment of negroes living in cities, three things have been kept constantly in view, viz:

First. To obtain accurate information, without regard to cherished theories or race pride;

Second. To make the inquiry practical and helpful, and not merely for scientific results; and,

Third. To induce the people to apply the remedies which they have in their own hands for the evils which are found to exist and which retard their progress.

The results to be gained depended entirely upon the intelligence and fitness of the investigators, who were selected with great care from the ranks of well-known colored educators, ministers, physicians, lawyers, and business men living among the people covered by the investigation. All the data were gathered by this body of trained colored leaders, and they are believed to be perhaps more than usually accurate, because of the investigators' knowledge of the character, habits, and prejudices of the people, and because of the fact that they were not hindered by the suspicions which confront the white investigator, and which seriously affect the accuracy of the answers to his questions.

The work of the investigators was entirely voluntary and was done with a willingness and industry highly gratifying.

The cities embraced in the investigation, with a single exception, are located in regions of heaviest negro population, and are fairly representative of other cities containing large numbers of negroes.

The data obtained were published in the May Bulletin of the United States Department of Labor, and cover so wide a range of useful information that only a few things can be pointed out here.

Referring to the tables of this Bulletin, we find one noticeable fact in Table 3, namely, that the size of colored families is much smaller than is commonly supposed, the average being 4.17 persons.

Tables 5 and 6, giving household conditions by families—the average persons per sleeping room and the number of rooms per family—show that the general belief that the tenements and houses occupied by colored people are greatly overcrowded is not founded on facts. These tables do not show that any great overcrowding exists, on the whole, although for certain individual families and groups the averages are somewhat larger. It also appears that the average number of living rooms is much larger than has been thought to be the case. An average of 2.22 persons to a sleeping room in Atlanta, 2.44 persons in Nashville, and 1.96 persons in Cambridge, and 2.05 persons in all the other cities covered by the investigation, is an unexpected and important showing, and reverses the idea that the number of families having but one room each for all purposes was very large and was the rule instead of the exception. Out of a total of 1,137 families investigated only 117, or 10.29 per cent, had but one room each for their use for all purposes.

Table 7, giving number of families and means of support, shows a large proportion of females who either support families unaided or who contribute to the support of families.

Of the male heads only 26.7 per cent were able to support their families without assistance from other members. Of the 1,137 families 650, or 57.17 per cent, were supported wholly or in part by female heads.

In comparison with white female heads of families and those contributing to family support there is quite a large excess on the part of colored women.

This table calls attention to the enforced absence of mothers from their homes and the daily abandonment, by these mothers who are compelled to aid in earning the family support, of their young children to the evil associations, the temptations, and vicious liberty of the alleys, courts, and slums.

To attempt to prove from the showing of this table that negro men are unwilling to support their families and that they are lazy and shiftless would be unfair. Careful inquiry by a number of the investigators indicates very strongly that the comparatively small support given by these men to their families is not due to unwillingness, but to their inability to get work as readily and constantly as the women. At the South white men refuse to work at the bench in the mill, and at other employments with colored men, who for this reason are denied work, and therefore unable to earn means with which to support their families.

This fact was found to exist in the city of Cambridge, where a large per cent of the men in the hundred families investigated, in reply to an inquiry, said that they had been refused work because they were colored, and a number of them said that they were unable to follow their trades, but had to "job around" with unsteady employment for the same reason.

¹ By Mr. Butler R. Wilson (1881), Boston, Mass.

The women in these families find steady employment as domestic servants and laundresses, and at the South find but little competition from white women.

The investigation gives a great many data on this industrial side of the question, which want of space will not now allow us to consider.

Tables 8 and 9, giving the number and per cent of persons sick during the year and the number and per cent of deaths during the past five years by causes, show that the diseases most fatal to the colored people are consumption and pneumonia. While the average length of time of sickness from it is short, malarial fever is shown to be one of the most prevalent diseases. Rheumatism is also shown to be quite prevalent. Both of these diseases, as well as typhoid fever and pneumonia, may to a great extent be kept in abeyance by the observance of hygienic rules and a proper care of the health.

In the 100 Cambridge families it was found that many of the men work in the water department, and after the day's work eat the evening meal without changing their damp clothing, often going to sleep in their chairs for an hour or more and then going to a lodge or "society meeting," remaining not infrequently until 11 and 12 o'clock.

These tables also show that the difference between the death rate of the white and colored people from diarrhea, diphtheria, scarlet fever, malarial fever, and typhoid fever, all diseases chiefly affected by environment, is very slight.

Table 10, giving sickness by sanitary condition of houses, shows that while sanitary conditions have a very important bearing, they are not important enough to account for the difference of per cent in the death rate between the white and colored people.

Great caution must be observed in making deductions from this table. While it is intended to show the bearing of sanitary conditions on the health of the community, the results obtained are not conclusive. It would be erroneous, for instance, to attribute to bad sanitary conditions the increased amount of sickness in families, and leave out of consideration such factors as irregular habits, indifference to healthy living quarters, and the intimate relation between poverty and ill health.

By reference to the table it will be seen that the number of persons sick in Atlanta was 163 out of a total of 577, or 28.25 per cent, where the light and air were good; and that out of 367 persons living where the light and air were bad, 120, or 32.70 per cent, were sick, a difference of only 15 per cent between houses with good and bad conditions as to light and air.

One hundred and twenty-eight persons living in houses with good light and air lost 5,819 days by sickness, or an average of 45.46 days each; while 102, or 26 persons less, lost, under bad conditions of light and air, only 4,361 days, or an average of 42.75 days each, a difference of 6 per cent, the average days of sickness being more in houses with good light and air than in those where the light and air were bad.

This table further shows that out of 537 persons living in Atlanta in houses with good ventilation 153, or 28.49 per cent, were sick during the year, losing, for the 124 reporting, 5,927 days, or an average of 47.80 days each; while out of 427 persons living in houses with bad ventilation 154, or 36 per cent, were sick during the year, 133 of whom lost 6,050 days, or an average of 45.49 days each, a difference of only 26 per cent between the per cent of persons sick where ventilation was good and where it was bad, the average number of days again being greater for those under good conditions than for those under bad.

Table 15, giving general description of houses, shows that a large proportion of the houses occupied by the 1,137 families were wooden structures, detached and located in neighborhoods of fair character. Of the 1,031 houses but 43 had bathrooms, and 183 had water-closets, 95 of which were in the Cambridge houses. In Atlanta and Cambridge the houses with bad outside sanitary conditions predominated. In all the other cities the houses with good outside sanitary conditions predominated, the latter being greatly in excess for the entire territory covered.

This paper may be summarized as follows:

First. All the data in the investigation have been gathered by intelligent colored men and women living in the communities covered. These investigators were not hindered by obstacles which make it difficult for a white man to get accurate information of the family life, habits, and character of the colored people. These colored investigators can not be charged with prejudice and designs against the interests of the colored people. For these reasons their work is thought to be more than usually accurate and reliable.

Second. Overcrowding in tenements and houses occupied by colored people does not exist to any great extent, and is less than was supposed.

Third. In comparison with white women, an excess of colored women support their families entirely, or contribute to the family support, by occupations which take them much of their time from home, to the neglect of their children.

Fourth. Environment and the sanitary condition of houses are not chiefly responsible for the excessive mortality among colored people.

Fifth. Ignorance and disregard of the laws of health are responsible for a large proportion of this excessive mortality.

SOCIAL AND PHYSICAL PROGRESS.¹

The study of vital statistics is one of the most important subjects that can engage the attention. The death rate, taken in connection with the birth rate, determines the natural increase or decrease of population, the growth or decline of a people, and the strength of nations. Dr. William Farr, late registrar-general of births, deaths, and marriages in England, states the whole matter in the following language: "There is a relation betwixt death, health, and energy of body and mind. There is a relation betwixt death, birth, and marriage. There is a relation betwixt death and national primacy; numbers turn the tide in the struggle of population, and the most mortal die out. There is a relation betwixt the forms of death and moral excellence or infamy."

It has been known for a number of years to health officers and students of vital statistics that the death rate of the colored people was larger than that of the white people; that the colored people were dying in larger numbers in proportion to the colored population than the white people were in proportion to the white population. Of late years these facts have become known to most intelligent persons, and great interest attaches to the degree of the excess of the colored death rate and to the causes of it.

This paper will deal with the vital statistics of the cities of Atlanta, Ga.; Baltimore, Md.; Charleston, S. C.; Memphis, Tenn., and Richmond, Va. Each of these cities contains a large colored population, surrounded by social, economic, and moral conditions such as exist in other cities where colored people are congregated in considerable numbers, if Philadelphia is excepted. The cities selected are therefore thoroughly representative for the purpose in hand, and the conditions found to prevail in them may be fairly presumed to prevail in the other cities having a large population of colored people.

The average annual death rate per 1,000 of the living population in these five cities for the fifteen years from 1881 to 1895 was 20.74 for the whites and 36.13 for the colored, showing a percentage of excess for the colored of 73.8.

The average annual death rate per 1,000 by race for each of the five cities under consideration for the past fourteen or fifteen years is as follows:

City.	White.	Colored.	Per cent excess of colored.
Atlanta (1882-1895)	18.50	34.71	87.6
Baltimore (1880-1894)	20.69	32.71	58.1
Charleston (1881-1894)	23.19	44.08	90.
Memphis (1882-1895)	20.58	31.15	51.3
Richmond (1881-1895)	20.72	38.02	83.4

An inspection of the table just given shows that the highest death rate among the colored is in Charleston (which is also true as to the whites) and that the lowest death rate among the colored is in Memphis, the lowest among the whites being in Atlanta. Comparing the white and colored death rates, it is to be seen that the greatest excess of colored over white is in Charleston, where it reaches 90 per cent, the excess in Atlanta being 87.6 per cent and that in Richmond 83.4 per cent. The least excess is found in Memphis, which is 51.3 per cent, Baltimore having 58.1 per cent. These figures seem to justify the conclusion that the worst physical conditions among the colored people are to be found in Charleston, Atlanta, and Richmond and the best in Memphis and Baltimore.

Having found the average death rates of the two races in these five cities for the past fourteen or fifteen years, and having compared them with each other and drawn a conclusion as to the relative physical conditions of the colored populations in the cities under consideration, it will conduce to a better understanding and a fuller knowledge of these conditions to divide the fourteen or fifteen years which this investigation covers into three periods as nearly equal as possible. By pursuing this method we shall be able, in a measure, to decide whether the physical condition of the colored people is better or worse in 1894 or 1895 than in 1880 or 1881.

¹ By Mr. L. M. Hershaw (1886), Washington, D. C.

City.	First period.			Second period.			Third period.		
	White.	Colored.	Per cent excess of colored.	White.	Colored.	Per cent excess of colored.	White.	Colored.	Per cent excess of colored.
Atlanta	18.22	37.96	108.4	19.25	33.41	73.5	18.03	32.76	81.6
Baltimore	22.60	36.15	59.9	19.46	30.52	56.8	20.01	31.47	57.2
Charleston	25.40	44.08	73.5	22.30	46.74	109.6	21.88	41.43	89.3
Memphis	26.08	43.01	64.9	21.49	29.35	36.5	14.17	21.11	48.9
Richmond	22.42	40.34	79.9	21.37	38.83	81.7	18.42	34.91	89.5

The tabular statement contains, in addition to the average annual death rate, the percentage of the excess of the colored death rate. Lest the percentages of excess mislead somebody, it is necessary to explain that, in comparing the three periods they merely show whether or not the colored death rate has decreased as rapidly as the white death rate, and not the actual increase or decrease of the colored death rate. To illustrate: Comparing the second and third periods in Richmond, it is to be seen that the percentage of excess for the second period is 81.7 per cent and for the third period 89.5 per cent. Without looking at the matter carefully the conclusion is likely to be drawn that the colored death rate is greater for the third period than for the second, when, as a matter of fact, it is less, the rates being 38.83¹ for the second and 34.91 for the third.

An inspection of the above table shows that there has been a constant decrease in the colored death rate from period to period in Atlanta, Memphis, and Richmond.

In Atlanta the colored death rate for the first period is 37.96, for the second 33.41, and for the third 32.76; in Memphis 43.01 for the first period, 29.35 for the second, and 21.11 for the third and in Richmond 40.34 for the first period, 38.83 for the second, and 34.91 for the third. While Baltimore and Charleston do not show the constant decrease from period to period noted in the other cities, they do show a lower death rate for the third period than for the first, the death rates in Baltimore being 36.15 for the first period, 30.52 for the second, and 31.47 for the third, and those in Charleston 44.08 for the first period, 46.74 for the second, and 41.43 for the third. Memphis shows the greatest improvement, the average death rate at the end of the third period being 50.9 per cent lower than at the end of the first, and Charleston shows the least improvement—6 per cent. In Atlanta the improvement is 13.9 per cent, in Richmond 13.4 per cent, and in Baltimore 12.9 per cent.

Of the five cities with which this paper deals but two have a registration of births—Baltimore and Charleston. Richmond had such a registration, but it was discontinued some years ago. The registrations of Baltimore and Charleston are admittedly incomplete. No view of the vital statistics of a community is complete without a knowledge of its birth rate. The birth rate is closely related to the death rate. The natural increase of population depends upon the excess of the birth rate over the death rate. It would be highly interesting to know what the birth rate of the colored population in the five cities under consideration is. Is it as great as the death rate? Is it greater than the death rate? These questions can not be answered satisfactorily because the health reports do not supply the information. The United States census of 1890 gives the colored birth rate of the United States as 29.07 per 1,000, but owing to the incompleteness of the records of births by the municipal and State authorities, these figures are not reliable and are probably much too small. Four European countries have birth rates which exceed the colored death rate in the cities that we have under consideration. In view of the well-known fecundity of the negro race, it is fair to infer that his birth rate is certainly as high as that of the Italian, the German, the Austrian, or the Hungarian. If this is so, then the death rate in these cities has not reached the point where population begins to decrease. It is well-nigh useless to pursue this branch of the subject further, because of the lack of data.

Having established the fact that the average colored death rate for the past fourteen or fifteen years in the five cities is 73.8 per cent in excess of the white death rate in the same cities for the same period, and having shown, by dividing these years into three equal periods and comparing the rates of previous with succeeding periods, that the colored death rate shows an improvement over fifteen years ago, it remains to set forth the causes of this excessive mortality.

The principal causes of the excessive mortality of the colored people are the same in all the cities, therefore it will serve our purpose to know the average death rate of the three cities, Charleston, Memphis, and Richmond, combined, for a period of

¹ The death rate is generally expressed in terms of 1,000. The phrase "rate of 38.83" means that there were thirty-eight and eighty-three one-hundredths deaths per 1,000 of population. For brevity, the words "per thousand" are omitted.

fifteen years for certain classes of diseases, and to give in full the same facts concerning Atlanta. The table which follows shows for Charleston, Memphis, and Richmond, combined, the average death rate per 10,000 by specified causes for a period of fifteen years, from 1881 to 1895:

Disease.	White.	Colored.	Per cent excess of colored.
Consumption and pneumonia.....	a 32.76	75.48	130.4
Typhoid, malarial, and scarlet fevers, diarrhea and diphtheria.....	20.16	26.22	30.0
Cholera infantum, convulsions, and still-born.....	14.87	39.43	165.1
Scrofula and syphilis.....	0.81	4.72	482.7

a These death rates for specified causes are per 10,000.

It is to be seen from the table above that for all classes of diseases the colored death rate exceeds the white. The greatest excess is found under scrofula and syphilis, where it is 482.7 per cent in excess of the white death rate. The next greatest excess is due to infantile diseases—cholera infantum, convulsions, and still-born—the excess being 165.1 per cent. The third greatest excess is due to pulmonary diseases, and is seen to be 130.4 per cent. We see also that the least disparity between the white and the colored death rate is found under the group of diseases most affected by environment, including typhoid and malarial fevers and diphtheria, where the excess is only 30 per cent. As to syphilis and scrofula, it is to be observed that the number of deaths is small. The white death rate during fifteen years in Charleston, Memphis, and Richmond has been less than 1 per 10,000 of the population, while the colored was somewhat less than 5. The per cent of the excess of the colored over the white is, however, startling, and furnishes much food for reflection as to the morals of the colored people.

The two principal causes of the excessive mortality of the colored people are pulmonary diseases—consumption and pneumonia—and infant mortality. The excessive prevalence of consumption and pneumonia among colored people is brought out very plainly in the foregoing table, where the excess in these cities is shown to be 130.4 per cent.

The following table, containing the total average annual number of deaths and the average annual number of deaths of children under 5 years of age, with distinction of race, will serve to show the extent of the infant mortality among colored people:

ATLANTA, GA.

Period.	Average annual number of deaths.		Average annual number of deaths under 5 years of age.			
	White.	Colored.	White.	Colored.	Per cent of white.	Per cent of colored.
1882-1885.....	470	751	172	313	38.7	41.6
1886-1890.....	644	845	224	348	34.7	41.1
1891-1895.....	804	1,086	257	386	31.9	35.5

CHARLESTON, S. C.

1885-1889.....	525	1,394	148	558	28.0	40.0
1890-1894.....	529	1,316	141	518	26.4	39.3

MEMPHIS, TENN.

1886-1890.....	678	742	180	263	26.5	35.4
1891-1895.....	619	741	145	232	23.4	31.1

There is an enormous waste of child life among both races, not only in the cities under consideration, but in all cities. But from the data at hand the conclusion is justified that the mortality among colored children is not alarmingly in excess of the mortality among white children, unless it be for children under 2 years of age. The figures which we have presented on this subject show that the mortality among children of both races has decreased constantly since 1881 in Atlanta, Charleston, and Memphis.

Of the diseases which are excessively prevalent among colored people the most important, and the one which should be the occasion of the greatest alarm, is consumption. We have seen already that consumption and pneumonia are among the causes of excessive mortality of the colored people, the excess per cent of Charleston, Memphis, and Richmond being 130.4.

The table following shows the rate per 10,000 of deaths from consumption in all the cities investigated:

ATLANTA, GA.

Period.	White.	Colored.	Per cent excess of colored.
1882-1885	18.40	50.20	172.83
1886-1890	18.83	45.88	143.65
1891-1895	16.82	43.48	158.50

BALTIMORE, MD.

1886	25.65	58.65	128.65
1887	22.23	55.42	149.30
1891	20.00	46.32	131.60
1892	20.10	49.41	145.82

CHARLESTON, S. C.

1881-1884	27.52	72.20	162.35
1885-1889	20.05	68.08	239.55
1890-1894	17.71	57.66	225.55

MEMPHIS, TENN.

1882-1885	34.25	65.35	90.80
1886-1890	24.29	50.20	107.08
1891-1895	15.90	37.78	137.61

RICHMOND, VA.

1881-1885	25.57	54.93	114.82
1886-1890	21.27	41.63	95.72
1891-1895	18.54	34.74	87.38

It is to be seen that in all of the cities the death rate for consumption is high among the colored people, the lowest rate being 34.74 per 10,000, in Richmond, and the highest 72.20, in Charleston. The greatest disparity between the white and the colored death rate for this cause is also in Charleston, where the excess per cent of the colored is as high as 239.5. The important fact must not be lost sight of that the death rate from this cause has constantly decreased in all the cities except Charleston, and in Charleston the death rate for the period 1890-1894 is lower than for the period 1881-1884. There is reason, however, for great concern and anxiety as to the excessive prevalence of this disease among the colored people. Unless checked and reduced to a normal state, it may in the course of years be a deciding factor in the ultimate fate of the race. The prevalence of tubercular and scrofulous diseases—consumption, scrofula, syphilis, and leprosy—has caused the weaker races of the earth to succumb before the rising tide of the Christian civilization. The Carib of the West Indies, the noble red man of these shores, the natives of the Sandwich Islands, and the aborigines of Australia and New Zealand have all disappeared or been greatly reduced in numbers as the result of the ravages of these diseases. It should be an object of first importance, then, to get control of these diseases before they reach the point where control is impossible.

It will be of interest to know somewhat in detail the physical condition of the population in Atlanta for the fourteen years from 1882 to 1895, and the tables which follow set forth quite fully this fact.

Death rate per 1,000, Atlanta, Ga.

Period.	White.	Colored.	Per cent excess of colored.
1882-1885	18.21	37.96	108.4
1886-1890	19.25	33.41	73.5
1891-1895	18.03	32.76	81.6

It is seen that the death rate of the colored population, though greatly in excess of that of the white, has constantly decreased, the average death rate per 1,000 for the first period being 37.96, for the second 33.41, and for the third 32.76. Relatively, as compared with the whites, the death rate of the colored shows much improvement. Though the percentage of excess of colored for the third period is greater than that for the second, the percentage for both of these periods shows a marked decrease from that of the first period.

The following tables show for three periods, 1882 to 1885, 1886 to 1890, and 1891 to 1895, the average annual death rate per 10,000, Atlanta, Ga., by specified causes:

CONSUMPTION AND PNEUMONIA.

Period.	White.	Colored.	Per cent excess of colored.
1882-1885	27.43	76.89	180.3
1886-1890	30.13	72.14	139.4
1891-1895	28.48	75.75	165.9

CHOLERA INFANTUM AND STILLBIRTHS.

1886-1890	26.78	56.09	109.4
1891-1895	24.09	53.86	115.5

TYPHOID, SCARLET, AND MALARIAL FEVERS, AND DIPHTHERIA.

1882-1885	11.58	19.31	66.7
1886-1890	14.58	17.17	17.7
1891-1895	10.72	12.48	16.4

OTHER CAUSES.

1882-1885	a 143.15	a 283.44	a 98.0
1886-1890	121.05	188.67	55.8
1891-1895	116.15	185.50	59.7

a Including deaths from cholera infantum and stillbirths.

It is observed that in all these groups of causes the colored death rate has decreased from period to period, except for consumption and pneumonia, where the death rate for the period 1891-1895 is greater than for the period 1886-1890, though slightly less than for the period 1882-1885.

The statistics presented in the various tables which this paper contains, viewed candidly and dispassionately, show results favorable to the physical improvement of the colored race. If the mortality rate had remained stationary for a period of fifteen years, it would have been a lasting evidence of the physical strength and endurance of the race. But we have shown that the rate has decreased in that period, and that, too, as is well known, in the face of hard, exacting, and oppressive social and economic conditions. When all of the facts in the colored man's case are taken into consideration, the wonder is, not that the death rate is as high as it is, but that it is not even higher. The history of weak and inferior races shows that they begin to decrease in number after one generation's contact with Anglo-Saxon civilization. The native population of the Sandwich Islands a hundred years ago was estimated to be 100,000. The latest census taken on the islands shows the native population to be 35,000. We do not witness this decay and decrease in numbers in the colored race anywhere in the Western Hemisphere.

In studying any phase of negro life in the United States, the fact must be kept

constantly in view that the negro has been subjected to degrading and blasting slavery for more than two centuries. While slavery did its victims a great wrong in depriving them of the fruits of their toil, it did them a greater wrong in denying them opportunities for moral and mental improvement. Those who sit in judgment upon the negro and study his frailties and shortcomings must not forget these previous conditions.

To recapitulate, it has been shown—

First. That the colored death rate exceeds the white, the excess averaging for five cities, during a period of fifteen years, 73.8 per cent.

Second. That the death rate of the colored population in five cities is lower for the period 1890-1895 than for the period 1881-1885.

Third. That the principal causes of the excessive mortality among the colored people of five cities are pulmonary diseases and infant mortality.

Fourth. That the least disparity between the white and colored death rates is for those diseases due to unwholesome sanitary conditions—typhoid, malarial and scarlet fevers, diphtheria, and diarrhea.

This last fact, that the excessive death rate of the colored people does not arise from diseases due to environment, is of vast importance. If poor houses, unhealthy localities, bad sewerage, and defective plumbing were responsible for their high death rate, there would be no hope of reducing the death rate until either the colored people became wealthy, or philanthropic persons erected sanitary houses, or municipalities made appropriations to remove these conditions. But since the excessive death rate is not due to these causes, there is reason for the belief that it may be reduced without regard to the present economic conditions of the colored people.

THE PHYSICAL CONDITION OF THE RACE.¹

* * * If the colored people in our larger towns are bent upon living near the center of the city, they can not rent or buy property, except in the less desirable or abandoned parts. But it is not necessary; it is only convenience that leads them to live over stables, in dark, damp cellars, and on back alleys in the midst of stench and putrefaction. They can, if they would, go to the suburbs, where they can get better accommodations for less money. I have been in families in Nashville ranging from seven to ten living on a back alley with a rivulet of filth running before the door of the one room in which they bathed and ate and slept and died. Two miles farther out all of these families might have secured for the same money shanties of two and three rooms, with purer air and water, and had a garden spot besides. Among the colored people convenience to the heart of the city often overrides considerations of health, and that the white people offer them hotbeds of disease for homes is no excuse for their taking them. It is better to live in the suburbs than to die in the city. The negro is induced, but not forced, to accept the bad accommodations of down-town life. Apart from this apparent exception in the matter of rented houses, no race discrimination affects in the least the negro's physical condition; and it is for this very reason that I am hopeful of a change for the better in the vital statistics of our people. If the large death rate, the small birth rate, the susceptibility to disease, and the low vitality of the race were due to causes outside of our control, I could see nothing before us but the "blackness of darkness forever;" but because the colored people themselves are responsible for this sad state of affairs, it is to be expected that time and education will correct it.

The conclusions which I shall draw in this paper are based largely upon my study of the problem in Nashville.

In the first place, then, the excess of colored deaths over white is due almost entirely to constitutional diseases and infant mortality. According to health statistics, the constitutional diseases which are mainly responsible for our large death rate are pulmonary consumption, scrofula, and syphilis, all of which are alike in being tuberculous. A large number of the colored convicts in our State prison at Nashville are consumptives or syphilitics. Out of 92 deaths in a certain territory in Nashville, 19 deaths, or over 20 per cent, were due to consumption. The other 73 deaths were due to thirty-five different causes. In the recent Atlanta investigation, according to the mortality report of Cambridge, Mass., consumption was the cause of 15 per cent of the deaths.

Deaths from consumption in Nashville for the period 1893-1895.

Race.	1893.	1894.	1895.	Remarks.
White	124	91	82	A reduction of nearly 34 per cent.
Colored	177	159	218	An increase of over 23 per cent.

¹ By Prof. Eugene Harris, Fisk University, Nashville, Tenn.

Alarming as are the facts set forth in the preceding table, they are not the whole truth. They would be occasion for serious concern if the races were numerically equal, but when we remember that the colored people of Nashville are only three-fifths as numerous as the whites, it is all the more startling. For the year 1895, when 82 white deaths from consumption occurred in the city of Nashville, there ought to have been only 49 colored, whereas there really were 218, or nearly four and one-half times as many as there ought to have been. It is an occasion of serious alarm when 37 per cent of the whole people are responsible for 72 per cent of the deaths from consumption.

Deaths among colored people from pulmonary diseases seem to be on the increase throughout the South. During the period 1882-1885, the excess of colored deaths from consumption for the city of Memphis was 90.80 per cent. For the period 1891-1895, the excess had arisen to over 137 per cent. For the period of 1886-1890, the excess of colored deaths from consumption and pneumonia for the city of Atlanta was 139 per cent. For the period 1891-1895, it had arisen to nearly 166 per cent.

From these facts it would appear that pulmonary consumption is the "destroying angel" among us, and yet I am told that before the war this dread disease was virtually unknown among the slaves. Fortunately, Charleston, S. C., kept even before the war the mortality statistics of the colored people, and, consequently, we are able to ascertain with some accuracy how their death rate from consumption before the war compares with their death rate afterwards. What are the facts in the case? From 1822 to 1848 the colored death rate from consumption was a trifle less than the white. Since 1865 it has been considerably greater, and is still increasing. According to F. L. Hoffman, the white mortality from that cause has decreased since the war 134 per 100,000. The colored mortality has increased over 234 per 100,000.¹

The question arises, How do we account for this change? Is it because the negro is inherently more susceptible to pulmonary diseases, or is it because of his changed environment—his different social conditions? If his tendency to consumption is due to his inherent susceptibility, what was it that held it in check until after the war? It seems that this fact alone is sufficient to fix the responsibility upon the conditions which have arisen since emancipation. Mr. F. L. Hoffman claims that the negro's lungs weigh 4 ounces less than a white man's, and that though his normal chest measure is greater, his lung capacity is less; and that here we have a cause for the negro's tendency to consumption which no environment, however favorable, can affect. Even if this be a fact, it is hard to see how it began to operate as a cause of consumption only since the war.

Let us turn for the present to another cause of the excessive mortality among us, namely, the increased prevalence of scrofula and venereal diseases. For the period 1882-1885 the colored death rate in Memphis from scrofula and syphilis was 205.8 per cent in excess of that among the whites, but from 1891 down to the present time the excess has been 298 per cent. For the period 1893-1895 there were in the city of Nashville 8 white deaths from scrofula and syphilis and 35 colored. In proportion to the population, there ought to have been only 5. Of course allowance must be made for the fact that, on account of the scandal and disgrace, white physicians are reluctant to report white deaths from these causes, whereas such motives rarely, if ever, influence them in reporting colored deaths.

According to the May bulletin of the Department of Labor, out of 1,090 colored people canvassed this year in the city of Nashville, 18 were suffering from scrofula and syphilis. One whose attention has not been called to the matter has no conception of the prevalence of these diseases among the negroes of Nashville. I have looked for it in both races as I have walked the streets of my city, and to come across the loathsome disease in the colored passers-by is not an uncommon occurrence. This state of affairs can be accounted for when I tell you that there is probably no city in this country where prostitution among colored people is more rampant and brazen, and where abandoned colored women are more numerous or more public in their shameful traffic.

In the families canvassed by me this year, among 50 sufferers from rheumatism, 8 were so badly crippled as to be bedridden invalids. When we consider the fact that some forms of rheumatism are syphilitic in their origin, and that in these same families there were 18 suffering from scrofula and syphilis, it would appear that venereal poisoning was responsible for a considerable share of the rheumatism.

There is one obstacle to the race's reproducing itself that has some connection with venereal diseases, and hence I speak of it now. I refer to the enormous amount of stillbirths and infant mortality prevalent everywhere among colored people. For the period of 1893-1895, the still and the premature births in the city of Nashville were 272 for the white and 385 for the colored; or, in proportion to the population, two and one-third times as many as there ought to have been. This relative state of affairs obtains in Memphis and Atlanta, and in all the large cities of the South.

¹See *Race Traits and Tendencies of the American Negro*, by F. L. Hoffman.—Ed.

From the health reports of all our large Southern cities we learn that a considerable amount of our infant mortality is due to inanition, infantile debility, and infantile marasmus. Now, what is the case in regard to these diseases? The fact is that they are not diseases at all, but merely the names of symptoms due to enfeebled constitutions and congenital diseases, inherited from parents suffering from the effects of sexual immorality and debauchery. Translated into common speech, they are nothing more than infant starvation, infant weakness, and infant wasting away, the cause of which is that the infants' parents before them have not given them a fighting chance for life. According to Hoffman, over 50 per cent of the negro children born in Richmond, Va., die before they are 1 year old.

The number of still and premature births among us is a matter of great alarm, not only because it seriously interferes with the numerical increase of the race, but because it involves the fecundity, the health, and even the moral character of large numbers of our women. The support of the family often falls very heavily upon our poor washerwomen; and since they find it hard to get the husks to feed and the rags to clothe their already large number of little folks, living in one room like stock, rather than to add to their burden they resort to crime. An official on the Nashville board of health, who is also proprietor of a drug store, tells me that he is astonished at the number of colored women who apply at his store for drugs with a criminal purpose in view.

The sixteen Atlanta groups in the recent investigation showed that the female heads of families are considerably in excess of the male, and out of 324 families 31 were wholly supported by the mother, and 205 were supported by the mother altogether or in part. In such social conditions as these, where the burden of bread winning is borne largely, and often altogether, by the mother of the household, it is not surprising that poor laboring women, who are ignorant of its ruinous effects upon both health and character, should resort to prenatal infanticide.

The average family for the eighteen cities covered by our recent investigation numbers only 4.1, which means that in these eighteen cities the race is doing barely more than reproducing itself. The large colored families of a few decades ago are becoming more and more scarce. I know a grandmother who was the proud mother of over a dozen children; the daughter could boast of nine; and not one of several granddaughters, though married for a number of years, is the mother of more than one child. This family is but an illustration of many others just like it. Such facts go to show that the negro is no longer the "prolific animal" that he once was termed. The race, like the women of whom Paul once wrote to Timothy, must be "saved through childbearing."

I take it that the excess of infant mortality from cholera infantum and convulsions means nothing more than that the negro mothers do not know so well how to feed and care for their offspring. They need instruction in infant dietetics and baby culture.

I have now covered the ground to which our excessive death rate is mainly due, namely, pulmonary diseases, especially consumption and pneumonia, serofula, venereal diseases, and infant mortality. If we eliminate these diseases, our excessive death rate will be a thing of the past.

Let us now inquire, What is there in the negro's social condition that is responsible for the prevalence of these diseases, and the consequent mortality? In the first place, then, be it known by all men that we to-day in this conference assembled are not the enemies of our people because we tell them the truth. We shall know the truth, and the truth shall make us free, not only from the bondage of sin, but from vicious social conditions and consequent physical death. Sanitary regulations and the social reconstruction of Israel formed a large part of Moses' religious duty, and why may it not of ours?

While I do not depreciate sanitary regulations and a knowledge of hygienic laws, I am convinced that the sine qua non of a change for the better in the negro's physical condition is a higher social morality. I do not believe that his poverty or his relation to the white people presents any real impediment to his health and physical development. Without going into the reasons for it, it is well known that the poor laboring classes often enjoy better health, are freer from disease, have larger families, and live longer lives than the rich.

I am convinced that for the causes of the black man's low vitality, his susceptibility to disease, and his enormous death rate we must look to those social conditions which he creates for himself. What are they? I have already referred to the social causes of our excessive infant mortality, namely, the frequency with which the partial or the entire maintenance of the household devolves upon the mother; and especially the impaired chance for life which a debauched and immoral parentage bequeaths to childhood. The infants in their graves will rise up in judgment against this evil and adulterous generation and condemn it.

The constitutional diseases which are responsible for our unusual mortality are often traceable to enfeebled constitutions broken down by sexual immoralities.

This is frequently the source of even pulmonary consumption, which disease is to-day the black man's scourge.

According to Hoffman, over 25 per cent of the negro children born in Washington City are admittedly illegitimate. According to a writer quoted in *Black America*, "in one county of Mississippi there were during twelve months 300 marriage licenses taken out in the county clerk's office for white people. According to the proportion of population there should have been in the same time 1,200 or more for negroes. There were actually taken out by colored people just 3." James Anthony Froude asserts that 70 per cent of the negroes in the West Indies are born in illegitimacy. Mr. Smeeton claims that "in spite of the increase of education there has been no decrease of this social cancer." My attention has been called to a resort in Nashville, within less than two blocks of the public square, where a large number of abandoned women and profligate men often congregate in the underground basement, which is lighted and ventilated only through the pavement grating; and there in debauchery and carousal they make the night hideous until almost morning. What are they sowing but disease, and what can they reap but death?

It is true that much of the moral laxity which exists among us to-day arose out of slavery. It is due to a system which whipped women, which dispensed with the institution of marriage, which separated wives from their husbands and assigned them to other men, which ruthlessly destroyed female virtue, and which made helpless women the abject tools of their masters. This is the correct explanation of our social status to-day, but to explain it is not to excuse it. It is no longer our misfortune, as it was before the war; it is our sin, the wages of which is our excessive number of deaths. Always and everywhere, moral leprosy means physical death. Wherever the colored people are guilty of the immoralities of which James Anthony Froude and W. L. Clowes of the *London Times* accuse them, if they continue in them they will be destroyed by them, root and branch. Rome was destroyed because the Empire had no mothers, and Babylon was blotted out because she was the "mother of harlots."

A few years ago I said, in a sermon at Fisk University, that wherever the Anglo-Saxon comes into contact with an inferior race the inferior race invariably goes to the wall. I called attention to the fact that, in spite of humanitarian and philanthropic efforts, the printing press, the steam engine, and the electric motor in the hands of the Anglo-Saxon were exterminating the inferior races more rapidly and more surely than shot and shell and bayonet. I mentioned a number of races that have perished, not because of destructive wars and pestilence, but because they were unable to live in the environment of a nineteenth century civilization; races whose destruction was not due to a persecution that came to them from without, but to a lack of moral stamina within; races that perished in spite of the humanitarian and philanthropic efforts that were put forth to save them.

To that utterance let me now add this thought: That where shot and shell and bayonet and the printing press and the steam engine and the electric motor have slain their thousands, licentious men, unchaste women, and impure homes have slain their tens of thousands; and I speak the words of soberness and truth when I say that if the charges of sexual immoralities brought against us are true, unless there be wrought a social revolution among us the handwriting of our destruction even now may be seen on the wall. The history of nations teaches us that neither war nor famine nor pestilence exterminates them so completely and rapidly as do sexual vices.

If the cause of our excessive death rate be, in its ultimate analysis, moral rather than sanitary, then this fact ought to appear not only in our vital, but in our criminal statistics as well. Professor Starr, of Chicago University, claims that in the State of Pennsylvania, where there is little opportunity to assert that the courts are prejudiced against colored criminals, though the negroes form only 2 per cent of the population, yet they furnish 16 per cent of the male prisoners and 34 per cent of the female. The race has such great privileges in Chicago and it is dealt with so fairly and justly that the colored people themselves have denominated it the "Negroes' Heaven;" and yet, according to Professor Starr, while the negroes form only 1½ per cent of the population of Chicago they furnish 10 per cent of the arrests. I am convinced that the immorality which accounts for these criminal conditions is also responsible for the race's physical status; and if we are to strike at the root of the matter, it will not be at sanitary regulations, but at social reconstruction and moral regeneration.

TABLE 9.—Schools for the education of the colored

Location.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.			
			White.		Colored.		Total.	Total.		Elementary grades.	
			Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12
ALABAMA.											
1 Calhoun	Calhoun Colored School	Nonsect ..	0	19	2	2	14	162	265	138	184
2 Huntsville	Central Alabama Academy* .....	.....	0	0	4	2	6	44	102	37	75
3 Kowaliga	Kowaliga Institute	Nonsect ..	6	0	2	2	4	110	169	75	80
4 Marion	Lincoln Normal School	Cong	0	0	0	7	7	80	126	30	50
5 Montgomery	State Normal School for Colored Students.* .....	.....	.....	9	11	20	415	463	178	158	.....
6 Normal	Agricultural and Mechanical College.	Nonsect ..	0	0	19	15	34	199	201	90	106
7 Selma	Burrell Academy	Cong	1	6	1	1	9	137	168	88	126
8 ..do	Alabama Baptist University	Bapt.	0	2	5	2	9	142	201	46	94
9 Talladega	Talladega College	Cong	6	14	0	1	21	292	391	240	361
10 Troy	Troy Industrial Academy	Nonsect ..	0	0	4	1	5	65	100	63	92
11 Tuscaloosa	Oak City Academy	Bapt.	0	0	1	2	3	30	45	24	26
12 ..do	Stillman Institute	Presb.	2	0	0	0	2	10	0	.....	.....
13 Tuskegee	Tuskegee Normal and Industrial Institute.	Nonsect ..	0	0	48	33	81	706	336	122	75
ARKANSAS.											
14 Arkadelphia	Arkadelphia Baptist Academy.	Bapt.	0	0	1	2	3	27	43	22	40
15 ..do	Shorter University*	A. M. E.	0	0	1	2	3	30	41	30	41
16 Little Rock	Arkansas Baptist College	Bapt.	0	0	2	3	5	100	78	65	53
17 ..do	Philander Smith College	Meth	2	5	2	3	12	161	107	110	87
18 ..do	Union High School*	Nonsect ..	0	0	2	7	9	300	462	273	405
19 Magnolia	Columbia High School	Bapt.	0	0	1	0	1	38	37	23	10
20 Pine Bluff	Branch Normal College	Nonsect ..	3	0	3	1	7	128	65	0	0
21 Southland	Southland College and Normal Institute.	Friends ..	3	4	0	2	9	85	80	70	60
DELAWARE.											
22 Dover	State College for Colored Students.	Nonsect ..	0	0	3	0	3	34	8	.....	.....
DIST. OF COLUMBIA.											
23 Washington	High School	Nonsect ..	0	0	16	10	26	215	513	.....	.....
24 ..do	Howard University	Nonsect ..	42	1	21	7	71	445	96	.....	.....
25 ..do	Normal School	Nonsect ..	0	0	2	0	8	132	154	124	132
26 ..do	Wayland Seminary	Bapt.	2	5	2	2	11	102	57	20	16
FLORIDA.											
27 Fernandina	Graded School No. 1	Nonsect ..	0	0	2	4	6	177	164	161	130
28 Jacksonville	Cookman Institute a .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
29 ..do	Edward Walters College a .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
30 Live Oak	Florida Institute*	Bapt. ....	.....	.....	2	3	5	44	64	20	32
31 Ocala	Emerson Home	M. E.	0	2	0	0	2	0	39	0	39
32 Orange Park	Normal and Manual Training School.	Cong	2	4	0	0	6	38	34	23	25
33 Tallahassee	State Normal and Industrial College.	Nonsect ..	1	0	5	6	12	58	124	46	103
GEORGIA.											
34 Athens	Jernal Academy	Bapt.	0	0	2	3	5	79	113	51	86
35 ..do	Knox Institute	Cong.	0	0	2	4	6	117	185	110	176
36 ..do	West Broad Street School	Nonsect ..	0	0	2	4	6	184	233	161	172
37 Atlanta	Atlanta Baptist Seminary	Bapt.	2	3	4	0	10	140	0	99	0
38 ..do	Atlanta University	Nonsect ..	8	13	1	1	23	117	183	21	39
39 ..do	Morris Brown College	A. M. E.	0	0	5	6	11	167	255	30	63
40 ..do	Spelman Seminary	Bapt.	0	36	2	2	40	0	574	0	465
41 ..do	Storrs School*	Cong.	0	7	0	0	7	70	150	70	150
42 Augusta	Haines Normal and Industrial School.	Presb.	0	0	3	12	15	160	233	135	188
43 ..do	The Paine Institute	M. E. S.	2	1	2	2	7	104	98	12	25
44 ..do	Walker Baptist Institute	Bapt.	0	0	2	2	4	43	66	22	23
45 College	Georgia State Industrial College.	Nonsect ..	0	0	12	0	12	160	43	50	43

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[illegible]

TABLE 9.—Schools for the education of the colored

Location.	Name of school.	Religious denomination.	Teachers.				Pupils enrolled.					
			White.		Colored.		Total.		Elementary grades.			
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	
GEORGIA—cont'd.												
46	La Grange.....	Southern Female College....	Bapt.....	6	14	0	0	20	0	150	.....	.....
47	McIntosh.....	Dorchester Academy.....	Cong.....	1	9	1	0	11	170	273	156	258
48	Macon.....	Ballard Normal School.....	Cong.....	1	10	0	2	13	95	300	80	250
49	Roswell.....	Roswell Public School.....	Nonsect ..	1	2	1	0	4	130	136	89	94
50	Savannah.....	Beach Institute.....	Cong.....	0	7	0	0	7	112	176	104	141
51	South Atlanta.....	Clark Institute.....	M. E.....	3	3	2	3	11	184	201	141	166
52	do.....	Gammon School of Theology.....	M. E.....	4	0	1	0	5	86	0	.....	.....
53	Thomasville.....	Allen Normal and Industrial School.	Cong.....	0	7	0	0	7	39	112	32	77
54	Waynesboro.....	Haven Normal Academy a ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
ILLINOIS.												
55	Cairo.....	Summer High School.....	.....	0	0	1	1	2	16	24	.....	.....
INDIANA.												
56	Evansville.....	Governor School.....	Nonsect ..	0	0	7	9	16	25	38	.....	.....
57	New Albany.....	Scribner High School.....	Nonsect ..	0	0	1	1	2	36	39	26	27
KENTUCKY.												
58	Berea.....	Berea College.....	.....	15	12	0	0	27	323	250	.....	.....
59	Frankfort.....	State Normal School for Colored Persons.	Nonsect ..	0	0	5	2	7	67	85	19	35
60	Lebanon.....	St. Augustine's Academy.....	R. C.....	0	6	0	1	7	60	85	60	30
61	Lexington.....	Chandler Normal School.....	Cong.....	0	6	0	2	8	60	130	30	70
62	Louisville.....	Christian Bible School.....	Christian	1	0	1	0	2	27	0	.....	.....
63	do.....	Central High School.....	Nonsect ..	0	0	10	8	18	300	700	224	499
64	Paris.....	Paris High School.....	Nonsect ..	0	0	2	3	5	180	200	120	150
LOUISIANA.												
65	Alexandria.....	Alexandria Academy.....	M. E.....	0	0	2	2	4	91	95	24	49
66	Baldwin.....	Gilbert Academy and Industrial College.	M. E.....	1	0	7	6	14	121	133	104	110
67	New Iberia.....	Mount Carmel Convent a ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
68	New Orleans.....	Leland University.....	Nonsect ..	3	4	8	5	20	181	294	138	272
69	do.....	New Orleans University.....	M. E.....	5	4	11	5	25	212	301	182	270
70	do.....	Southern University.....	Nonsect ..	5	2	1	5	13	138	230	114	192
71	do.....	Straight University.....	Cong.....	4	17	1	0	22	333	342	279	300
MARYLAND.												
72	Baltimore.....	Baltimore City Colored High School.	Nonsect ..	1	6	0	0	7	30	107	.....	.....
73	do.....	Morgan College.....	M. E.....	2	2	2	1	7	76	25	41	13
74	do.....	St. Frances' Academy.....	R. C.....	.....	.....	.....	.....	.....	0	35	0	23
75	Hebbville.....	Baltimore Normal School for Training of Colored Teachers.	Nonsect ..	1	0	0	1	2	9	25	0	0
76	Melvale.....	The Industrial Home for Colored Teachers.	Nonsect ..	0	5	0	1	6	0	134	0	134
77	Princess Anne....	Princess Anne Academy ...	M. E.....	0	0	2	4	6	48	43	19	13
MISSISSIPPI.												
78	Clinton.....	Mount Hermon Female Seminary.	Nonsect ..	0	5	0	2	7	11	69	1	4
79	Edwards.....	Southern Christian Institute.	Christian	4	4	1	0	9	57	63	52	54
80	Holly Springs....	Mississippi State Colored Normal School.	Nonsect ..	1	0	4	1	6	97	93	37	40
81	do.....	Rust University.....	Meth.....	2	4	5	2	13	85	110	23	27
82	Jackson.....	Jackson College.....	Bapt.....	2	4	1	2	9	86	108	36	80
83	Meridian.....	Lincoln School.....	Cong.....	0	6	0	1	7	100	167	60	107
84	do.....	Meridian Academy.....	Meth.....	0	0	2	3	5	120	168	84	96

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TABLE 9.—Schools for the education of the colored

	Location.	Name of school.	Religious denom- ination.	Teachers.				Pupils enrolled.				
				White.		Col- ored.		Total.		Elemen- tary grades.		
				Male.	Female.	Male.	Female.	Total.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
MISSISSIPPI—cont'd.												
85	Natchez	Natchez College <i>a</i> .....	.....								
86	Tougaloo	Tougaloo University	Cong	5	17	0	1	23	140	179	122	153
87	Westside	Alcorn Agricultural and Mechanical College.	Nonsect ..	0	0	15	0	15	344	10	.....	.....
MISSOURI.												
88	Boonville	Sumner High School.....	Nonsect ..	0	0	1	4	5	129	133	128	129
89	Hannibal	Douglass High School	Nonsect ..	0	0	1	1	2	30	35	.....	.....
90	Jefferson City	Lincoln Institute .....	.....	2	0	7	2	11	129	111	56	54
91	Kansas City	Lincoln High School.....	Nonsect ..	0	0	3	2	5	54	99	0	0
92	Sedalia	George R. Smith College....	M. E.....	2	5	1	2	10	70	86	52	64
NEW JERSEY.												
93	Bordentown	Manual Training and In- dustrial School.	Nonsect ..	1	0	2	5	8	28	23	11	7
NORTH CAROLINA.												
94	Beaufort.....	Washburn Seminary	Nonsect ..	1	4	0	0	5	49	52	36	43
95	Charlotte	Biddle University	Presb.....	0	0	11	0	11	222	0		
96	Clinton	Clinton Colored Graded School.	Nonsect ..	0	0	1	1	2	45	85	40	70
97	Concord	Scotia Seminary	Presb.....	1	9	0	7	17	0	267	0	254
98	Elizabeth City.....	State Colored Normal School	Nonsect ..	0	0	2	2	4	50	112		
99	Fayetteville	State Colored Normal School	Nonsect ..	0	0	2	2	4	50	75	20	35
100	Franklinton	Albion Academy, Normal and Industrial School.	Presb.....	0	0	5	5	10	109	149	60	88
101	.....do	Franklinton Christian Col- lege.	Christian	1	3	1	0	5	85	85	55	60
102	.....do	State Colored Normal School. <i>a</i>	.....								
103	Goldsboro	State Colored Normal School.*	Nonsect ..	0	1	2	0	3	45	127	13	45
104	Greensboro	Agricultural and Mechan- ical College for the Col- ored Race.	Nonsect ..	2	0	5	1	8	59	19	0	0
105	.....do	Bennett College <i>a</i> .....	.....								
106	High Point	High Point Normal and In- dustrial School.*	Friends...	1	1	0	2	4	94	117	94	117
107	Kings Mountain..	Lincoln Academy	Cong	0	7	0	0	7	80	138	78	124
108	Lumberton	Whitin Normal School	Nonsect ..	0	0	1	1	2	25	43	11	23
109	Pee Dee	Barrett Collegiate and In- dustrial Institute.	Nonsect ..	0	0	2	2	4	46	38		
110	Plymouth	Plymouth Normal School ..	Nonsect ..	0	0	3	1	4	58	115	19	38
111	Raleigh	St. Augustine's School.....	P. E.....	1	3	5	6	15	143	168	117	152
112	.....do	Shaw University	Bapt.....	13	7	4	1	25	185	179	72	24
113	Reidsville	Graded School	Nonsect ..	0	0	2	4	6	177	256	160	220
114	Salisbury	Livingstone College	Meth	0	0	11	5	16	80	78	26	42
115	.....do	State Colored Normal School.*	Nonsect ..	0	0	3	1	4	43	70	36	52
116	Wilmington	Gregory Normal Institute..	Nonsect ..	1	9	0	1	11	85	200	69	145
117	Windsor	Rankin-Richards Institute..	Nonsect ..	0	0	1	2	3	40	80	34	68
118	Winton	Waters Normal Institute...	Bapt.....	0	0	2	2	4	86	128	43	56
OHIO.												
119	Wilberforce	Wilberforce University	A. M. E. ...	0	3	13	4	20	176	158	71	79
120	Xenia	Colored High School.....	Nonsect ..	0	1	1	1	3	24	33	.....	.....
PENNSYLVANIA.												
121	Carlisle	Colored High School.....	Nonsect ..	1	0	2	1	4	75	94	60	82
122	Lincoln Univer- sity.	Lincoln University	Presb.....	10	.....	1	.....	11	185	0		
123	Philadelphia.....	Institute for Colored Youth.	Friends ..	0	1	3	6	10	135	199	51	74

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Pupils enrolled.				Students.										Graduates.							
Secondary grades.		Collegiate classes.		Classical courses.		Scientific courses.		English courses.		Normal courses.		Business courses.		High school courses.		Normal courses.		Collegiate courses.			
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		
18	26									18	26					4	9			85	
308	10	36	0																	86	
																				87	
1	4	0	0	1	4	0	0	0	0	0	0	0	0	1	4	0	0	0	0	88	
30	36			2	5	10	12	18	20					3	3					89	
68	57	5	0	12	0					61	57					6	5	2	0	90	
54	99	0	0			54	99							7	10					91	
18	22			4	2									2	6					92	
17	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	93	
13	4	0	0	0	0			13	4	13	4			0	0	0	0	0	0	94	
159	0	63	0	144	0			61	0	41	0	41	0	32	0			8	9	95	
5	15							40	15	40	15									96	
0	13					0	2			0	11					0	5			97	
50	112	0	0	0	0	0	0	50	112	5	12	0	0	0	0	4	7	0	0	98	
30	40									30	40					3	6			99	
29	46	20	15							29	46	20	15			6	4			100	
11	12	19	13			2	4	15	12	9	12					0	0	1	2	101	
																				102	
32	82															2	2	0	0	103	
17	9	42	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	104	
0	0	0	0	0	0	0	0	94	117	0	0	0	0	0	0	0	0	0	0	105	
																				106	
2	14													0	2					107	
14	20	0	0					10	24	14	20			0	0	0	0	0	0	108	
46	38																			109	
39	77	0	0	0	0	8	1	29	64	12	23					8	1	0	0	110	
26	16			9	6															111	
64	137	49	18																	112	
17	36			2	4	15	32							2	2					113	
46	32	8	4	29	4	4	0	70	80	5	12	8	10	7	8	7	8	2	0	114	
7	18					4	16	39	54	1	5									115	
16	55	0	0	0	0	0	0			8	10					3	3	0	0	116	
6	12							35	85											117	
43	72							77	129	14	22			3	2					118	
58	64	47	15	14	3	15	9	56	40	29	54	15	2	2	12	2	12	7	3	119	
24	33													5	8					120	
15	12							7	0											121	
137	0	48	0	130	0													30	0	122	
84	125			35	29	35	29	49	29	54	29	5	6			5	6			123	

TABLE 9.—*Schools for the education of the colored*

Location.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.			
			White.		Colored.		Total.	Total.		Elementary grades.	
			Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12
SOUTH CAROLINA.											
124 Aiken	Schofield Normal and Industrial School.	Nonsect ..	7	7	5	2	21	190	160	120	105
125 Beaufort	Beaufort Public School	Nonsect ..	0	0	1	5	6	156	157	146	137
126 " do	Harbison Institute	Presb.	0	0	2	2	4	79	110	29	39
127 Camden	Browning School	M. E.	0	4	0	1	5	86	107	82	105
128 Charleston	Avery Normal Institute	Cong.	1	4	1	2	8	122	252	86	122
129 " do	Wallingford Academy	Presb.	0	0	1	4	5	83	121	74	106
130 Chester	Brainerd Institute	Presb.	1	5	1	1	8	80	88	76	81
131 Columbia	Allen University *	A. M. E.	0	0	4	2	6	131	122	122	119
132 " do	Benedict College	Bapt.	4	5	3	2	14	141	141	0	0
133 Frogmore	Penn Industrial and Normal School.	Nonsect ..	0	2	3	6	11	157	140	137	122
134 Greenwood	Brewer Normal School	Cong.	1	7	0	0	8	120	156	112	152
135 Orangeburg	Cladfin University	Meth.	5	5	8	9	27	281	243	218	182
TENNESSEE.											
136 Chattanooga	Howard High School	Nonsect ..	0	0	1	2	3	357	458	349	437
137 Columbia	Maury County Turner Normal and Industrial School.*	Nonsect ..	0	0	0	3	3	18	60	18	58
138 Dickson	Wayman Academy	Nonsect ..	0	0	2	1	3	165	175	159	171
139 Jonesboro	Warner Institute *	Cong.	0	3	0	1	4	45	59	41	50
140 Knoxville	Austin High School	Nonsect ..	0	0	6	4	10	232	266	222	250
141 " do	Knoxville College	U. Presb.	7	14	0	1	22	148	165	91	108
142 Maryville	Freemen's Normal Institute.*	Friends ..	2	1	1	1	5	121	122	84	85
143 Memphis	Le Moyne Normal Institute.	Cong.	2	10	1	4	17	312	453	234	355
144 Morristown	Morristown Normal Academy.	M. E.	1	11	1	1	14	131	157	102	109
145 Murfreesboro	Bradley Academy	Bapt. & M	0	0	2	4	6	112	163	101	142
146 Nashville	Central Tennessee College..	M. E.	3	4	3	1	11	365	204	110	134
147 " do	Fisk University	Cong.	7	21	1	0	29	180	278	44	59
148 " do	Meigs High School	Nonsect ..	0	0	4	8	12	222	374	155	234
149 " do	Roger Williams University.	Bapt.	3	5	2	1	11	127	118	62	80
TEXAS.											
150 Austin	Tillotson College	Cong.	3	9	0	1	13	92	127	65	106
151 Brenham	East End High School	Nonsect ..	0	0	1	4	5	135	333	131	316
152 Crockett	Mary Allen Seminary	Presb.	1	13	0	1	15	0	229	0	170
153 Galveston	Central High School	Nonsect ..	0	0	4	2	6	112	147	85	119
154 Hearne	Hearne Academy, Normal and Industrial School.*	Bapt.	0	0	2	2	4	24	18	16	13
155 Marshall	Bishop College	Bapt.	3	9	6	2	20	146	146	36	31
156 " do	Wiley University	M. E.	0	2	9	4	15	190	152	153	132
157 Palestine	Colored High School	Nonsect ..	0	0	1	3	4	125	185	30	70
158 Prairie View	Prairie View State Normal School.*	Nonsect ..	0	0	7	4	11	77	74	.....	.....
159 Waco	Paul Quinn College	A. M. E.	0	0	3	3	6	100	66	52	49
VIRGINIA.											
160 Burkeville	Ingleside Seminary	Presb.	1	8	0	2	11	0	115	.....	.....
161 Cappahosic	Gloucester Agricultural and Industrial School.	Nonsect ..	0	0	4	3	7	34	55	33	53
162 Danville	Colored Graded School	Nonsect ..	0	0	1	7	8	209	261	196	248
163 Hampton	Hampton Normal and Agricultural Institute.	Nonsect ..	15	36	9	6	66	447	359	350	316
164 Lawrenceville	St. Paul Normal and Industrial School.	P. E.	0	0	13	10	23	145	172	33	40
165 Manassas	Manassas Industrial School for Colored Youth.	Nonsect ..	0	0	3	3	6	40	53	40	53
166 Manchester	Public High School	Nonsect ..	0	0	4	4	8	212	315	180	250
167 Norfolk	Norfolk Mission College ..	U. Presb.	4	6	0	3	13	281	398	262	364
168 Petersburg	Bishop Payne Divinity and Industrial School.	Episcopal	1	0	2	0	3	9	0

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Pupils enrolled.				Students.												Graduates.							
Secondary grades.		Collegiate classes.		Classical courses.		Scientific courses.		English courses.		Normal courses.		Business courses.		High school courses.		Normal courses.		Collegiate courses.					
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32				
70	55	0	0	.....	.....	.....	.....	190	160	7	7	.....	.....	.....	.....	7	7	.....	124
10	20	0	0	0	0	0	0	156	157	10	20	10	20	10	16	.....	.....	0	0		
50	71	0	0	3	0	9	3	.....	.....	2	5	0	0	4	2	2	5	.....	125	
4	2	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	126
36	130	0	0	3	5	6	14	14	26	13	85	.....	.....	6	22	0	16	0	0		
9	15	0	0	0	0	0	0	13	47	9	15	0	0	0	0	0	0	0	0				
4	7	.....	.....	4	0	.....	.....	4	7	4	7	.....	.....	1	0	1	0	.....	127
3	3	6	0	1	0	3	0	.....	.....	10	13	.....	.....	.....	.....	.....	.....	.....	128
141	141	0	0	0	0	0	0	0	0	0	0	0	0	4	7	0	0	0	0				
20	18	0	0	20	18	.....	.....	20	18	20	18	0	0	.....	.....	4	4	0	0
8	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
55	58	8	3	36	8	.....	.....	281	243	27	53	.....	.....	12	11	0	11	0	0
8	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	1	.....	.....	.....	134
0	2	.....	.....	.....	.....	.....	.....	13	47	.....	.....	.....	.....	0	16	.....	.....	.....	135
6	4	0	0	0	0	0	0	41	50	4	9	.....	.....	0	0	0	0	0	0		
10	16	.....	.....	.....	.....	10	16	.....	.....	.....	.....	.....	.....	1	2	0	0	0	0
46	47	11	10	4	7	7	3	.....	.....	46	47	.....	.....	.....	.....	6	9	1	1
31	33	6	4	6	3	.....	.....	0	1	54	50	.....	.....	0	0	4	4	0	0
78	98	.....	.....	.....	.....	.....	.....	.....	.....	78	98	.....	.....	.....	.....	8	5	.....	142
29	48	.....	.....	.....	.....	12	15	101	126	29	48	.....	.....	.....	.....	1	4	.....	143
11	21	0	0	0	0	0	0	112	163	0	0	0	0	3	5	0	0	0	0				
213	50	42	20	16	5	26	16	95	115	6	9	0	0	.....	.....	3	7	2	0		
21	77	115	142	106	18	.....	.....	64	191	3	69	0	0	8	28	0	18	8	1		
67	140	.....	.....	67	140	.....	.....	.....	.....	.....	.....	.....	.....	40	59	0	0	0	0
46	35	19	3	19	3	.....	.....	60	82	46	35	.....	.....	.....	.....	9	13	5	0
27	21	0	0	2	1	4	5	.....	.....	.....	.....	.....	.....	4	3	.....	.....	.....	150
4	17	0	0	0	0	0	0	4	17	0	0	0	0	1	0	0	0	0	0				
0	59	.....	.....	.....	.....	.....	.....	.....	.....	0	13	.....	.....	.....	.....	0	5	.....	151
27	28	.....	.....	.....	.....	27	28	.....	.....	.....	.....	.....	.....	8	17	.....	.....	.....	152
8	5	0	0	0	0	0	0	0	0	24	18	0	0	0	0	0	0	0	0				
69	97	41	18	30	4	.....	.....	9	13	26	16	.....	.....	9	8	0	1	0	0
29	19	8	1	8	1	.....	.....	113	158	3	15	.....	.....	0	0	13	16	4	0
95	115	.....	.....	.....	.....	2	3	.....	.....	.....	.....	.....	.....	2	2	.....	.....	.....	155
77	74	.....	.....	.....	.....	.....	.....	.....	.....	77	74	.....	.....	.....	.....	.....	.....	.....	156
13	5	35	12	0	1	24	8	60	49	7	2	.....	.....	.....	.....	1	2	1	1
0	115	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	51	.....	159
1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	2	.....	.....	.....	160
13	13	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	6	.....	.....	.....	161
97	43	0	0	0	0	0	0	.....	.....	97	43	0	0	.....	.....	23	9	.....	162
112	132	.....	.....	2	0	.....	.....	4	10	.....	.....	.....	.....	4	10	.....	.....	.....	163
0	0	0	0	0	0	0	0	40	53	0	0	0	0	0	0	0	0	0	0				
32	65	.....	.....	.....	.....	7	17	205	308	.....	.....	.....	.....	2	6	.....	.....	.....	164
19	34	.....	.....	19	34	.....	.....	266	356	11	22	.....	.....	.....	.....	6	6	.....	165
.....	.....	9	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	.....	166
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	167
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	168

TABLE 9.—*Schools for the education of the colored*

Location.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.			
			White.		Colored.		Total.	Total.		Elementary grades.	
			Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12
VIRGINIA—cont'd.											
169 Petersburg	Peabody High School	Nonsect ..	0	0	1	11	12	307	368	300	328
170 .....do	Virginia Normal and Collegiate Institute.	Nonsect ..	0	0	7	5	12	145	165	64	82
171 Richmond	Hartshorn Memorial College	Bapt.....	1	6	0	2	9	2	77	0	11
172 .....do	High and Normal School ...	Nonsect ..	0	0	0	11	11	92	350	0	0
173 .....do	Richmond Theological Seminary.	Bapt.....	2	0	2	0	4	53	0	0	0
WEST VIRGINIA.											
174 Farm	West Virginia Colored Institute.	Nonsect ..	0	0	4	2	6	44	56	....	....
175 Harpers Ferry....	Storer College	Free Bapt	2	4	2	1	9	58	76	22	45
176 Parkersburg.....	High School	Nonsect ..	2	0	1	3	6	76	84	72	66

race—teachers, students, and courses of study—Continued.

Pupils enrolled.				Students.										Graduates.							
Secondary grades.		Collegiate classes.		Classical courses.		Scientific courses.		English courses.		Normal courses.		Business courses.		High school courses.		Normal courses.		Collegiate courses.			
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		
7	40	0	0	.....	.....	7	40	7	40	0	0	0	0	4	6	0	0	0	0	169	
53	81	23	2	23	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	20	3	0	170	
2	66	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	3	.....	.....	171	
92	350	0	0	0	0	0	0	0	0	0	0	0	0	7	24	0	0	0	0	172	
0	0	53	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	173	
44	56	0	0	0	0	0	0	0	0	44	56	0	0	.....	.....	2	4	0	0	174	
36	31	.....	.....	18	8	.....	.....	.....	.....	32	28	.....	.....	.....	.....	7	5	.....	.....	175	
4	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	2	0	0	0	0	176	

TABLE 10.—Schools for the education of the colored race—

Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.												
	Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ALABAMA.																			
1 Calhoun Colored School				89	60	149	89	0	0	0	0	0	0	0	0	0	54	6	0
2 Central Alabama Academy*																			
3 Kowaliga Institute.....				20	16	36	25	1								1			9
4 Lincoln Normal School.....				0	80	80											80		
5 State Normal School for Colored Students.*																			
6 Agricultural and Mechanical College.	11	25	36	99	148	247	19	34	1	1	3		21		25	41	106	38	57
7 Burrell Academy.....				49	59	108	4	45									59	4	6
8 Alabama Baptist University																			
9 Talladega College.....	16	0	16	109	229	338	30	85									5	187	13
10 Troy Industrial Academy....	0	0	0	45	60	105	65	0	0	0	0	0	0	0	0		0	25	15
11 Oak City Academy.....																			
12 Stillman Institute.....	10	0	10																
13 Tuskegee Normal and Industrial School.	70	0	70	706	336	1042	62	30	16	16	14	8	24	12	13	22	31	49	615
ARKANSAS.																			
14 Arkadelphia Baptist Academy.				15	36	51	15										20	16	
15 Shorter University*.....																			
16 Arkansas Baptist College																			
17 Philander Smith College....	0	0	0	15	88	103										15	64	24	
18 Union High School*.....																			
19 Columbia High School.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20 Branch Normal College.....				57	23	80		21	0	0	0	0	14	9	0	0		8	13
21 Southland College and Normal Institute.				45	35	80	25	8							3	8	35	35	
DELAWARE.																			
22 State College for Colored Students.				34	6	40	14	20			1			2		3			
DISTRICT OF COLUMBIA.																			
23 High School.....				38	0	38		25						13					
24 Howard University.....	256	0	256	113	44	157		63				10				41	43		
25 Normal School.....																			
26 Wayland Seminary.....	39	0	39	0	30	30										30			
FLORIDA.																			
27 Graded School No. 1.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28 Cookman Institute a.....																			
29 Edward Walters College a.....																			
30 Florida Institute*.....				8	0	8										8			
31 Emerson Home.....				0	39	39											39	14	
32 Normal and Manual Training School.				24	24	48		24									24		
33 State Normal and Industrial College.				44	55	99	44	44			44				1	2	49	49	
GEORGIA.																			
34 Jerual Academy.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
35 Knox Institute.....	0	0	0	29	127	156	0	28									18	127	
36 West Broad Street School	0	0	0	2	5	7		2										5	
37 Atlanta Baptist Seminary	11	0	11	10	0	10		6	0	0	0	0	0	0	0	10	0	0	0
38 Atlanta University.....	9	0	0	72	127	199	0	40	0	0	0	0	11	11	0	12	118	34	21

* Statistics of 1895-96.

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Chief sources of support.	Value of benefactions or bequests in 1896-97.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1896-97.	
21	22	23	24	25	26	27	28	29	
Tuition and contributions	\$15,579	343	\$22,204	.....	\$864	.....	\$1,019	\$1,883	1
State and tuition .....	.....	56	2,700	\$180	255	.....	.....	435	2
Amer. Miss. Assn.	65	.....	10,000	.....	.....	.....	.....	.....	3
State and tuition .....	.....	.....	.....	7,500	3,000	.....	3,300	13,800	4
State and United States	223	2,500	41,143	4,000	136	.....	9,317	13,453	5
Amer. Miss. Assn. ....	.....	550	.....	.....	.....	.....	.....	.....	6
.....	.....	500	30,000	0	872	.....	3,933	4,805	7
Amer. Miss. Assn. and donations.	.....	6,200	133,000	0	1,576	\$5,000	10,424	17,000	8
Private contributions .....	.....	150	1,700	0	163	40	1,659	1,867	9
Tuition	10	.....	.....	.....	406	.....	.....	400	10
Presbyterian Church .....	.....	1,000	1,500	.....	.....	.....	.....	.....	11
State, United States, Slater and Peabody funds.	19,500	4,826	290,000	3,050	0	2,726	7,126	12,902	12
Benevolence .....	.....	200	12,000	.....	200	100	700	1,000	13
.....	.....	.....	10,000	.....	.....	.....	1,227	1,227	14
Amer. Bapt. H. M. S. ....	.....	169	10,000	.....	500	.....	.....	500	15
Freedmen's Aid and S. Ed. So.	0	600	30,000	0	1,211	0	2,200	3,411	16
.....	0	0	20,000	4,500	0	0	0	4,500	17
.....	0	60	1,200	0	100	0	0	100	18
State and United States .....	.....	3,500	60,000	3,700	400	.....	18	4,118	19
Tuition and benevolence	1,020	1,200	27,000	.....	3,396	2,000	.....	5,396	20
State and United States	200	.....	17,800	4,000	.....	.....	4,200	8,200	21
United States	0	1,200	125,000	.....	0	0	0	.....	22
do. ....	.....	13,000	700,000	32,600	6,914	8,000	7,000	54,514	23
do.	0	619	.....	.....	.....	.....	.....	.....	24
Am. Bapt. H. M. S. ....	.....	2,500	140,000	0	1,000	1,000	4,000	6,000	25
.....	0	0	1,500	0	0	0	0	0	26
Home Society New York and Bethlehem Association.	.....	1,200	7,000	.....	.....	.....	.....	.....	27
W. H. M. S. M. E. Ch.	15	100	7,000	0	82	0	145	227	28
Amer. Miss. Assn.	0	380	25,000	0	210	.....	.....	210	29
State and United States .....	.....	696	30,000	11,500	.....	.....	.....	11,500	30
A. B. H. M. S., Jerual Assn.	777	208	6,500	0	446	0	1,078	1,524	31
Amer. Miss. Assn., tuition .....	.....	100	7,000	.....	.....	.....	.....	.....	32
City .....	.....	.....	3,000	.....	.....	.....	.....	.....	33
A. B. H. M. S. and Friends	815	3,000	56,650	0	562	1,500	6,175	8,237	34
Tuition and benevolence .....	.....	9,400	252,000	0	2,000	600	22,500	25,100	35

TABLE 10.—*Schools for the education of the colored race—*

Name of school.		Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.												
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
GEORGIA—continued.																				
39	Morris Brown College	16	0	16	24	36	60	4	6	4	4	2					6	30	6	
40	Speiman Seminary.....	0	29	39	0	350	350	0	0	0	0	0	0	0	0	0	20	290	20	34
41	Storrs School*				0	128	128	0	0	0	0	0	0	0	0	0	0	128	0	0
42	Haines Normal and Industrial School.....																			
43	The Paine Institute	41	0	41																
44	Walker Baptist Institute.....																			
45	Georgia State Industrial College.....				37	0	37	19	37	5	5	5								
46	Southern Female College																			
47	Dorchester Academy				52	173	225		52									173	6	6
48	Ballard Normal School.....				25	230	235											30	8	222
49	Roswell Public School.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50	Beach Institute.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
51	Clark Institute.....	0	0	0																
52	Gannon School of Theology.....	86	0	86																
53	Allen Normal and Industrial School.....				0	66	66											66	6	
54	Haven Normal Academy a.....																			
ILLINOIS.																				
55	Sumner High School.....																			
INDIANA.																				
56	Governor School.....																			
57	Scribner High School.....																			
KENTUCKY.																				
58	Berea College.....																			
59	State Normal School for Colored Persons.....				18	81	99	18	7									81	81	
60	St. Augustine's Academy.....																			
61	Chandler Normal School.....				0	120	120	0	0	0	0	0	0	0	0	0	0	0	0	120
62	Christian Bible School.....	13	0	13																
63	Central High School.....																			
64	Paris High School.....	0	0	0	2	0	2											2		
LOUISIANA.																				
65	Alexandria Academy*.....	0	0	0	91	95	186		10	10	1	1	0	0	0	0	0	40	44	80
66	Gilbert Academy and Industrial College.....	0	0	0	82	83	165	15	11					10			15	38	26	50
67	Mount Carmel Convent a.....																			
68	Leland University.....	0	0	0	25	14	39	0	0	0	0	0	0	0	0	0	0	0	0	39
69	New Orleans University.....	38	5	43																
70	Southern University.....	0	0	0	106	91	197	58	48	0	0	20	60	0	48	0	0	91	0	40
71	Straight University.....				90	150	240	0	9	0	0	0	0	0	0	0	30	150	0	0
MARYLAND.																				
72	Baltimore City Colored High School.....																			
73	Morgan College.....	2	0	2																
74	St. Frances Academy.....				0	30	30											30	13	
75	Baltimore Normal School for Training of Colored Teachers.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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Chief sources of support.	Value of benefactions or bequests in 1896-97.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1896-97.	
21	22	23	24	25	26	27	28	29	
A. M. E. Ch.		1,500	\$75,800		\$900		\$7,100	\$8,000	39
W. A. H. M. S. Slater fund.		3,000	150,000		2,375		18,030	20,405	40
Tuition and benevolence.		200	20,000	0	1,340		0	1,340	41
									42
M. E. Ch. S.		400	14,484		203	\$2,100	6,469	8,772	43
Walker Bapt. Assn.			5,000		519		2,079	2,598	44
State and United States.		300	25,000	\$16,000	0	0	0	16,000	45
Tuition.	\$4,000	1,000	40,000		10,000	500	500	11,000	46
Benevolence.	3,580	1,300	10,000		688	1,000	550	2,238	47
Amer. Miss. Assn., tuition.	75	400	35,000		1,800		3,200	5,000	48
State.	600	0	3,000	1,300	200	0	0	1,500	49
Amer. Miss. Assn.	56	762	12,258	0	1,513		96	1,609	50
		1,000	500,000						51
Endowment.	800	11,000	100,000				12,000	12,000	52
Am. M. Assn., tuition.		200	8,570	0	468	0	1,338	1,806	53
									54
State.		169	18,000						55
									56
State.									57
Public school fund.		212	2,500						
State.		15,500	123,000		3,517	4,403		7,920	58
		717	23,203	5,000			3,373	8,373	59
Tuition.		50	10,000		600			600	60
Amer. Miss. Assn., tuition.	133	500	18,000	0	913	0	800	1,713	61
Contributions.		600				175	4,000	4,175	62
City and State.		500	90,000	15,000				15,000	63
City.		700	30,000	9,220	64			9,284	64
Freedmen's Aid, So. Ed. Society of M. E. Ch.	0	0	500	0	397	0		397	65
do.		1,000	40,000		457	2,400	250	3,107	66
									67
Endowment.	2,000	1,000		0	0	3,500	2,000	5,500	68
Freedmen's Aid, So. Ed. Society of M. E. Ch.		5,000	100,000			300	9,369	9,669	69
State and United States.	0	1,200	60,736	9,000	0	0	11,000	20,000	70
Contributions and tuition.	600	2,500	125,000	0	3,200	240		3,440	71
City.		200							72
		2,500	45,000		2,000	1,000	7,000	10,000	73
				500				500	74
State and endowment.	0	2,000	20,000	2,000	0	240	0	2,240	75

TABLE 10.—Schools for the education of the colored race—

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.												
		Male	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
	MARYLAND—continued.																			
76	The Industrial Home for Colored Teachers.	0	0	0	0	134	134	0	0	0	0	0	0	0	0	0	134	134	0	
77	Princess Anne Academy				48	43	91		8						4	4			75	
	MISSISSIPPI.																			
78	Mount Hermon Female Seminary.	0	0	0	0	45	45											45	45	
79	Southern Christian Institute	2	0	2	18	5	23	5	4								7		3	
80	Mississippi State Colored Normal School.	0	0	0	0	60	60	0	0	0	0	0	0	0	0	0	60	0	0	
81	Rust University	0	24	24	0	24	24											24	24	
82	Jackson College				80	100	180											100	0	
83	Lincoln School	0	20	20	10	90	100											90	0	
84	Meridian Academy																			
85	Natchez College <i>a</i>																			
86	Tougaloo University	3	8	11	95	108	203	25	90			5						97	80	
87	Alcorn Agricultural and Mechanical College.				157	0	157	60							47	50				
	MISSOURI.																			
88	Sumner High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
89	Douglass High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
90	Lincoln Institute				65	65	130		31					22	12			65		
91	Lincoln High School																			
92	George R. Smith College	4	0	4	0	75	75											75		
	NEW JERSEY.																			
93	Manual Training and Industrial School.	0	0	0	28	23	51	15	28	0	0	0	0	0	0	0	23	23	15	
	NORTH CAROLINA.																			
94	Washburn Seminary	0	0	0	35	52	87	0	35	0	0	0	0	35	0	0	52	0		
95	Biddle University	20	0	20	153	0	153	15	36	10	8	3				19	40		15	
96	Clinton Colored Graded School.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
97	Scotia Seminary	0	0	0	0	266	266											266	266	
98	State Colored Normal School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
99	State Colored Normal School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
100	Albion Academy, Normal and Industrial School.																			
101	Franklinton Christian College.	5	0	5	0	58	58	0	0	0	0	0	0	0	0	0	58			
102	State Colored Normal School. <i>a</i>																			
103	State Colored Normal School. <i>a</i>				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
104	Agricultural and Mechanical College for the Colored Race.				57	19	76	5	50	0	0	5		45	5	0	0	19	5	
105	Bennett College <i>a</i>																			
106	High Point Normal and Industrial School. <i>a</i>				0	117	117	0	0	0	0	0	0	0	0	0	117	0	0	
107	Lincoln Academy				31	138	169	4	2								121	75		
108	Whitin Normal School																			
109	Barrett Collegiate and Industrial Institute.				35	23	58		4	6	2	5				8	15	8	10	
110	Plymouth Normal School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
111	St. Augustine's School	0	6	6	25	50	75	25	10	10	10		2				50	50		

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21	22	23	24	25	26	27	28	29	
State and city		100	\$85,000	\$6,200			\$4,610	\$10,810	76
.....		200	10,000	4,200	\$1,200			5,400	77
Tuition	\$1,342	400	25,000		1,534		87	1,621	78
Am. M. Soc. and tuition	1,000	1,000	25,000	0		0			79
State	0	3,200	12,000	2,000	365	0	20	2,385	80
F. A., S. Ed. Soc. M. E. Ch		3,500	175,000	0	2,000	0		2,000	81
Am. Bapt. H. M. Society	470	500	25,000	0	1,041	0	5,740	6,781	82
Am. Miss. Assn		200	2,500		600			600	83
F. A., So. Ed. Society	798	120	2,000		523		275	798	84
Am. Miss. Assn	4,500	5,000	80,000		1,100		17,100	18,200	85
State and United States		2,900	85,000	7,750	150	\$10,000		17,900	86
State	0	260	6,000	4,000	90	0	0	4,090	88
do		500	15,000	2,000	0	0	0	2,000	89
State and United States		50	85,300	12,000	171		1,196	13,367	90
State									91
F. A., S. Ed. Soc. M. E. Ch	200	2,100	60,000	0	1,500	125	1,800	3,425	92
State	0	100	1,000	3,000	0	0	0	3,000	93
Am. Miss. Assn		0	7,000	0	177	0	2,100	2,277	94
State		8,500	130,000						95
City	300		200	350	50			400	96
Presb. Church North	10,000	1,000	65,000	0	485	0	4,500	4,985	97
State and Peabody Fund		100	1,000	1,066			540	1,606	98
State	290	250	1,500	1,600	0	0	6	1,600	99
.....		300	10,000	2,000	2,000		3,000	7,000	100
Christian Church		1,500	6,000	100	25	350	1,225	1,700	101
.....									102
State and Peabody Fund	290	200		1,566	0			1,566	103
State	0	625	52,000	7,500	87		7,625	15,212	104
.....									105
State				547				547	106
Am. Miss. Assn			3,500	51	280			331	107
Tuition	25	200	1,250	0	250	0	25	275	108
Subscription and donation		400					750	750	109
State		75	400						110
Endowment	5,000								111

TABLE 10.—Schools for the education of the colored race—

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.												
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
NORTH CAROLINA—cont'd.																				
112	Shaw University	91	0	91	81	140	221	...	...	...	...	...	...	...	...	...	...	...	221	
113	Graded School .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
114	Livingstone College	0	0	0	25	38	63	17	5	0	0	1	0	0	0	4	10	35	40	
115	State Colored Normal School.*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
116	Gregory Normal Institute...	0	0	0	0	190	190	...	...	...	...	...	...	...	...	...	...	190	...	
117	Rankin-Richards Institute	...	...	...	0	25	25	...	...	...	...	...	...	...	...	...	...	25	...	
118	Waters Normal Institute .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
OHIO.																				
119	Wilberforce University.....	15	0	15	83	133	216	0	38	0	0	0	0	0	0	0	46	67	65	0
120	Colored High School .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
PENNSYLVANIA.																				
121	Colored High School.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
122	Lincoln University.....	48	0	48	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
123	Institute for Colored Youth.	...	...	...	28	88	116	0	28	18	...	...	...	...	...	18	16	...	88	96
SOUTH CAROLINA.																				
124	Schofield Normal and Industrial school.	...	...	...	130	120	250	30	26	0	0	0	0	0	0	8	8	120	80	38
125	Beaufort Public School.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
126	Harbison Institute .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
127	Browning School .....	...	...	...	0	107	107	...	...	...	...	...	...	...	...	...	...	107	36	...
128	Avery Normal Institute .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
129	Wallingford Academy	0	18	18	0	121	121	0	0	0	0	0	0	0	0	0	0	121	18	0
130	Brainerd Institute	44	0	44	43	80	123	...	20	...	...	2	...	...	...	5	6	47	33	10
131	Allen University*	6	0	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
132	Benedict College	66	0	66	106	101	207	23	7	4	4	6	0	0	1	5	14	87	10	45
133	Penn Industrial and Normal School.	0	18	18	107	70	177	0	107	0	0	0	0	0	0	0	10	70	0	0
134	Brewer Normal School	0	0	0	0	200	200	0	0	0	0	0	0	0	0	0	0	200	0	0
135	Clafin University .....	...	...	...	231	243	524	...	22	75	75	18	...	22	75	...	4	243	19	...
TENNESSEE.																				
136	Howard High School .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
137	Maury County Turner Normal and Industrial School*	1	0	1	8	55	63	...	8	...	...	...	...	...	...	...	...	55	9	...
138	Wayman Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
139	Warner Institute*	0	0	0	20	21	41	...	...	...	...	...	...	...	...	...	...	41	19	...
140	Austin High School .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
141	Knoxville College	9	0	9	25	54	79	5	7	...	...	...	...	...	...	...	18	49	...	...
142	Freemen's Normal Institute*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
143	Le Moyne Normal Institute.	...	...	...	25	62	87	...	18	...	...	...	...	...	...	...	27	40	22	...
144	Morristown Normal Academy.	...	...	...	29	157	186	...	...	...	...	...	...	...	...	...	29	157	45	...
145	Bradley Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
146	Central Tennessee College.	204	6	204	23	2	25	...	4	...	...	4	...	...	...	...	10	...	...	6
147	Fisk University	7	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
148	Meigs High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
149	Roger Williams University.	0	0	0	12	65	77	...	4	...	...	...	...	...	...	...	8	65	30	...
TEXAS.																				
150	Tillotson College	0	6	6	85	90	175	...	85	...	...	3	...	...	...	...	...	90	...	...
151	East End High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
152	Mary Allen Seminary .....	...	...	...	0	229	229	...	...	...	...	...	...	...	...	...	...	229	50	...
153	Central High School .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

* Statistics of 1895-96.

professional and industrial training—equipment and income—Continued.

Chief sources of support.	Value of benefactions or be- quests in 1896-97.	Volumes in library.	Value of grounds, buildings, furniture, and scientific ap- paratus.	Amount of State or municipal aid.	Amount received from tuition fees.	Amount received from pro- ductive funds.	Amount received from other sources.	Total income for the year 1896-97.	
21	22	23	24	25	26	27	28	29	
A. B. H. M. S. Slater Fund.....	0	560	\$90,000	.....	\$3,045	\$175	\$20,099	\$23,319	112
City.....	0	50	1,500	\$1,150	0	.....	50	1,200	113
Church.....	\$5,125	2,500	125,000	0	789	200	3,780	4,769	114
State.....	.....	.....	.....	1,650	.....	.....	219	1,869	115
Am. Miss. Assn., tuition.....	650	200	15,000	0	1,350	0	3,300	4,650	116
State and benevolence.....	850	800	3,500	100	.....	.....	710	819	117
A. B. H. M. Society.....	1,934	250	10,860	200	50	.....	1,934	2,184	118
State, tuition, endowment.....	0	6,600	103,000	16,400	1,822	1,323	8,771	23,316	119
.....	.....	.....	.....	.....	.....	.....	.....	.....	120
State.....	.....	.....	.....	.....	.....	.....	.....	.....	121
Endowment and benevolence.....	.....	14,000	214,000	.....	.....	.....	.....	.....	122
.....	.....	.....	.....	.....	.....	.....	.....	.....	123
Endowment, contributions.....	.....	2,000	25,000	150	250	1,000	5,000	6,400	124
United States and State.....	0	200	3,500	950	0	0	350	1,300	125
Presb. Board.....	.....	200	6,000	2,000	355	.....	400	2,755	126
M. E. Church.....	.....	200	.....	.....	.....	.....	.....	.....	127
A. M. Assn. and tuition.....	0	600	25,000	0	2,750	0	2,250	5,000	128
Presbyterian Church, tuition.....	.....	0	8,000	0	360	0	10	.....	129
Presbyterian Church.....	.....	250	10,000	0	.....	.....	2,209	2,209	130
A. M. E. Church.....	.....	200	30,000	.....	1,000	.....	4,000	5,000	131
Am. Bap. H. M. Society.....	745	2,525	.....	0	1,270	0	8,914	10,184	132
Contributions.....	1,000	100	3,030	0	300	0	1,000	1,300	133
A. M. Asso, church.....	.....	200	12,000	0	700	.....	.....	700	134
F. A., S. Ed. So. Slater and Pea- body Funds.....	.....	2,000	80,000	.....	1,500	.....	13,500	15,000	135
City.....	.....	75	30,000	.....	.....	.....	.....	.....	136
Tuition.....	0	500	.....	0	225	0	0	225	137
.....Do.....	0	20	1,100	0	600	0	0	600	138
Am. Miss. Assn.....	23	150	11,000	300	70	.....	347	717	139
City.....	.....	522	10,200	.....	.....	.....	.....	.....	140
Church and Miss. So.....	0	.....	100,000	2,800	460	.....	11,000	14,260	141
New Eng. Y. M.....	.....	.....	.....	.....	428	.....	686	1,114	142
A. M. Assn., tuition.....	4,000	2,000	45,000	0	4,600	.....	4,000	8,600	143
F. A., S. Ed. Society.....	8,000	500	75,000	.....	1,150	.....	6,850	8,000	144
State and County.....	0	0	2,100	.....	.....	.....	.....	.....	145
F. A., S. Ed. Society.....	150	4,000	105,000	0	10,500	350	7,750	18,600	146
A. M. Assn., contributions.....	35,365	6,387	375,000	.....	5,425	2,450	.....	7,875	147
State.....	.....	12	.....	.....	.....	.....	.....	.....	148
A. B. H. M. S., tuitions.....	.....	4,000	150,000	.....	1,500	.....	8,000	9,500	149
Am. Miss. Assn., tuition.....	150	1,800	35,000	0	775	0	1,750	2,525	150
State and City.....	0	.....	2,000	4,000	15	0	10	4,025	151
Donations.....	.....	400	40,000	0	.....	.....	5,500	5,500	152
State.....	.....	75	17,000	.....	.....	.....	.....	.....	153

TABLE 10.—Schools for the education of the colored race—

Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.												
	Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
TEXAS—continued.																			
154 Hearne Academy, Normal and Industrial School.*	0	0	0	15	16	31	19	0	0	0	0	0	0	0	0	9	0	1	2
155 Bishop College	3	0	3	129	106	235	13	...	...	...	...	...	...	...	...	...	11	70	...
156 Wiley University	0	0	0	15	162	177	...	...	...	...	...	0	0	0	5	18	117	27	0
157 Colored High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
158 Prairie View State Normal School.*	...	...	...	77	74	151	35	39	...	...	...	...	...	...	...	...	66	...	...
159 Paul Quinn College	1	3	4	100	16	116	100	1	...	...	1	...	...	...	...	9	14	66	...
VIRGINIA.																			
160 Ingleside Seminary .....	...	...	...	0	115	115	...	...	...	...	...	...	...	...	...	...	115	115	115
161 Gloucester Agricultural and Industrial School.	...	...	...	34	55	89	27	...	...	...	...	...	...	...	2	...	15	45	...
162 Colored Graded School .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
163 Hampton Normal and Agricultural Institute.	...	...	...	302	184	486	47	28	5	5	8	1	14	16	8	8	107	45	254
164 St. Paul Normal and Industrial School.	3	2	5	46	30	76	10	8	2	5	2	...	5	...	8	6	12	18	...
165 Manassas Industrial School for Colored Youth.	0	0	0	40	53	93	40	40	...	...	...	...	...	...	...	47	44	...	...
166 Public High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
167 Norfolk Mission College .....	...	...	...	29	268	297	...	...	...	...	...	...	...	...	...	28	269	...	...
168 Bishop Payne Divinity and Industrial School.	9	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
169 Peabody School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
170 Virginia Normal and Collegiate Institute.	0	0	0	0	133	133	...	...	...	...	...	...	...	...	...	133	20	...	...
171 Hartshorn Memorial College	...	...	...	1	77	78	1	1	...	...	...	...	...	...	...	...	77	61	...
172 High and Normal School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
173 Richmond Theological Seminary.	53	0	53	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
WEST VIRGINIA.																			
174 West Virginia Colored Institute.	0	0	0	44	56	100	...	40	...	8	...	...	4	40	0	...	56	4	...
175 Storer College .....	...	...	...	15	76	91	...	12	...	...	...	...	...	...	...	4	70	65	...
176 High School .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

* Statistics of 1895-96.

professional and industrial training—equipment and income—Continued.

[illegible]



CHAPTER XLV.

STATISTICS OF SCHOOLS FOR THE DEFECTIVE CLASSES.

Schools for the blind.—The first school for the education of the blind was organized and taught by Valentine Haüy at Paris, France, in 1774. Schools for the blind were soon established in England, Russia, and other European countries, the most noted of these schools in foreign countries being at Paris, Amsterdam, Vienna, Berlin, Copenhagen, and London. Massachusetts was the first State in this country to organize a school for the education of the blind. The school was established by the legislature in 1829 and was located at Boston. Schools for the blind are now in successful operation in Massachusetts, New York, Pennsylvania, Maryland, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Arkansas, Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Nebraska, Kansas, Montana, Colorado, Washington, Oregon, and California.

In all of the State public schools for the blind in the above-mentioned States there are three departments, viz, literary, musical, and industrial. In the literary departments the courses of study are kindergarten, reading, writing, spelling, language, grammar, rhetoric, literature, arithmetic, algebra, geometry, geography, history, civics, physiology, physical geography, drawing, and modeling.

In the musical departments the courses are elementary music, piano, band, singing, organ, violin, and tuning musical instruments. The trades taught in the industrial departments are cane seating, broom making, mattress making, carpet weaving, braid work, crocheting, knitting, hand sewing, machine sewing, typewriting, cooking, etc.

In 1879 Congress appropriated \$250,000 as a perpetual fund, the interest of which is set aside to purchase suitable books and apparatus to be distributed annually among the various institutions for the blind in the United States. The American Printing House at Louisville, Ky., has charge of this fund, and prints annually, for the use of the schools for the blind, books and maps to be used as text-books.

In the 36 schools represented in this report there were 387 instructors—male 142, female 245; in music 135, and in the industrial department 95. The total number of pupils reported was 3,630—male 1,932, female 1,698; in kindergarten 386; in vocal music 1,581; in instrumental music 1,858. In the industrial departments the total number of pupils was 1,860. The total number of volumes in the libraries was 95,879. The value of scientific apparatus was \$13,300, and the value of grounds and buildings was \$6,183,533. The total receipts from public funds were \$869,394.

Schools for the deaf.—The total number of schools for the deaf included in the statistical tables is 95. These schools reported 1,020 instructors and 10,429 students.

The 54 State public schools report 817 instructors—in articulation 311, in auricular development 37, and in the industrial departments 235. The total number of pupils reported was 9,391, of which number 3,535 were taught by the combined system, 2,215 by the pure oral method, and 1,966 by the manual method. The number of pupils reported that could not be taught by the pure oral method was 316. Of the total number of pupils, 746 were taught in the kindergartens. The number of

graduates was 537. The libraries of these institutions contained 90,184 volumes. The value of scientific apparatus was \$21,394; the value of grounds and buildings, \$11,373,873; receipts from public sources, \$1,848,637, and the expenditures \$2,461,402.

The public day schools for the deaf reported 60 instructors, 49 in articulation, 19 in aural development, and 5 in the industrial departments. The number of pupils reported was 506, of which number 119 were taught by the combined system, 346 by the pure oral method, and 20 by the manual method. The number that could not be taught by the pure oral method was 39, the number taught in the kindergartens was 11, and the number of graduates was 43. The receipts reported from public sources was \$37,132, and the expenditures amounted to \$42,827.

The private schools for the deaf reported 83 instructors—46 in articulation, 19 in aural development, and 22 in the industrial departments. The number of pupils reported was 532, of which number 255 were taught by the combined system, 142 by the pure oral method, and 37 by the manual method. The number that could not be taught by the pure oral method was 146, and the number taught in the kindergartens was 29.

Schools for the feeble minded.—The education of the inmates of the schools for the feeble minded includes not only the simple elements of instruction given in the common schools, but also the cultivation of habits of cleanliness, self-reliance, self-management, and the development of a capacity for useful occupation. Strict attention is also paid to the physical and moral education of each pupil.

The schools have three departments—custodial, school, and industrial. In the custodial department the pupils are taught cleanliness, to wash and dress themselves, and to assist others who are physically unable to help themselves. In the school department, reading, writing, grammar, geography, arithmetic, history, etc., are taught. The trades taught in the industrial department are carpentry, wood carving, turning, shoemaking, bricklaying, farming, sewing, cooking, baking, etc.

The number of schools reported to this Bureau was 28, with 248 instructors in the school departments, 244 in industrial departments, and 496 assistants in caring for the inmates. The total number of pupils reported was 8,534, of which number 813 were enrolled in kindergarten and 1,474 in music.

The 18 State public schools report 190 instructors in the school departments, 201 in industrial departments, and 432 assistants in caring for the inmates. The number of pupils reported was 8,177. Of these 718 were in kindergartens and 1,343 in music. The value of grounds and buildings was \$4,631,917; the receipts from public sources were \$1,256,468, and the expenditures were \$1,362,791.

Of the private institutions for the feeble minded, Connecticut has 1, Illinois 1, Maryland 1, Massachusetts 3, Michigan 1, and New Jersey 3, making a total of 10 schools, with 53 instructors in school departments, 43 in industrial departments, and 61 assistants in caring for inmates. There were in these schools 357 pupils—95 of them in kindergartens and 131 in music.

TABLE 1.—Summary of statistics of State public institutions for the blind, 1896-97.

United States, Divisions, and States.	Number of institutions.	Instructors.				
		Male.	Female.	Total.	Music.	Industrial department.
1	2	3	4	5	6	7
United States.....	36	142	245	387	135	95
North Atlantic Division.....	5	24	74	98	41	27
South Atlantic Division.....	8	34	33	67	23	23
South Central Division.....	8	26	41	67	19	15
North Central Division.....	10	52	84	136	44	26
Western Division.....	5	6	13	19	8	4
North Atlantic Division:						
Massachusetts.....	1	12	35	47	18	8
New York.....	2	6	21	27	11	8
Pennsylvania.....	2	6	18	24	12	11
South Atlantic Division:						
Maryland.....	2	9	6	15	4	5
Virginia.....	1	5	3	8	3	6
West Virginia.....	1	2	3	5	2	3
North Carolina.....	1	8	13	21	8	5
South Carolina.....	1	3	2	5	1	2
Georgia.....	1	7	5	12	4	2
Florida.....	1		1	1	1	
South Central Division:						
Kentucky.....	1	4	6	10	3	2
Tennessee.....	1	4	7	11	2	4
Alabama.....	1	6	5	11	3	3
Mississippi.....	1	1	4	5	1	1
Louisiana.....	1	2	6	8	2	2
Texas.....	2	9	13	22	8	3
Arkansas.....	1	(a)	(a)	(a)	(a)	(a)
North Central Division:						
Ohio.....	1	8	12	20	8	3
Indiana.....	1	5	7	12	3	4
Illinois.....	1	10	15	25	9	2
Michigan.....	1	4	8	12	3	4
Wisconsin.....	1	3	12	15	3	4
Minnesota.....	1	4	5	9	4	2
Iowa.....	1	6	7	13	4	3
Missouri.....	1	5	8	13	5	2
Nebraska.....	1	4	6	10	3	2
Kansas.....	1	3	4	7	2	
Western Division:						
Montana.....	1		1	1	1	0
Colorado.....	1	3	5	8	2	2
Washington.....	1	0	1	1	2	1
Oregon.....	1	1	2	3	1	1
California.....	1	2	4	6	2	0

a No report.

TABLE 2.—Summary of statistics of State public institutions for the blind, 1896-97.

United States, Divisions, and States.	Pupils.							
	Male.	Female.	Total.	Kindergarten.	Vocal music.	Instrumental music.	Graduates 1896-97.	Industrial department.
1	2	3	4	5	6	7	8	9
United States.....	1,932	1,698	3,630	386	1,581	1,858	93	1,860
North Atlantic Division.....	452	416	868	147	339	459	39	733
South Atlantic Division.....	321	245	566	47	319	350	10	233
South Central Division.....	258	313	571	52	237	225	16	356
North Central Division.....	826	650	1,476	140	589	727	23	477
Western Division.....	75	74	149	0	97	97	5	61
North Atlantic Division:								
Massachusetts.....	133	118	251	70	81	114	3	191
New York.....	182	175	357	21	154	211	9	321
Pennsylvania.....	137	123	260	56	104	134	27	221
South Atlantic Division:								
Maryland.....	76	48	124	11	63	55	8	91
Virginia.....	26	22	48	0	27	40	0	36
West Virginia.....	22	34	56	0	33	0	2	56
North Carolina.....	100	57	157	36	157	90	0	50
South Carolina.....	25	23	48	.....	39	42	.....	.....
Georgia.....	68	58	126	.....	.....	119	.....	.....
Florida.....	4	3	7	0	0	4	0	.....
South Central Division:								
Kentucky.....	59	68	127	25	.....	.....	4	119
Tennessee.....	39	63	102	0	83	66	4	79
Alabama.....	35	35	70	0	70	57	0	67
Mississippi.....	14	16	30	.....	24	.....	.....	13
Louisiana.....	17	16	33	7	31	32	0	22
Texas.....	94	115	209	20	29	70	8	56
Arkansas <i>a</i>.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:								
Ohio.....	178	123	301	.....	50	134	.....	.....
Indiana.....	69	68	137	0	14	55	0	.....
Illinois.....	132	88	220	35	26	101	5	50
Michigan.....	60	46	106	20	77	61	0	90
Wisconsin.....	65	60	125	10	95	70	7	66
Minnesota.....	40	30	70	14	41	52	0	60
Iowa.....	95	91	186	29	108	35	5	110
Missouri.....	60	57	117	22	48	88	4	67
Nebraska.....	36	41	77	10	35	64	2	34
Kansas.....	91	46	137	.....	95	67	.....	.....
Western Division:								
Montana.....	4	2	6	0	0	6	.....	.....
Colorado.....	29	26	55	0	33	32	0	36
Washington.....	5	9	14	0	14	5	2	8
Oregon.....	9	15	24	.....	15	19	.....	17
California.....	28	22	50	0	35	35	3	0

a No report.

STATISTICS OF SCHOOLS FOR DEFECTIVE CLASSES. 2339

TABLE 3.—Summary of statistics of State public institutions for the blind, 1896-97.*

United States, Divisions, and States.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts from public funds.	Expenditures.
1	2	3	4	5	6
United States	95, 879	\$13, 300	\$6, 183, 538	\$869, 394	\$920, 224
North Atlantic Division	32, 420	4, 000	1, 694, 290	167, 624	217, 910
South Atlantic Division	12, 284	300	900, 000	137, 870	140, 427
South Central Division	15, 808	2, 300	467, 000	154, 984	135, 999
North Central Division	31, 782	5, 750	2, 334, 354	318, 514	337, 373
Western Division	3, 585	950	787, 894	90, 402	88, 510
North Atlantic Division:					
Massachusetts	15, 160	.....	517, 027	30, 000	30, 000
New York	8, 731	2, 000	759, 957	94, 964	117, 501
Pennsylvania	8, 529	2, 000	417, 306	42, 660	70, 409
South Atlantic Division:					
Maryland	2, 810	.....	385, 000	33, 263	35, 253
Virginia	1, 700	200	80, 000	15, 000	15, 000
West Virginia	569	0	85, 000	12, 607	12, 667
North Carolina	3, 000	100	150, 000	30, 000	39, 000
South Carolina	1, 375	.....	55, 000	17, 000	17, 000
Georgia	2, 800	.....	125, 000	20, 000	20, 000
Florida	30	.....	20, 000	10, 000	10, 507
South Central Division:					
Kentucky	3, 500	1, 500	100, 000	41, 534	24, 522
Tennessee	4, 600	100	100, 000	17, 000	18, 000
Alabama	1, 212	.....	55, 000	19, 500	19, 500
Mississippi	1, 500	.....	60, 000	3, 750	4, 100
Louisiana	946	300	40, 000	25, 000	21, 577
Texas	4, 050	400	112, 000	48, 200	48, 300
Arkansas <i>a</i> .....	.....	.....	.....	.....	.....
North Central Division:					
Ohio	3, 678	500	550, 000	35, 455	60, 936
Indiana	700	400	548, 870	29, 500	28, 625
Illinois	6, 000	100	225, 000	54, 000	54, 000
Michigan	4, 060	90	165, 484	28, 000	26, 780
Wisconsin	3, 100	125	200, 000	35, 000	35, 000
Minnesota	1, 400	4, 000	50, 000	23, 674	23, 674
Iowa	900	.....	300, 090	39, 540	37, 847
Missouri	10, 000	500	150, 000	29, 500	29, 100
Nebraska	1, 404	35	45, 000	23, 275	20, 846
Kansas	600	.....	100, 000	20, 570	20, 570
Western Division:					
Montana .....	.....	50	.....	1, 800	1, 800
Colorado	720	200	220, 894	17, 802	17, 944
Washington	140	0	100, 000	3, 000	3, 000
Oregon	425	200	17, 000	8, 150	8, 150
California	2, 300	500	450, 000	59, 650	57, 616

a No report.

TABLE 4.—Statistics of State public institutions for the blind, 1896-97.

Post-office.	Name.	Executive officer.	Instructors.			Pupils.								Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.			Receipts.		Expenditures.	
			Male.	Female.	Music.	Industrial department.	Male.	Female.	Vocal music.	Instrumental music.	Kindergarten.	Graduates 1896-97.	Industrial department.			15	16	17	18	19	20	21	For support.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
1	Talladega, Ala.....	Alabama Academy for the Blind.	6	5	3	3	35	35	70	57	0	0	67	1,212	\$230	.....	\$55,000	\$15,000	\$4,500	\$4,500	\$15,000
2	Little Rock, Ark....	Arkansas School for the Blind.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	Berkeley, Cal.....	California Institution for the Deaf and the Blind.	2	4	2	0	28	22	35	35	0	3	0	2,300	277	\$500	450,000	50,650	0	0	57,616	
4	Colorado Springs, Colo.	Colorado School for the Deaf and the Blind.	3	5	2	2	29	26	33	32	0	0	36	720	324	200	220,894	17,802	.....	.....	17,944
5	St. Augustine, Fla...	State Institute for the Deaf and the Blind.	1	1	1	1	4	3	0	4	0	0	0	30	198	.....	20,000	10,000	.....	.....	8,507
6	Macon, Ga.....	Georgia Academy for the Blind.	7	5	4	2	68	58	119	.....	.....	.....	.....	2,800	143	.....	125,000	20,000	.....	.....	18,000
7	Jacksonville, Ill....	Illinois Institution for the Education of the Blind.	10	15	9	2	132	88	26	101	35	5	50	6,000	306	100	225,000	52,000	2,000	2,000	52,000	
8	Indianapolis, Ind....	Indiana Institute for the Education of the Blind.	5	7	3	4	69	68	14	55	0	0	0	700	213	400	548,870	27,000	2,500	2,495	26,130	
9	Vinton, Iowa.....	Iowa College for the Blind.	6	7	4	3	95	91	108	35	29	5	110	900	177	.....	300,000	34,540	5,000	5,000	32,847
10	Kansas City, Kans...	Kansas State Institution for the Education of the Blind.	3	4	2	2	91	46	95	67	.....	.....	.....	600	204	.....	100,000	20,570	.....	.....	20,570
11	Louisville, Ky.....	Kentucky Institution for the Education of the Blind.	4	6	3	2	59	68	.....	.....	25	4	119	3,500	193	1,500	100,000	41,534	.....	.....	24,522
12	Baton Rouge, La....	Louisiana State Institution for the Education of the Blind.	2	6	2	2	17	16	31	32	7	0	22	946	230	300	40,000	10,000	15,000	12,000	9,577	
13	Baltimore, Md.....	Maryland School for the Blind.	5	5	3	3	57	42	38	38	11	5	66	2,450	275	.....	350,000	25,263	0	1,261	25,992
14	.....do.....	Maryland School for Colored Blind and Deaf.	4	1	1	2	19	6	25	17	0	3	25	360	275	.....	35,000	8,000	0	0	8,000
15	South Boston, Mass..	Perkins Institution and Massachusetts School for the Blind.	12	35	18	8	133	118	81	114	70	3	191	15,160	.....	.....	517,027	30,000	.....	.....	30,000

16	Lansing, Mich.	Michigan School for the Blind.	Edward P. Church..	4	8	3	4	60	46	77	61	20	0	90	4,000	264	90	165,484	28,000	0	1,682	25,098
17	Faribault, Minn.	Minnesota School for the Blind.	James J. Dow.....	4	5	4	2	40	30	41	52	14	0	60	1,400	288	4,000	50,000	17,074	6,000	6,600	17,074
18	Jackson, Miss.	Institution for the Blind of Mississippi.	Dr. P. Hairly.....	1	4	1	1	14	16	24	.....	.....	.....	13	1,500	.....	.....	60,000	3,750	.....	500	3,600
19	St. Louis, Mo.	Missouri School for the Blind.	Jno. F. Sibley.....	5	8	5	2	60	57	48	88	22	4	67	10,000	235	500	150,000	29,500	.....	.....	29,100
20	Boulder, Mont.	Montana Deaf and Dumb Asylum.	E. S. Tillinghast....	1	1	0	4	2	0	6	0	0	.....	.....	.....	.....	50	.....	1,800	.....	1,800	
21	Nebraska City, Nebr.	Nebraska Institute for the Blind.	William A. Jones...	4	6	3	2	36	41	35	64	10	2	34	1,404	271	35	45,000	23,275	.....	743	20,103
22	Batavia, N. Y.	New York State School for the Blind.	Gardner Fuller.....	1	5	4	3	69	61	9	71	21	9	94	3,731	.....	2,000	375,000	42,000	.....	.....	41,500
23	New York, N. Y.	New York Institution for the Blind.*	William B. Wait...	5	16	7	5	113	114	145	140	.....	.....	227	5,000	289	.....	384,457	52,964	.....	.....	76,001
24	Raleigh, N. C.	North Carolina Institution for the Education of the Deaf and Dumb and the Blind.	John E. Ray.....	8	13	8	5	100	57	137	90	36	0	50	3,000	190	100	150,000	30,000	.....	.....	30,000
25	Columbus, Ohio	Ohio Institution for the Blind.	R. W. Wallace.....	8	12	8	3	178	123	50	134	.....	.....	.....	3,678	192	500	550,000	35,455	.....	18,000	42,936
26	Salem, Ore.	Oregon School for the Blind.	J. L. Carter.....	1	2	1	1	9	15	15	19	.....	.....	17	425	298	200	17,000	8,150	.....	1,000	7,150
27	Philadelphia, Pa.	Pennsylvania Institution for the Instruction of the Blind.	Edward E. Allen...	3	12	9	7	101	91	38	101	16	27	171	8,119	336	2,000	157,306	25,988	.....	.....	53,683
28	Pittsburg, Pa.	Western Pennsylvania Institution for the Blind.*	H. B. Jacobs.....	3	6	3	4	36	32	66	33	40	0	50	410	252	0	260,000	15,172	1,500	.....	15,226
29	Cedarspring, S. C.	South Carolina Institution for the Education of the Deaf and the Blind.	N. F. Walker.....	3	2	1	2	25	23	39	42	.....	.....	.....	1,375	.....	.....	55,000	17,000	.....	.....	17,000
30	Nashville, Tenn.	Tennessee School for the Blind.	.....	4	7	2	4	39	63	83	66	0	4	79	4,600	200	100	100,000	17,000	.....	.....	18,000
31	Austin, Tex.	Deaf, Dumb, and Blind Institution for Colored Youth.	S. A. Jenkins.....	1	2	1	0	19	21	19	0	0	5	0	250	205	100	37,000	8,200	.....	.....	8,200
32	.....do.....	Texas State Institution for the Blind.	E. P. Becton.....	8	11	7	3	75	94	10	70	20	3	56	3,800	.....	300	75,000	40,000	.....	750	39,350
33	Staunton, Va.	Virginia Institution for the Deaf and Dumb and the Blind.*	William A. Bowles..	5	3	3	6	26	22	27	40	0	0	36	1,700	290	200	80,000	15,000	.....	.....	15,000
34	Vancouver, Wash.	Washington School for Deaf and Dumb.	James Watson.....	0	1	2	1	5	9	14	5	0	2	8	140	.....	0	100,000	.....	3,000	.....	.....
35	Romney, W. Va.	West Virginia Schools for the Deaf and the Blind.*	C. H. Hill.....	2	3	2	3	22	34	33	0	0	2	56	569	201	0	85,000	11,200	1,407	1,407	11,260
36	Janesville, Wis.	Wisconsin School for the Blind.	H. F. Bliss.....	3	12	3	4	65	60	95	70	10	7	66	3,100	184	125	200,000	35,000	.....	.....	12,000

* Statistics of 1895-96.

TABLE 5.—*Summary of statistics of State public institutions for the deaf, 1896-97.*

United States, Divisions, and States.	Number of institutions.	Instructors.					
		Male.	Female.	Total.	Articulation.	Articular perception.	Industrial department.
1	2	3	4	5	6	7	8
United States	54	319	558	877	311	37	235
North Atlantic Division	16	83	248	331	190	11	82
South Atlantic Division	11	63	58	121	32	5	41
South Central Division	8	54	64	118	32	4	34
North Central Division	12	93	164	257	47	12	60
Western Division	7	26	24	50	10	5	18
North Atlantic Division:							
Maine	1	.....	8	8	7	.....	3
Massachusetts	1	1	21	22	21	0	2
Rhode Island	1	.....	7	7	7	.....	3
Connecticut	1	5	13	18	4	0	3
New York	7	38	114	152	87	6	54
New Jersey	1	4	10	14	5	.....	4
Pennsylvania	4	35	75	110	59	5	13
South Atlantic Division:							
Maryland	2	8	11	19	5	1	9
District of Columbia	2	21	14	35	11	4	4
Virginia	1	8	3	11	0	0	6
West Virginia	1	5	3	8	1	0	6
North Carolina	2	9	14	23	7	0	7
South Carolina	1	3	6	9	3	0	4
Georgia	1	7	5	12	3	.....	2
Florida	1	2	2	4	2	.....	3
South Central Division:							
Kentucky	1	9	13	22	10	0	5
Tennessee	1	6	9	15	3	3	4
Alabama	1	9	6	15	7	.....	4
Mississippi	1	4	5	9	2	1	5
Louisiana	1	3	4	7	2	0	3
Texas	2	12	17	29	6	.....	6
Arkansas	1	11	10	21	2	.....	7
North Central Division:							
Ohio	1	10	21	31	9	1	7
Indiana	1	11	17	28	.....	.....	4
Illinois	1	11	31	42	2	2	9
Michigan	1	6	22	28	3	.....	6
Wisconsin	1	12	10	22	8	.....	6
Minnesota	1	9	12	21	4	0	4
Iowa	1	9	8	17	4	0	.....
Missouri	1	9	15	24	4	4	6
North Dakota	1	3	2	5	1	1	3
South Dakota	1	2	3	5	1	0	4
Nebraska	1	6	9	15	4	2	5
Kansas	1	5	14	19	2	2	6
Western Division:							
Montana	1	2	1	3	1	.....	.....
Colorado	1	4	4	8	3	3	8
New Mexico	1	1	1	2	1	0	0
Utah	1	7	5	12	2	0	5
Washington	1	2	4	6	1	1	2
Oregon	1	2	2	4	.....	.....	.....
California	1	8	7	15	2	1	3

STATISTICS OF SCHOOLS FOR DEFECTIVE CLASSES. 2343

TABLE 6.—Summary of statistics of State public institutions for the deaf, 1896-97.

United States, Divisions, and States.	Pupils.								
	Male.	Female.	Total.	Taught by combined system.	Taught by pure oral method.	Taught by manual method.	Can not be taught by pure oral method.	Kindergarten.	Graduates in 1896-97.
1	2	3	4	5	6	7	8	9	10
United States	5, 106	4, 285	9, 391	3, 535	2, 215	1, 966	316	746	537
North Atlantic Division.....	1, 629	1, 398	3, 027	743	1, 269	251	75	533	242
South Atlantic Division.....	583	519	1, 102	322	160	455	108	22	68
South Central Division.....	785	673	1, 458	487	352	506	35	15	59
North Central Division.....	1, 835	1, 504	3, 339	1, 582	415	709	43	176	143
Western Division.....	274	191	465	401	19	45	55	0	25
North Atlantic Division:									
Maine.....	38	31	69	62	0	7	.....	10	5
Massachusetts.....	83	72	155	0	152	0	0	0	16
Rhode Island.....	37	23	60	0	60	0	.....	10	.....
Connecticut.....	93	64	157	99	0	0	.....	0	.....
New York.....	882	724	1, 606	416	901	244	75	472	185
New Jersey.....	73	76	149	.....	.....	.....	.....	41	.....
Pennsylvania.....	423	408	831	165	156	.....	.....	.....	36
South Atlantic Division:									
Maryland.....	78	58	136	70	40	66	.....	16	8
District of Columbia.....	108	89	197	197	.....	.....	.....	0	39
Virginia.....	53	52	105	.....	.....	105	.....	0	11
West Virginia.....	65	63	128	10	12	106	104	0	8
North Carolina.....	134	122	256	.....	78	178	.....	6	2
South Carolina.....	46	50	96	.....	30	.....	.....	.....	.....
Georgia.....	77	62	139	.....	.....	.....	.....	.....	.....
Florida.....	22	23	45	45	.....	.....	4	.....	.....
South Central Division:									
Kentucky.....	172	151	323	190	133	0	.....	0	7
Tennessee.....	152	107	259	60	65	135	.....	.....	34
Alabama.....	65	78	143	.....	.....	.....	.....	.....	.....
Mississippi.....	54	60	114	90	24	.....	.....	15	6
Louisiana.....	47	46	93	72	25	0	0	0	.....
Texas.....	171	127	298	35	68	195	35	.....	.....
Arkansas.....	124	104	228	40	37	176	.....	.....	12
North Central Division:									
Ohio.....	254	230	484	.....	121	363	.....	.....	5
Indiana.....	177	135	312	202	.....	.....	.....	47	42
Illinois.....	321	213	534	384	115	.....	.....	60	28
Michigan.....	210	207	417	417	.....	.....	.....	.....	22
Wisconsin.....	119	102	221	.....	87	134	.....	.....	29
Minnesota.....	132	95	227	195	32	0	.....	30	9
Iowa.....	177	139	316	71	33	212	.....	.....	.....
Missouri.....	194	151	345	.....	.....	.....	.....	.....	.....
North Dakota.....	23	24	47	43	4	.....	43	0	2
South Dakota.....	24	19	43	43	0	.....	.....	.....	.....
Nebraska.....	87	56	143	.....	.....	.....	.....	18	.....
Kansas.....	117	133	250	227	23	.....	.....	21	6
Western Division:									
Montana.....	11	7	18	18	0	0	10	0	0
Colorado.....	42	36	78	14	19	45	45	0	5
New Mexico.....	11	3	14	14	0	0	.....	0	0
Utah.....	44	23	67	67	.....	.....	.....	.....	3
Washington.....	33	33	66	66	.....	0	.....	.....	0
Oregon.....	29	22	51	51	.....	.....	.....	.....	1
California.....	104	67	171	171	.....	.....	.....	.....	16

TABLE 7.—*Summary of statistics of State public institutions for the deaf, 1896-97.*

United States, Divisions, and States.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts from public funds.	Expendi- tures.
1	2	3	4	5	6
United States	\$90, 184	\$21, 394	\$11, 373, 873	\$1, 848, 637	\$2, 461, 402
North Atlantic Division	34, 764	12, 799	3, 915, 099	526, 503	995, 162
South Atlantic Division	12, 261	2, 480	1, 505, 000	254, 759	268, 029
South Central Division	5, 000	1, 900	1, 212, 500	170, 460	290, 040
North Central Division	35, 109	3, 500	3, 709, 380	677, 019	720, 005
Western Division	3, 050	715	1, 031, 894	219, 896	188, 166
North Atlantic Division:					
Maine	600	.....	30, 000	19, 000	19, 000
Massachusetts	2, 266	.....	135, 149	24, 911	43, 756
Rhode Island	266	.....	60, 000	19, 000	19, 000
Connecticut	2, 000	.....	250, 000	31, 400	43, 000
New York	18, 699	12, 749	1, 874, 382	316, 602	588, 491
New Jersey	1, 500	.....	100, 000	40, 000	40, 000
Pennsylvania	9, 433	50	1, 465, 568	75, 590	241, 915
South Atlantic Division:					
Maryland	2, 925	780	290, 000	34, 969	37, 233
District of Columbia	4, 300	1, 000	700, 000	68, 765	74, 623
Virginia	500	200	80, 000	20, 000	21, 000
West Virginia	829	0	85, 000	25, 737	25, 737
North Carolina	1, 657	.....	190, 000	45, 000	52, 500
South Carolina	800	.....	55, 000	17, 288	17, 288
Georgia	1, 200	500	80, 000	33, 000	33, 000
Florida	50	.....	25, 000	10, 000	6, 648
South Central Division:					
Kentucky	1, 600	1, 000	200, 000	.....	50, 101
Tennessee	800	.....	150, 000	32, 500	32, 000
Alabama .....	.....	.....	125, 000	.....	45, 222
Mississippi	500	.....	75, 000	.....	31, 603
Louisiana	300	.....	300, 000	16, 500	19, 000
Texas	1, 000	300	262, 500	58, 960	51, 614
Arkansas	800	600	100, 000	62, 500	60, 500
North Central Division:					
Ohio	5, 000	300	650, 000	101, 000	90, 000
Indiana	3, 200	1, 200	526, 000	68, 590	67, 576
Illinois	11, 600	600	455, 000	100, 000	100, 000
Michigan	3, 509	500	426, 255	71, 000	72, 746
Wisconsin	2, 400	200	118, 000	42, 000	49, 800
Minnesota	1, 500	200	271, 625	.....	45, 455
Iowa	2, 500	.....	500, 000	78, 800	78, 800
Missouri	1, 825	.....	310, 000	92, 000	92, 000
North Dakota	300	.....	22, 500	9, 639	9, 638
South Dakota	175	.....	60, 000	12, 250	12, 250
Nebraska	1, 400	200	120, 000	55, 240	55, 240
Kansas	1, 700	300	250, 000	46, 500	46, 500
Western Division:					
Montana	0	15	30, 000	65, 000	33, 250
Colorado	600	200	220, 894	25, 246	25, 266
New Mexico	250	0	6, 000	4, 000	4, 000
Utah .....	.....	.....	200, 000	25, 000	25, 000
Washington	0	.....	100, 000	29, 000	29, 000
Oregon	200	.....	25, 000	12, 000	12, 000
California	2, 000	500	450, 000	59, 650	59, 650

TABLE 8.—Summary of statistics of public and private day schools for the deaf, 1896-97.

PUBLIC DAY SCHOOLS.

State.	Instructors.			Pupils.										Receipts.	Expenditures.			
	Number of institu- tions.			Aural develop- ment.			Industrial depart- ment.	Male.	Female.	Total.	Taught by com- bined system.	Taught by pure oral method.	Taught by man- ual method.			Can not be taught by pure oral method.	Kindergarten.	Graduates in 1896-97.
	Male.	Female.	Total.	Articulation.	Total develop- ment.	Total.												
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Total	22	6	54	60	49	19	5	282	224	506	119	346	20	39	11	43	\$37,132	\$42,827
Illinois	6	2	11	13	11	11	0	69	51	120	77	43	0	0	0	3	0	1,000
Indiana	1	1	0	1	0	0	0	6	4	10	0	0	0	0	0	11	21,569	21,569
Massachusetts	1	1	13	14	12	0	3	61	62	123	0	123	0	0	0	5	0	650
Michigan	1	0	1	1	1	0	0	8	7	15	0	15	0	0	0	16	0	0
Missouri	1	1	3	4	1	0	0	20	15	35	35	0	0	30	0	7	6	0
Ohio	3	1	7	8	6	4	2	45	35	80	7	51	30	9	7	2	5,000	6,900
Wisconsin	9	0	19	19	18	4	0	73	50	123	0	114	0	0	4	2	10,563	12,708

PRIVATE DAY SCHOOLS.

	15	68	83	46	19	22	240	292	532	255	142	37	146	29	10			
Total	19	15	68	83	46	19	22	240	292	532	255	142	37	146	29	10		
California	1	0	4	4	1	1	7	20	27	16	3	11	28	3	0			
Connecticut	1	0	4	4	3	1	11	18	29	0	29	0	0	10	2			
Illinois	3	0	22	22	8	5	77	69	146	111	31	0	0	0	0			
Iowa	1	0	1	1	0	0	2	3	5	0	0	5	2	0	0			
Louisiana	1	1	6	7	2	2	34	22	56	23	1	21	54	0	0			
Maryland	1	1	2	3	3	0	16	10	26	0	26	0	0	0	0			
Massachusetts	2	0	5	5	3	2	22	12	34	0	0	0	0	10	3			
Michigan	1	3	1	4	3	0	15	21	36	36	0	0	0	0	0			
Missouri	2	0	9	9	4	5	8	72	80	41	0	0	34	0	0			
Nebraska	1	1	1	2	2	1	5	4	9	0	0	0	0	0	0			
New Mexico	1	1	1	1	0	0	6	2	8	0	0	0	0	0	0			
New York	2	3	9	12	3	3	15	18	33	0	83	0	0	6	1			
Ohio	1	0	3	3	2	0	3	7	5	12	8	4	0	8	0			
Wisconsin	1	4	2	6	2	0	15	16	31	20	4	0	20	0	0			

TABLE 9.—Statistics of State public institutions for the deaf, 1896-97.

Post-office.	Name.	Executive officer.	Instructors.						Pupils.										Annual cost per capita.	Value of scientific apparatus.	Value of buildings and grounds.	Receipts.		Expenditures.	
			Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Taught by combined system.	Taught by pure oral method.	Taught by manual method.	Can not be taught by the pure oral method.	Kindergarten.	Graduates, 1896-97.	Volumes in library.	18	19				20	21	22	Buildings and improvements.	For support.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		
1 Talladega, Ala.....	Alabama Institute for the Deaf.	J. H. Johnson.....	9	6	7	....	4	65	78	....	....	....	....	....	....	....	....	....	\$125,000	....	....	\$15,000	\$30,222
2 Little Rock, Ark...	Arkansas Deaf-Mute Institute.	Frank B. Yates....	11	10	2	....	7	124	104	40	37	176	....	....	12	800	....	\$600	100,000	\$43,500	\$19,000	17,000	43,500
3 Berkeley, Cal.....	California Institution for the Education of the Deaf and the Blind.	W. Wilkinson....	8	7	2	1	3	104	67	171	0	....	....	0	16	2,000	\$277	500	450,000	59,650	....	....	59,650
4 Colorado Springs, Colo.	Colorado School for the Deaf and the Blind.	D. C. Dudley.....	4	4	3	3	8	42	36	14	19	45	45	0	5	600	324	200	220,894	25,246	0	0	25,266		
5 Hartford, Conn....	American School, at Hartford, for the Deaf.	Job Williams.....	5	13	4	0	3	92	64	99	0	0	....	0	....	2,600	300	....	250,000	31,400	....	....	43,100
6 Washington, D. C...	Columbia Institution for the Deaf and Dumb.	Edward M. Galaudet.	18	7	8	2	2	71	61	132	0	0	....	6	39	4,200	1,000	700,000	65,000	3,765	3,765	70,858		
7 .....do	The Kendall School for the Deaf.	.....do	3	7	3	2	2	37	28	65	....	....	....	0	....	....	....	....	....	....	....	....	....
8 St. Augustine, Fla.	State Institution for the Deaf and the Blind.	Frederick Pascoe..	2	2	2	....	3	22	23	45	....	....	4	....	....	50	108	....	25,000	10,000	....	2,000	4,648
9 Cavesprings, Ga...	Georgia School for the Deaf.	Wesley O. Connor.	7	5	3	....	2	77	62	....	....	....	....	....	....	1,200	225	500	80,000	22,000	11,000	11,000	22,000
10 Jacksonville, Ill...	Illinois Institution for the Education of the Deaf and Dumb.	S. T. Walker.....	11	31	2	2	9	321	213	384	115	....	....	60	28	11,600	200	600	455,000	100,000	....	3,000	97,000
11 Indianapolis, Ind...	Indiana Institution for the Education of the Deaf.	Richard O. Johnson.	11	17	....	....	4	177	135	202	....	....	....	47	42	3,200	191	1,200	526,000	62,490	6,100	5,517	62,059

12	Council Bluffs, Iowa.	Iowa School for the Deaf.	Henry W. Redbert	9	8	4	0	.....	177	139	71	33	212	.....	2,500	217	.....	500,000	61,700	17,100	61,700		
13	Olatic, Kans	Kansas Institution for the Deaf and Dumb.	H. C. Hammond...	5	14	2	2	6	117	133	227	23	.....	21	6	1,700	166	.....	250,000	46,500	.....	46,500	
14	Danville, Ky	Kentucky Institution for the Education of Deaf- Mutes.	Augustus Rogers.	9	13	10	0	5	172	151	190	133	0	.....	0	7	1,600	182	1,000	200,000	.....	2,040	48,061
15	Baton Rouge, La...	Louisiana Institution for the Deaf and Dumb.	Dr. John Jastrem- ski.	3	4	2	0	3	47	46	72	25	0	0	.....	300	195	.....	300,000	16,500	.....	2,500	16,500
16	Portland, Me	Maine School for the Deaf.	Elizabeth R. Tay- lor.	...	8	7	.....	3	38	31	62	0	7	.....	10	5	600	200	.....	30,000	14,000	5,000	14,000
17	Baltimore, Md	Maryland School for the Colored Blind and Deaf.	Frederick D. Mor- rison.	2	1	1	0	4	23	17	40	12	28	.....	0	3	200	175	.....	a 35,000	a 8,000	.....	a 10,645
18	Frederick, Md	Maryland School for the Deaf and Dumb.	Charles W. Ely...	6	10	4	1	5	55	41	30	28	33	.....	16	5	2,725	277	780	255,000	26,969	.....	26,588
19	Northampton, Mass.	Clarke School for the Deaf.	Miss Caroline A. Yale.	1	21	21	0	2	83	72	0	152	0	0	0	16	2,266	282	135,149	24,911	0	0	43,756
20	Flint, Mich.	Michigan School for the Deaf.	Frances D. Clark.	6	22	8	6	210	207	417	0	22	3,509	159	500	426,255	65,000	6,000	9,188	63,558
21	Faribault, Minn	Minnesota School for the Deaf.	James N. Tate....	9	12	4	0	4	132	95	195	32	0	.....	30	9	1,500	.....	200	271,625	.....	.....	45,455
22	Jackson, Miss	Institution for the Education of the Deaf and Dumb.	J. R. Dobyers....	4	5	2	1	5	54	60	90	24	.....	.....	15	6	500	144	.....	75,000	.....	15,173	16,430
23	Fulton, Mo	Missouri School for the Deaf.	Noble B. McKee...	5	15	4	4	6	194	151	.....	.....	.....	.....	.....	1,825	.....	.....	310,000	92,000	.....	.....	92,000
24	Boulder, Mont.	Montana Deaf and Dumb Asylum.	E. S. Tillinghast..	2	1	1	.....	11	7	18	0	0	10	0	0	0	267	15	a 30,000	a 15,000	a 50,000	a 27,000	a 6,250
25	Omaha, Nebr	Institute for the Deaf and Dumb.	H. E. Dawes	6	9	4	2	5	87	56	.....	.....	.....	18	.....	1,400	.....	200	120,000	55,240	.....	55,240	
26	Trenton, N. J	New Jersey School for Deaf-Mutes.	Weston Jenkins..	4	10	5	.....	4	73	76	.....	.....	.....	41	.....	1,500	304	.....	100,000	40,000	.....	40,000	
27	Santa Fe, N. Mex	New Mexico School for the Deaf and the Blind.	Lars M. Larson...	1	1	1	0	0	11	3	14	0	0	.....	0	0	250	240	0	6,000	4,000	.....	4,000
28	Buffalo, N. Y	Le Centeux St. Mary's Institu- tion for the Im- proved Instruc- tion of Deaf- Mutes.	Sister Mary Anne Burke.	2	18	12	2	6	75	77	126	10	16	16	63	20	724	260	154,560	29,369	40,720	30,720
29	Fordham, N. Y	St. Joseph's Insti- tute for the Im- proved Instruc- tion of Deaf- Mutes.	Celestine Schott- müller.	6	29	29	12	182	173	343	12	116	33	1,800	289	509,236	80,948	94,458	92,994

a Includes the blind.

TABLE 9.—*Statistics of State public institutions for the deaf, 1896-97*—Continued.

Post-office.	Name.	Executive officer.	Instructors.						Pupils.								Value of grounds and buildings.	Receipts.		Expenditures.				
			Male.	Female.	Articulation.	Aural development.	Industrial depart-ment.	Male.	Female.	Taught by combined system.	Taught by pure oral method.	Taught by manual method.	Can not be taught by the pure oral method.	Kindergarten.	Graduates, 1896-97.	Annual cost per capita.		Value of scientific appa-ratus.	State, county, or mun-icipal appropri-ations.	State, county, or city.	Buildings and im-provements.	For support.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Malone, N. Y.	Northern New York Institution for Deaf-Mutes.	Edward C. Rider.....	....	7	7	....	4	52	35	49	23	17	59	26	3	293	\$259	\$249	\$89,586	\$23,033	\$9,924	\$9,913	\$22,936	
New York (904 Lex-ington avenue), N. Y.	Institution for the Improved In-struction of Deaf-Mutes.	D. Greene.....	10	14	18	0	5	112	99	0	221	0	0	36	22	890	270	5,000	360,000	55,207	0	33,330	48,753	
(Sta. M) New York, N. Y.	New York Institu-tion for the In-struction of the Deaf and Dumb.	E. H. Currier	7	20	14	4	14	296	169	241	105	....	....	148	72	7,386	....	5,000	506,000	72,084	....	....	9,834	112,216
Rochester, N. Y.	Western New York Institution for Deaf-Mutes.	Z. F. Westervelt ..	5	17	5	....	6	94	105	0	199	199	0	83	35	7,000	317	2,500	130,000	46,037	....	....	6,358	46,647
Rome, N. Y.	Central New York Institution for Deaf-Mutes.	Edward B. Nelson.	8	9	2	....	7	71	66	....	....	....	....	....	....	600	....	....	125,000	....	....	....	39,612	
Morganton, N. C.	North Carolina School for the Deaf and Dumb.	E. McK. Goodwin.	5	10	6	0	4	95	91	....	65	121	0	6	0	1,225	....	....	160,000	35,000	....	....	35,000	
Raleigh, N. C.	North Carolina In-stitution for the Deaf, Dumb, and Blind.	John E. Ray	4	4	1	....	3	39	31	....	13	57	....	....	2	432	160	....	30,000	10,000	....	....	7,500	10,000
Devils Lake, N. Dak.	Deaf and Dumb Asylum.	Dwight F. Bangs.	3	2	1	1	3	23	24	43	4	....	43	0	2	300	205	....	22,500	9,639	....	....	....	9,638
Columbus, Ohio	Ohio Institution for the Educa-tion of the Deaf and Dumb.	J. W. Jones.....	10	21	9	1	7	254	230	....	121	363	....	....	5	5,000	175	300	650,000	101,000	....	....	6,000	84,000

39	Salem, Ore.....	Oregon School for Deaf Mutes.	2	2	1	1	29	22	51	1	200	25,000	12,000	12,000
40	Edgewood Park, Pa.	Western Pennsylvania Institution for the Deaf and Dumb.	5	11	4	5	109	100	166	0	29	2,848	248	50
41	Philadelphia, Pa....	Home for the Training in Speech of Deaf Children before they are of school age.	5	5	5	5	22	20	42	0	1	48,431	10,400	316
42	Mt. Airy, Philadelphia, Pa.	Pennsylvania Institution for the Deaf and Dumb.	28	51	43	263	246				6,500	1,000,000		14,000
43	Scranton, Pa.....	Pennsylvania Oral School for the Deaf.	2	8	7	0	3	42	0	71	0	85	232	160,000
44	Providence, R. I....	Rhode Island Institute for the Deaf.	7	7	7	3	37	23	0	60	0	266	254	60,000
45	Cedarspring, S. C..	South Carolina Institution for the Education of the Deaf and the Blind.	3	6	3	4	46	50	30		800	55,000	17,238	17,238
46	Sioux Falls, S. Dak.	South Dakota School for Deaf Mutes.	2	3	1	4	24	19	43	0	0	175	285	60,000
47	Knoxville, Tenn...	Tennessee Deaf and Dumb School.	6	9	3	4	152	107	60	65	135	800	162	150,000
48	Austin, Tex.....	Blind Institute for Colored Youth.	1	3		21	15	35	1	0	35	0	100	236
49	do	Texas School for the Deaf.	11	14	6	6	150	112		67	195	900	200	225,000
50	Ogden, Utah.....	Utah State School for the Deaf and Dumb.	7	5	2	0	5	44	23	67		3	265	200,000
51	Staunton, Va.....	Virginia Institution for the Deaf and Blind.	8	3	0	0	6	53	52	105	0	11	500	201
52	Vancouver, Wash..	Washington School for Defective Youth.	2	4	1	1	2	33	33	66	0	0	0	100,000
53	Romney, W. Va....	West Virginia Schools for the Deaf and the Blind.*	5	3	1	0	6	65	63	10	12	106	104	0
54	Delavan, Wis.....	Wisconsin School for the Deaf.	12	10	8		6	119	102		87	134	29	2,400

*Statistics of 1895-96.

10,821

50,134

12,869

14,000

135,940

1,314

16,237

19,000

17,238

12,250

30,800

8,500

43,114

20,000

21,000

29,000

25,737

33,800

TABLE 10.—Statistics of public day schools for the deaf, 1896-97.

Post-office.	Name.	Executive officer.	Instructors.						Pupils.								Annual cost per capita.	Value of scientific apparatus.	Value of buildings.	Receipts.	Expenditures.
			Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Taught by combined system.	Taught by pure oral method.	Taught by manual method.	Can not be taught by pure oral method.	Kindergarten.	Graduates 1896-97.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Chicago (Armour avenue), Ill.	Hartigan School for the Deaf.	Mary McCowan	0	1	1	1	0	8	5	13	0	0	0	0							
Chicago, Ill.	Lincoln School for the Deaf.	do	0	1	1	1	0	4	3	0	7	0	0	0							
do	Monroe Street School for the Deaf.	do	1	3	3	3	0	29	14	34	0	0	0	0							
do	Prescott School for the Deaf.	do	0	1	1	1	0	5	4	9	0	0	0	0							
do	Wicker Park School for the Deaf.	do	1	1	1	1	0	12	9	21	0	0	0	0							
do	Yale School for the Deaf.	do	0	4	4	4	0	20	16	0	36	0	0	0							
Evansville, Ind.	Evansville Day School for the Deaf.	Paul Lange	1					6	4						3		\$100				
Boston (178 Newbury street), Mass.	Honore Mann School for the Deaf.	Miss Sarah Fuller	1	13	12	0	3	61	62	0	123	0	0	0	11	990	200	\$98,000	\$21,569	21,569	\$1,000
Detroit, Mich.	Detroit Day School for the Deaf.	W. C. Martindale	0	1	1	0	0	8	7	0	15	0	0	0	5						650
St. Louis (9th and Wash. sts.), Mo.	Public Day School for the Deaf.	Jas. H. Cloud	1	3	1	0	0	20	15	35	0	0	30	0	16		79				
Cincinnati, Ohio.	Oral School for the Deaf.	W. H. Moxon	4	4	4	1	19	17	0	36	7	0	7	3	75	105	\$510	20,000	4,200	3,600	
do	Day School for the Deaf.	Caroline Fesenbeck	0	1	0	0	1	3	3	6	0	0	0	0	1	133			800	800	
Cleveland, Ohio.	School for the Deaf.	L. H. Jones	1	2	2	0	0	23	15	7	15	7	9	0	2						2,500
Eau Claire, Wis.	Eau Claire Oral Day School for the Deaf.	Otis C. Gross	1	1	1			1	5	6				1		125			540	585	
Fond du Lac, Wis.	School for the Deaf.	L. A. Williams	0	1	1	0	0	4	3	0	7	0	0	0	0	10	125	0	700	630	
La Crosse, Wis.	La Crosse Oral School for the Deaf.	John P. Bird	1					3	6					0	0	0	0	0	875	525	
Manitowoc, Wis.	Manitowoc Day School for the Deaf.	Miss Ada S. Locke	0	1	1	1	1	7	2	0	9	0	0	1	1	18	125	0	0		1,019
Marinette, Wis.	Marinette School for the Deaf.	Frances O. Ellis	0	1	1	0	0	3	3	0	6	0	0	0	0	0	125	0	0	522	522
Milwaukee, Wis.	Day School for the Deaf.	Francis Wellstein	0	9	9	0	0	34	20	0	54	0	0	0	291			12,000	6,170	6,291	
Oshkosh, Wis.	Oshkosh Day School for the Deaf.	Jennie B. Holden	0	2	2	2	0	8	5	0	13	0	0	0	0	30	150				1,000
Sheboygan, Wis.	Day School for the Deaf.	Geo. Heller	0	1	1	1	0	5	2	0	7	0	0	3	0	0	0	0	0	875	875
Wausau, Wis.	Oral School for the Deaf.	Karl Mathis	2	2	2			8	4	0	12	0	0	0	0		111		0	881	1,261

TABLE 11.—Statistics of private schools for the deaf, 1896-97.

Post-office.	Name.	Executive officer.	Instructors.				Pupils.								Graduates, 1896-97.		
			Male.		Female.		Articulation.	Aural development.	Industrial department.	Male.	Female.	Taught by combined system.	Taught by pure oral method.	Taught by manual method.		Can not be taught by pure oral method.	Kindergarten.
			4	5	6	7												8	9	10	11	12	13	14	15	16
1	2	3															
1 North Tennesseal, Cal...	St. Joseph's School and Home for Deaf-Mutes	Sister M. Valeria	0	4	1	1	1	7	20	16	3	11	28	3	...	...	...
2 Mystic, Conn.	Mystic Oral School for the Deaf	Mrs. Clara M. H. McGulgan.	0	4	4	3	1	11	18	0	29	6	0	10	2	...	...
3 Chicago (4725 St. Lawrence ave.), Ill.	Chicago Kindergarten Home for the Deaf.	Miss Charlotte L. Morgan.	0	3	3	...	...	3	1	...	...	...	...	...	...	...	...
4 Chicago (409 S. May st.), Ill.	Epiphany School for the Deaf.	Mary C. Hendrick	...	10	...	...	...	57	54	111	...	...	...	...	...	...	...
5 Chicago (6550 Yale ave.), Ill.	McCowan Oral School for Young Deaf Children	Emma M. Firth.	0	9	5	5	2	17	14	0	31	0	0	...	...	...	...
6 Dubuque, Iowa.	Eastern Iowa School for the Deaf.	De Coursey French...	1	0	0	0	0	2	3	0	0	5	2	0	0	...	...
7 Chinchuba, La.	Deaf-Mute Institution of the Holy Rosary	Very Rev. Canon H. C. Mignot.	1	6	2	2	4	34	22	23	1	21	54	...	...	...	...
8 Baltimore, Md.	F. Knapp's Institute.	Wm. A. Knapp	1	2	3	...	...	16	10	...	26	...	...	...	4	...	...
9 Beverly, Mass.	New England Industrial School for Deaf-Mutes.	Nellie H. Sweet	3	2	2	...	2	14	10	...	1	...	...	...	...	...	...
10 West Medford, Mass.	Sarah Fuller Home for Little Children who Can Not Hear.	Eliza L. Clark	0	2	1	...	...	8	2	0	10	0	0	10	1	...	...
11 North Detroit, Mich.	German Evangelical Lutheran Deaf and Dumb Institution.	D. H. Uhlig	3	1	3	...	...	15	21	36	...	...	...	...	...	...	...
12 St. Louis, Mo.	Maria Consilia Deaf-Mute Institute	Sister M. Adele.	0	6	3	3	3	4	37	41	0	0	34	0	0	...	...
13 South St. Louis, Mo.	St. Joseph's Deaf-Mute Institute	Rev. Mother Agatha.	0	3	1	2	...	4	35	...	...	...	...	...	...	...	...
14 Omaha, Neb.	Gillespie School for the Deaf	John A. Gillespie.	1	1	2	...	1	5	4	...	...	...	...	...	...	...	...
15 Santa Fe, N. Mex.	Mr. Larson's School for the Deaf	Lars M. Larson	1	...	...	...	...	6	2	...	...	...	...	...	...	...	...
16 Pine Hills, Albany, N. Y.	Albany Home School for the Oral Instruction of the Deaf.	Mary McGuire	...	3	3	3	0	9	6	0	15	0	0	6	1	...	...
17 New York (42 W. 76th st.), N. Y.	The Wright-Humason School	Thomas A. Humason, John D. Wright.	3	6	9	...	...	6	12	0	18	0	0	...	...	...	...
18 Cincinnati, Ohio	Notre Dame School for the Deaf	Sister Mary of the Sacred Heart.	0	3	2	0	3	7	5	8	4	0	8	0	...	...	...
19 St. Francis, Wis	St. John's Catholic Deaf-Mute Institute	Rev. M. M. Gerend	4	2	2	0	5	15	16	20	4	0	20	0	...	...	...

TABLE 12.—*Summary of statistics of State public and private institutions for the feeble-minded, 1896-97.*

PUBLIC INSTITUTIONS.

State.	Number of institu- tions.	Instructors.						Pupils.				Value of grounds and buildings.	Receipts from public funds.	Expenditures.
		Male.	Female.	Total.	Industrial depart- ment.	Assistants caring for inmates.	Male.	Female.	Total.	Kindergarten.	Misc.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total.....	18	38	152	190	201	432	4,459	3,718	8,177	718	1,343	\$4,631,917	\$1,256,468	\$1,362,791
Massachusetts.....	1	4	9	13	6	62	269	185	454	154	105	259,884	74,560	70,762
New York.....	3	1	20	21	21	78	582	700	1,282	143	309	580,053	153,938	158,709
New Jersey.....	1	5	15	20	8	22	170	161	331	82	122	215,000	68,590	66,600
Pennsylvania.....	2	1	19	20	79	41	673	469	1,142	60	79	560,640	183,280	163,137
Kentucky.....	1	1	5	6	2	5	70	63	133	0	0	100,000	93,000	93,000
Ohio.....	1	2	25	27	10	52	680	436	1,096	.....	166	703,870	231,195	150,270
Indiana.....	1	12	14	23	15	26	306	231	537	38	328	350,000	81,960	81,960
Illinois.....	1	0	5	5	35	23	349	281	630	30	60	300,000	82,137	101,139
Michigan.....	1	0	5	5	4	9	100	100	200	38	8	65,000	77,000	48,000
Minnesota.....	1	2	10	12	2	32	351	290	641	51	39	370,000	150,000	143,767
Iowa.....	1	7	9	16	13	36	442	313	755	45	50	350,000	36,500	36,500
Nebraska.....	1	0	3	3	6	16	113	107	220	20	50	200,000	22,358	22,358
Kansas.....	1	0	3	3	0	9	68	48	116	30	0	61,470	22,358	22,358
Washington.....	1	0	2	2	2	2	19	20	39	27	.....	25,000	.....	.....
California.....	1	3	5	8	7	19	287	252	539	.....	27	500,000	70,000	75,000

PRIVATE INSTITUTIONS.

Total.....	10	11	47	58	43	64	224	133	357	95	131	.....	.....	.....
Connecticut.....	1	2	3	5	4	12	105	63	168	40	35	.....	.....	.....
Illinois.....	1	0	1	1	0	4	2	1	3	0	3	.....	.....	.....
Maryland.....	1	3	4	7	5	0	26	6	32	12	0	.....	.....	.....
Massachusetts.....	3	1	10	11	18	21	50	13	63	9	55	.....	.....	.....
Michigan.....	1	2	3	5	5	13	15	15	30	15	30	.....	.....	.....
New Jersey.....	3	3	26	29	11	14	26	35	61	19	8	.....	.....	.....

TABLE 13.—Statistics of State public institutions for the feeble-minded, 1896-97.

Post-office.	Name.	Executive officer.	Instructors.				Pupils.				Volumes in library.	Value of scientific ap- paratus.	Value of grounds and buildings.	Receipts.			Expenditures.	
			Male.	Female.	Industrial depart- ment.	Assistants caring for inmates.	Male.	Female.	Kindergarten.	Music.				State, county, or municipal appro- priations.	From State, coun- ty, or city for buildings.	Buildings and im- provements.	For support.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Eldridge, Cal	California Home for the Care and Training of Feeble-Mind- ed Children.	Austin E. Osborne....	3	5	7	19	287	252	.....	27	.....	.....	\$500,000	\$70,000	.....	.....	\$75,000
Lincoln, Ill	Illinois Asylum for Feeble- Minded Children.	Dr. W. L. Athol.....	0	9	35	23	349	281	30	60	878	.....	300,000	82,157	.....	.....	101,139
Fort Wayne, Ind	Indiana School for Feeble-Mind- ed Youth.	Alexander Johnson..	12	11	15	26	306	291	38	328	400	\$550	330,000	79,500	\$2,400	\$2,000	79,560	
Glenwood, Iowa	Iowa Institution for Feeble- Minded Children.	F. M. Powell, M. D....	7	9	13	36	442	313	45	59	400	200	350,000	.....	.....	112,900	102,080
Winfield, Kans	Kansas State Asylum for Idi- otic and Imbecile Youth.	Dr. C. S. Newton	0	3	0	9	68	48	30	0	150	.....	61,470	17,958	4,370	4,370	17,988
Frankfort, Ky	Institution for the Education and training of Feeble-Mind- ed Children.	Dr. J. B. Huff	1	5	2	5	70	65	0	0	0	0	100,000	25,000	.....	.....	25,000
Waverly, Mass	Massachusetts School for the Feeble-Minded.	Dr. Walter E. Fer- nald.	4	9	6	62	269	185	154	105	900	800	259,884	70,030	4,530	7,385	63,377	
Lapeer, Mich	Michigan Home for the Feeble- Minded and Epileptic.	William A. Polglase ..	0	5	4	9	100	100	38	8	24	0	65,000	35,000	42,000	18,000	35,000	
Faribault, Minn	Minnesota School for Feeble- Minded.	Arthur C. Rogers.....	2	10	2	32	351	290	51	30	100	998	370,000	105,000	45,000	45,000	98,767	
Beatrice, Nebr	Nebraska Institution for Fee- ble-Minded Youth.	Clifford P. Fall	0	5	6	16	113	107	20	50	200	100	200,000	36,500	.....	.....	36,500
Vineland, N. J	New Jersey Training School for Feeble-Minded Children.	S. Olin Garrison	5	10	8	15	170	67	66	42	300	.....	175,000	48,520	.....	.....	46,609
.....do	New Jersey State Institution for Feeble-Minded Women.	Mary J. Dunlap .....	.....	5	.....	7	.....	94	16	80	500	1,000	40,000	20,000	.....	.....	20,000
Newark, N. Y	New York State Custodial Asy- lum for Feeble-Minded Wom- en.	C. W. Winspear	0	1	3	30	0	413	30	25	197	0	165,475	51,700	.....	3,470	51,876
New York, N. Y	School for Feeble-Minded	M. C. Dunphy	7	8	10	256	.....	73	256	0	0	0	.....	.....	.....	.....	.....

TABLE 13.—Statistics of State public institutions for the feeble-minded, 1896-97—Continued.

Post-office.	Name.	Executive officer.	Instructors.				Pupils.				Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.			Expenditures.
			Male.	Female.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Kindergarten.	Music.				State, county, or municipal appropriations.	From State, county, city, or village for buildings.	Buildings and improvements.		For support.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
15 Syracuse, N. Y.	Syracuse State Institution for Feeble-Minded Children.	James C. Carson.	1	12	10	38	326	287	40	28	.....	.....	\$423,578	\$91,509	\$10,729	\$13,251	\$90,112
16 Columbus, Ohio.	Ohio Institution for the Education of Feeble-Minded Youth.	Dr. G. A. Doren.	2	25	10	52	680	436	.....	166	2,377	.....	705,870	204,505	26,690	7,039	143,231
17 Elwyn, Pa.	Pennsylvania Training School for Feeble-Minded Children.	Martin W. Barr, M.D. .	1	19	70	41	673	469	60	79	1,150	\$500	560,640	183,280	.....	.....	163,137
18 Vancouver, Wash.	Washington School for Defective Youth.	James Watson.	0	2	2	2	19	20	27	.....	0	0	25,000	.....	.....	.....	.....

TABLE 14.—Statistics of private institutions for the feeble-minded, 1896-97.

	Post-office.	Name.	Executive officer.	Instructors.				Pupils.			
				Male.	Female.	Industrial depart- ment.	Assistants in car- ing for inmates.	Male.	Female.	Kindergarten.	Music.
	1	2	3	4	5	6	7	8	9	10	11
1	Lakeville, Conn...	Connecticut School for Imbeciles.	Geo. W. Knight.....	2	3	4	12	105	63	40	35
2	Godfrey, Ill.....	Home and School for Nervous and Backward Children.	W. H. C. Smith	0	1	0	4	2	1	0	3
3	Ellicott City, Md .	Font Hill Private Institution for Feeble-Minded and Epileptic Children.	Samuel J. Fort, M. D. .	3	4	5	0	26	6	12	0
4	Amherst, Mass ...	Home School for Nervous and Delicate Children and Youth.	Mrs. W. D. Herrick ..	1	2	2	3	9	1	....	6
5	Barre, Mass.....	Private Institution for the Education of Feeble Minded Youth.	G. A. Brown .....	...	6	14	18	39	10	6	49
6	Fayville, Mass....	Emmanuel School for Backward or Undeveloped Children.	Mrs. M. A. F. D. Green	...	2	2	....	2	2	3	0
7	Kalamazoo, Mich .	Wilbur Home and School for the Feeble-Minded.	C. T. Wilbur, M. D. ...	2	3	5	13	15	15	15	30
8	Cranbury, N. J ...	Private Home and School for Enfeebled and Undeveloped Minds.	Rev. C. F. Garrison ..	2	5	4	3	9	8	4	0
9	Haddonfield, N. J .	Haddonfield Training School.	Margaret Bancroft ..	1	8	4	7	6	13	6	4
10	Orange, N. J	Seguin Physiological School for the Training of Children of Arrested Development.	Elsie M. Seguin	0	13	3	4	11	14	9	4



CHAPTER XLVI

STATISTICS OF REFORM SCHOOLS.

Boys and girls are no longer sent to the reform schools for the purpose of receiving punishment, but to be educated and taught useful trades. The aim of the reform school is to protect the helpless, to train the incorrigible to obedience, and to reform those who have wandered from the right way by education, by wholesome restraint, by moral and religious influences, and by the formation of industrial habits.

In the 88 schools represented in the Annual Report for 1896-97 there were 485 instructors and 21,243 pupils in the school departments and 11,757 pupils in the industrial departments. The total number of inmates reported was 23,696. The value of grounds and buildings was \$16,319,017. The total expenditures were \$4,150,761, of which amount \$604,661 was for buildings and improvements and \$3,546,100 for support. The number of assistants, not including instructors in the school departments, was 1,577. There were 18,096 white inmates and 2,639 colored inmates. There were reported 8,732 inmates of native parents and 5,722 of foreign-born parents. When admitted 3,065 could only read and 2,008 could neither read nor write. The number committed to the institutions during the year was 9,474, and the number discharged was 8,952. When discharged from the schools all could read and write, and a large number had received the equivalent of a common-school education. Of those released from the institutions more than 75 per cent are self-supporting, leading useful lives, and are honest and respected citizens of the communities in which they live.

The North Atlantic Division reports 35 schools, 208 instructors, 9,496 pupils in the school department, and 5,665 in the industrial department. The number of inmates reported was 9,552, of which number 7,663 were males and 1,889 females. The value of grounds and buildings was \$8,050,154. The expenditures for the year amounted to \$1,800,417; for buildings and improvements, \$199,728, and for support, \$1,600,689. The number of assistants, not including teachers in the school departments, was 603. Of the total number of inmates 6,970 were white and 676 were colored; 2,035 had native parents and 2,508 had foreign-born parents. When committed to the institutions 714 could only read and 978 could neither read nor write. The number committed during the year was 4,109 and the number discharged was 4,300.

The South Atlantic Division reports 12 schools, 56 instructors, and 1,985 pupils in the school departments and 1,309 in the industrial departments. Of the 2,002 inmates reported in the institutions 1,749 were males and 253 females. The total value of grounds and buildings was \$1,416,000. The amount expended for buildings and improvements was \$58,673, and for support \$217,921, making a total expenditure of \$276,594. The number of assistants, not including teachers in the school departments, was 118. Of the total number of inmates 1,289 were white and 713 colored; 1,568 had native parents and 175 had foreign-born parents. When committed to the institutions 341 could only read and 444 could neither read nor write. The number committed during the year was 782, and the number discharged or released was 722.

The South Central Division reports 5 schools, 24 teachers, and 1,031 pupils in the school departments. The value of grounds and buildings was \$77,000. The total

amount expended was \$110,640; for buildings and improvements, \$21,253, and for support, \$89,387. The total number of assistants, not including the teachers in the school departments, was 27. Of the total number of inmates there were 941 males and 378 females; 980 were white and 239 colored; 808 had native parents and 36 had foreign-born parents. When committed to the institutions 539 could only read, and 58 could neither read nor write. The number committed during the year was 487, and the number discharged was 382.

The North Central Division reports 29 schools, 183 instructors, 7,939 pupils in the school departments, and 3,524 in the industrial departments. The total number of inmates reported was 9,618, of which number 6,913 were males and 2,705 females. The value of grounds and buildings was \$5,894,894. The amount expended was \$1,638,180; for buildings and improvements, \$305,953, and for support, \$1,362,227. The total number of assistants, not including teachers in the school departments, was 670. The number of white inmates was 7,706, and the number of colored inmates was 951. Of the total number of inmates 3,890 had native parents and 2,683 had foreign born parents. When committed to the institutions 1,443 could only read and 508 could neither read nor write. The number committed during the year was 3,804, and the number discharged was 3,389.

The Western Division reports 7 schools, 14 instructors, and 792 pupils in the school departments, and 560 in the industrial departments. The total number of inmates was 1,205; males, 1,093, and females, 112. The value of grounds and buildings was \$880,969. The amount expended was \$294,930; for buildings and improvements, \$19,054, and for support, \$275,876. The number of assistants, not including teachers in the school departments, was 159. Of the total number of inmates 1,151 were whites and 60 colored; 431 had native parents and 320 had foreign-born parents. The number of inmates that could only read when committed was 28, while 20 could neither read nor write. The number committed during the year was 292, and the number discharged or released was 159.

TABLE 1.—Summary of statistics of reform schools, 1896-97.

United States, Divisions, and States.	Number of schools.	Number of teachers.	Number of pu- pils.	Number taught trades.	Inmates.			Value of grounds and buildings.	Expenditures.	
					Male.	Female.	Total.		Buildings and im- prove- ments.	For sup- port.
1	2	3	4	5	6	7	8	9	10	11
United States.....	88	485	21,243	11,757	18,359	5,337	23,696	\$16,319,017	\$604,661	\$3,546,100
North Atlantic Division.	35	208	9,496	5,665	7,662	1,889	9,552	8,050,154	199,728	1,600,689
South Atlantic Division.	12	56	1,985	1,309	1,749	253	2,002	1,416,000	58,673	217,921
South Central Division..	5	24	1,031	699	941	378	1,319	77,000	21,253	89,387
North Central Division..	29	183	7,939	3,524	6,913	2,705	9,618	5,894,894	305,953	1,362,227
Western Division	7	14	792	560	1,093	112	1,205	880,969	19,054	275,876
North Atlantic Division:										
Maine.....	2	7	215	.....	155	159	314	160,000	.....	46,740
New Hampshire.....	1	4	140	125	115	25	140	100,000	10,000	16,800
Vermont.....	1	3	126	41	110	16	126	80,000	16,000	16,947
Massachusetts.....	a11	30	1,143	288	997	146	1,143	643,691	30,516	184,012
Rhode Island.....	2	6	339	101	300	39	339	223,700	.....	55,112
Connecticut.....	2	15	705	255	450	255	705	600,000	10,000	118,864
New York.....	b9	109	4,654	3,188	3,846	765	4,611	3,972,311	106,328	777,268
New Jersey.....	3	14	854	416	673	181	854	462,811	6,924	111,174
Pennsylvania.....	a4	20	1,320	1,251	1,017	303	1,320	1,807,641	19,950	273,772
South Atlantic Division:										
Delaware.....	3	2	143	113	120	23	143	150,000	6,000	13,141
Maryland.....	5	36	1,277	913	1,064	230	1,294	945,000	35,173	128,313
District of Columbia.	1	8	224	130	224	0	224	250,000	2,500	41,825
Virginia.....	1	5	157	0	157	0	157	24,000	10,000	15,042
West Virginia.....	1	4	153	153	153	0	153	35,000	5,000	16,500
Georgia.....	1	1	31	0	31	0	31	12,000	.....	3,100
South Central Division:										
Kentucky.....	a2	5	.....	.....	0	200	200	.....	.....	.....
Tennessee.....	1	16	675	675	497	178	675	.....	21,253	51,247
Louisiana.....	1	1	272	0	272	0	272	47,000	.....	8,140
Texas.....	1	2	84	24	172	0	172	30,000	.....	30,000
North Central Division:										
Ohio.....	3	33	1,525	334	1,039	486	1,525	1,069,552	79,667	190,791
Indiana.....	2	3	744	203	541	261	802	375,000	8,150	92,350
Illinois.....	5	51	1,790	416	1,626	321	1,947	1,206,497	95,000	225,059
Michigan.....	4	20	1,004	724	1,210	846	2,056	904,531	17,697	402,932
Wisconsin.....	2	18	603	263	412	238	650	343,300	13,474	193,099
Minnesota.....	a3	19	507	282	469	48	517	621,014	20,840	87,579
Iowa.....	2	14	647	647	495	152	647	325,000	18,000	67,972
Missouri.....	3	10	438	206	644	149	793	520,000	45,800	81,700
South Dakota.....	1	3	108	108	80	28	108	60,000	1,500	17,500
Nebraska.....	2	6	238	238	165	73	238	235,000	500	54,355
Kansas.....	2	6	335	103	232	103	335	235,000	5,325	48,890
Western Division:										
Montana.....	1	2	61	0	49	12	61	50,000	2,500	16,875
Colorado.....	1	2	119	60	119	0	119	111,700	.....	68,108
Utah.....	1	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)
Washington.....	1	.....	.....	.....	112	34	146	37,000	5,000	10,000
Oregon.....	1	.....	.....	.....	133	0	133	200,000	6,500	18,000
California.....	2	10	612	500	680	66	746	482,269	5,054	162,893

a 1 school not reporting.

b 2 schools not reporting.

c No report.

TABLE 2.—*Summary of statistics of reform schools, 1896-97.*

United States, Divisions, and States.	Number of assist- ants.	Race.		Nativity.		Illiteracy.		During year.	
		White.	Colored.	Native pa- rents.	Foreign-born parents.	Could only read.	Could neither read nor write.	Committed.	Discharged.
1	2	3	4	5	6	7	8	9	10
United States	1,577	18,096	2,639	8,732	5,722	3,065	2,008	9,474	8,952
North Atlantic Division ..	603	6,970	676	2,035	2,508	714	978	4,109	4,300
South Atlantic Division ..	118	1,289	713	1,568	175	341	444	782	722
South Central Division ..	27	980	239	808	36	539	58	487	382
North Central Division ..	670	7,706	951	3,890	2,683	1,443	508	3,804	3,389
Western Division	159	1,151	60	431	320	28	20	292	159
North Atlantic Division:									
Maine	7	152	3	.....	.....	.....	11	67	36
New Hampshire	10	138	2	40	100	.....	.....	.....	.....
Vermont	16	123	3	.....	.....	.....	25	57	56
Massachusetts	a 81	1,107	36	218	510	71	56	677	547
Rhode Island	39	305	32	107	226	34	26	325	324
Connecticut	58	617	88	167	88	2	42	173	247
New York	b 168	3,016	222	880	1,335	463	634	2,090	2,162
New Jersey	60	394	88	.....	.....	4	6	127	157
Pennsylvania	a 164	1,118	202	623	249	140	178	593	771
South Atlantic Division:									
Delaware	15	63	80	68	5	56	3	25	16
Maryland	79	847	447	1,149	140	225	301	554	512
District of Columbia ..	1	81	143	200	24	60	80	126	120
Virginia	7	157	0	151	6	.....	60	65	66
West Virginia	14	139	14	.....	.....	.....	.....	.....	.....
Georgia	2	2	29	.....	.....	.....	0	12	8
South Central Division:									
Kentucky	a 21	200	0	.....	.....	.....	.....	20	10
Tennessee .....	.....	625	50	650	25	180	41	283	200
Louisiana	6	74	98	.....	.....	314	.....	184	172
Texas .....	.....	81	91	158	11	45	17	.....	.....
North Central Division:									
Ohio	74	611	154	882	296	.....	.....	922	803
Indiana	53	712	90	219	31	4	37	34	20
Illinois	103	1,588	258	1,028	564	721	168	1,019	887
Michigan	59	1,868	88	393	636	278	166	746	651
Wisconsin	83	639	11	52	335	.....	.....	105	123
Minnesota	a 65	498	19	134	383	24	26	136	137
Iowa	56	575	72	465	182	10	12	181	171
Missouri	14	635	158	430	68	301	66	192	125
South Dakota	14	102	6	55	53	.....	.....	36	44
Nebraska	103	210	28	158	106	50	10	102	134
Kansas	46	268	67	74	29	55	23	331	294
Western Division:									
Montana	11	57	2	.....	.....	.....	12	27	20
Colorado	18	108	18	80	39	16	3	54	45
Utah .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	12	143	4	.....	.....	.....	.....	.....	.....
Oregon	19	132	1	.....	.....	.....	.....	.....	.....
California	99	711	35	351	281	12	5	211	94

a 1 school not reporting.

b 2 schools not reporting.

c No report.

TABLE 3.—Statistics of

	Post-office.	Name.	Executive officer.	Number of assistants.
	1	2	3	4
1	Waterman, Cal.....	Preston School of Industry*.....	E. Carl Bank.....	35
2	Whittier, Cal.....	City and County Industrial School*.....	John E. Coffin.....	64
3	Golden, Colo.....	State Industrial School for Boys.....	Robt. G. Smither.....	18
4	Meriden, Conn.....	Connecticut School for Boys.....	Geo. L. Coburn.....	58
5	Middletown, Conn.....	Connecticut Industrial School for Girls.....	W. G. Fairbank.....	
6	Clayton, Del.....	St. Joseph's Industrial School for Colored Boys.....	Rev. L. J. Welbers.....	6
7	Marshallton, Del.....	Ferris Industrial School.....	H. E. Haines.....	7
8	Wilmington, Del.....	Delaware Industrial School for Girls.....	Mrs. L. E. Brown.....	2
9	Washington, D. C.....	Reform School of the District of Columbia.....	Geo. A. Shallenberger.....	1
10	Augusta, Ga.....	Richmond County Reformatory Institute.....	Henry Miller.....	2
11	Chicago, Ill.....	Erring Woman's Refuge for Reform.....	Helen M. Woods.....	7
12	do.....	John Worthy Manual Training School.....	Robert M. Smith.....	6
13	Glenwood, Ill.....	Illinois School of Agriculture and Manual Training for Boys.....	O. L. Dudley.....	30
14	Pontiac, Ill.....	Illinois State Reformatory.....	Geo. Torrance.....	60
15	South Evanston, Ill.....	Illinois Industrial School for Girls.....	Miss K. S. Miller.....	
16	Indianapolis, Ind.....	The Indiana Reform School for Girls.....	Miss Sarah F. Keely.....	17
17	Plainfield, Ind.....	Indiana Reform School for Boys.....	Thos. J. Charlton.....	36
18	Eldora, Iowa.....	Iowa Industrial School.....	B. J. Miller.....	37
19	Mitchellville, Iowa.....	Iowa Industrial School, girls' department.....	A. H. Leonard.....	19
20	Beloit, Kans.....	State Industrial School for Girls.....	Mrs. S. V. Leeper.....	14
21	North Topeka, Kans.....	Kansas State Reform School for Boys.....	W. H. Howell.....	32
22	Louisville, Ky.....	Industrial School of Reform.....	No report.....	
23	Newport, Ky.....	Convent of the Good Shepherd.....	Mother M. of St. Scholastic.....	21
24	New Orleans, La.....	Boys' Reform School.....	M. T. Mokler.....	6
25	Hallowell, Me.....	Maine Industrial School for Girls.....	Helen M. Staples.....	7
26	Portland, Me.....	State Reform School.....	Edwin P. Wentworth.....	
27	Baltimore, Md.....	House of Refuge.....	Robert J. Kirkwood.....	25
28	do.....	Female House of Refuge.....	W. K. Bibb.....	6
29	do.....	Industrial Home for Colored Girls*.....	Mrs. Hannah T. Whittemore.....	6
30	Baltimore (sta. D), Md.....	St. Mary's Industrial School for Boys.....	Brother Dominic.....	18
31	Cheltenham, Md.....	House of Reformation.....	Nathan Thompson.....	24
32	Rainsford Island, Boston, Mass.....	House of Reformation.....	Lorenzo D. Perkins.....	20
33	Goshen, Mass.....	Hampshire and Franklin County Truant School.....	W. A. Barrus.....	0
34	Lancaster, Mass.....	State Industrial School for Girls.....	Mrs. L. L. Brackett.....	19
35	Lawrence, Mass.....	Essex County Truant School.....	Henry E. Swan.....	7
36	No. Chelmsford, Mass.....	Middlesex County Truant School.....	M. A. Warren.....	8
37	Oakdale, Mass.....	County Truant School.....	No report.....	
38	Salem, Mass.....	Plummer Farm School.....	Charles A. Johnson.....	4
39	Springfield, Mass.....	Hampden County Truant School.....	Erwin G. Ward.....	5
40	Walpole, Mass.....	Norfolk, Plymouth, and Bristol Union Truant School.....	Geo. H. Mason.....	8
41	Westboro, Mass.....	Lyman School for Boys.....	T. F. Chapin.....	
42	West Roxbury, Mass.....	Parental School*.....	Moses J. Perkins.....	10
43	Adrian, Mich.....	State Industrial Home for Girls.....	Lucy M. Sickles.....	27
44	Detroit, Mich.....	House of the Good Shepherd.....	Mother Mary of St. Stanislaus.....	32
45	Ionia, Mich.....	State House of Correction and Reformatory.....	Otis Fuller.....	0
46	Lansing, Mich.....	Industrial School for Boys.....	J. E. St. John.....	
47	St. Cloud, Minn.....	Minnesota State Reformatory.....	W. H. Houlton.....	27
48	St. Paul, Minn.....	Minnesota State Reform School.....	No report.....	
49	Red Wing, Minn.....	Reform School*.....	J. W. Brown.....	38
50	Boonville, Mo.....	Missouri State Reform School for Boys.....	L. D. Drake.....	1
51	Chillicothe, Mo.....	State Industrial Home for Girls.....	Mrs. H. C. Ireland.....	9
52	St. Louis, Mo.....	House of Refuge.....	Wm. C. Nolte.....	4
53	Miles City, Mont.....	Montana State Reform School.....	Burton C. White.....	11
54	Geneva, Nebr.....	Girls' Industrial School.....	B. R. B. Weber.....	68
55	Kearney, Nebr.....	State Industrial School for Boys.....	C. W. Hoxie.....	35

* Statistics of 1895-96.

reform schools, 1896-97.

Pupils.														Value of grounds and build- ings.	Expenditures.		
Sex.		Race.		Nativity.		Illiter- acy.		During year.		School.					Buildings and improve- ments.	For support.	
Male.	Female.	White.	Colored.	Native parents.	Foreign-born par- ents.	Could only read.	Could neither read nor write.	Committed.	Discharged.	Number of teachers.	Number of pupils.	Hours of daily ses- sions.	Number taught me- chanical trade.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
211	0	204	7	97	98	12	5	59	13	3	206	3½	125	\$193,082	\$5,054	\$49,909	1
469	66	507	23	254	183	....	....	152	81	7	406	3	375	289,187	.....	112,984	2
119	0	108	18	80	39	16	3	54	45	2	119	....	60	111,700	.....	68,108	3
450	0	402	48	....	....	....	5	173	247	8	450	3	....	400,000	10,000	78,216	4
0	255	215	40	167	88	2	37	....	....	7	255	4½	255	200,000	.....	40,648	5
50	0	0	50	50	0	50	....	....	3	....	50	5	50	100,000	.....	....	6
70	0	40	30	....	....	....	....	18	11	1	70	2	40	40,400	5,000	13,141	7
0	23	23	0	18	5	6	3	7	2	1	23	4	23	10,000	1,000	....	8
224	0	81	143	200	24	60	80	126	120	8	224	4	130	250,000	2,500	41,825	9
31	0	2	29	....	....	....	0	12	8	1	31	2	0	12,000	....	3,100	10
0	67	63	4	33	34	....	0	91	103	2	67	4	67	85,000	....	14,215	11
99	....	....	....	....	....	....	....	....	....	6	99	6	99	80,000	....	....	12
275	0	205	10	200	75	50	20	250	240	30	275	5	250	300,000	5,600	25,000	13
1252	0	1029	221	795	455	635	125	678	544	10	1217	5	....	591,497	90,000	180,000	14
0	254	231	23	....	....	36	23	....	....	3	132	3½	....	150,000	....	5,844	15
0	261	246	15	219	31	4	37	34	20	3	203	3½	203	175,000	4,221	36,279	16
541	0	466	75	....	....	....	....	....	....	....	541	5	....	200,000	3,929	56,071	17
495	0	435	60	350	145	....	....	145	136	12	495	4	495	225,000	10,000	48,000	18
0	152	140	12	115	37	10	12	36	35	2	152	4	152	100,000	8,000	19,972	19
0	103	94	9	74	29	25	3	31	21	2	103	4½	103	60,000	5,325	20,000	20
232	0	174	58	....	....	30	20	300	273	4	232	4	....	175,000	....	28,890	21
0	200	200	0	....	....	....	....	20	10	5	....	....	....	....	....	....	22
272	0	74	198	....	....	314	....	184	172	1	272	....	0	47,000	....	8,140	24
0	159	....	....	....	....	....	11	27	....	2	60	3	....	35,000	....	16,288	25
155	0	152	3	....	....	....	....	40	36	5	155	5	....	125,000	....	30,452	26
240	0	240	0	192	48	24	36	106	80	7	240	4	192	300,000	21,000	32,000	27
0	92	92	0	60	27	10	15	46	17	1	75	3	92	60,000	2,501	14,534	28
0	138	0	138	138	0	110	28	44	42	6	138	5	75	35,000	4,798	7,996	29
515	0	515	0	450	65	45	25	212	253	16	515	4	245	350,000	5,874	50,783	30
309	0	0	309	309	0	36	197	146	120	6	309	4	309	200,000	1,000	23,000	31
125	0	122	3	33	92	9	29	76	64	3	125	4	75	75,000	....	....	32
1	0	1	0	1	0	1	0	1	0	1	1	6	....	....	....	....	33
0	141	130	11	58	83	3	6	105	73	5	141	3	141	100,965	4,078	26,050	34
33	0	36	2	....	....	30	5	26	24	1	33	4	0	19,476	....	9,729	35
80	0	79	1	....	....	10	4	74	70	2	80	6	60	90,000	16,438	12,207	36
32	0	32	0	18	12	5	1	20	19	1	32	4	12	20,000	....	5,900	38
16	0	16	0	....	....	13	3	17	13	1	16	5	0	15,500	....	4,756	39
84	2	84	2	....	....	....	....	41	28	1	86	5	0	20,000	....	8,093	40
431	0	416	15	108	323	....	8	124	208	14	431	4½	....	162,750	....	67,177	41
190	3	191	2	....	....	0	0	193	48	1	193	5	0	140,000	10,000	50,000	42
0	496	469	27	243	186	188	72	95	64	7	324	4	324	145,129	9,697	41,733	43
0	350	349	1	....	....	25	50	....	....	....	....	....	....	65,000	....	11,500	44
610	0	480	30	....	....	15	34	336	341	1	80	1½	....	468,347	....	293,699	45
600	0	570	30	150	450	50	10	315	246	12	600	4½	400	226,055	8,000	56,000	46
145	2	142	5	42	105	14	4	....	....	11	137	1½	145	300,000	18,340	41,892	47
324	46	356	14	92	278	10	22	136	137	8	370	4	137	321,114	2,500	45,687	48
362	0	277	85	360	62	301	61	170	111	7	362	4	0	120,000	13,000	15,000	50
0	76	73	3	70	6	....	5	22	14	3	76	4	76	100,000	30,800	16,700	51
282	73	285	70	....	....	....	....	....	....	....	....	5	130	300,000	2,000	50,000	52
49	12	57	2	....	....	....	12	27	20	2	61	4	0	50,000	2,500	16,875	53
0	73	66	7	33	66	50	10	43	16	2	73	4	73	75,000	500	5,000	54
165	0	144	21	125	40	0	0	59	118	4	165	5	165	160,000	....	49,355	55

TABLE 3.—Statistics of

	Post-office.	Name.	Executive officer.	Number of assistants.
	1	2	3	4
56	Manchester, N. H.	House of Reformation.....	J. C. Ray.....	10
57	Jamesburg, N. J.	State Reform School for Juvenile Delinquents.	Ira Otterson.....	50
58	Trenton, N. J.	State Industrial School for Girls	Myrtle B. Eyer.....	10
59	Verona, N. J.	Newark City Home.....	C. M. Harrison.....	.....
60	Brooklyn, N. Y.	Brooklyn Truant School.....	No report.....	.....
61	Canaan Four Corners, N. Y.	Berkshire Custodial School.....	Francis B. Du Bois	15
62	Elmira, N. Y.	State Reformatory.....	Z. R. Brockway.....	30
63	Hudson, N. Y.	House of Refuge for Women.....	Mrs. F. O. Abbott.....	53
64	New York, N. Y.	New York Juvenile Asylum.....	Chas. E. Bruce.....	55
65	New York (Station L), N. Y.	House of Refuge	Elisha M. Carpenter .....	.....
66	Rochester, N. Y.	State Industrial School.....	F. H. Briggs.....	4
67	Utica, N. Y.	St. Vincent Industrial School.....	Brother Julian	11
68	Westchester, N. Y.	New York Catholic Protectory.....	No report.....	.....
69	Cincinnati, Ohio	Cincinnati House of Refuge.....	James Allison.....	42
70	Lancaster, Ohio	Boys' Industrial School *.....	David M. Barrett.....	.....
71	Rathbone, Ohio	Girls' Industrial Home.....	A. W. Stiles.....	32
72	Salem, Oreg.	Oregon State Reform School.....	R. J. Hendricks.....	19
73	Glen Mills, Pa.	Philadelphia House of Refuge.....	No report.....	.....
74	Huntingdon, Pa.	Pennsylvania Industrial Reformatory.....	T. B. Patton.....	94
75	Morganza, Pa.	Pennsylvania Reform School.....	J. A. Quay.....	70
76	Philadelphia, Pa.	House of Refuge, girls' department.....	M. A. Campbell.....	.....
77	Howard, R. I.	Oaklawn School for Girls.....	James H. Eastman	4
78	do	Sockanosset School for Boys.....	do	35
79	Plankinton, S. Dak	State Industrial School.....	C. W. Ainsworth.....	14
80	Nashville, Tenn	Tennessee Industrial School.....	W. C. Kilvington.....	.....
81	Gatesville, Tex	House of Correction and Reformatory.....	J. F. McGuire.....	.....
82	Ogden, Utah.....	Reform School.....	No report.....	.....
83	Vergennes, Vt.	Vermont Reform School	S. A. Andrews.....	16
84	Glenallen, Va.	Industrial School.....	Wm. C. Sampson.....	7
85	Chehalis, Wash.	Washington State Reform School.....	Thos. P. Westendorf.....	12
86	Pruntytown, W. Va	The West Virginia Reform School.....	D. W. Shaw.....	14
87	Milwaukee, Wis	Wisconsin Industrial School for Girls.....	Sarah E. Pierce.....	28
88	Waukesha, Wis	Wisconsin Industrial School for Boys.....	Chas. O. Mericu.....	55

* Statistics of 1895-96.

reform schools, 1896-97—Continued.

Pupils.															Value of grounds and build- ings.	Expenditures.	
Sex.		Race.		Nativity.		Illiter- acy.		During year.		School.				Buildings and improve- ments.		For support.	
Male.	Female.	White.	Colored.	Native parents.	Foreign-born par- ents.	Could only read.	Could neither read nor write.	Committed.	Discharged.	Number of teachers.	Number of pupils.	Hours of daily ses- sions.	Number taught me- chanical trade.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
115 364	25 0	138 298	2 66	40	100	.....	.....	91	150	4 8	140 364	6 3½	125 213	\$100,000 180,000	\$10,000 0	\$16,800 62,000	56 57
0 309	118 63	96	22 .....	.....	.....	4	6	33 106	7 129	2 4	118 372	5 4½	118 85	91,047 191,764	6,934	17,192 31,982	58 59
47	0	47	0	42	5	47	0	25	22	1	47	3½	47	35,000	.....	16,000	61
1373 0	288	271	17	121	167	50	67	90	553	412	30	1373	.....	1,488,554	.....	203,938	62
767 717	256 109	941 726	82 100	109	717	40 82	325 175	275 578	571 536	25 20	1023 926	5 20	205 926	1,600,000 535,000	16,728 22,211	125,042 161,619	63 64
742 200	112 0	833 198	21 2	424 184	430 16	64 180	47 20	52 40	477 39	24 4	808 290	4½ 5	684 170	529,308 90,000	59,483 4,850	176,105 22,969	66 67
279 760	139 0	331	87	169 713	249 47	.....	.....	476 446	413 390	8 16	418 760	..... 4	114 220	250,000 400,000	40,000 34,733	63,500 92,227	68 69
0 133	347 0	280 132	67 1	.....	.....	.....	.....	.....	.....	9	347	5	.....	419,552 200,000	4,934 6,500	35,064 18,000	70 71
544 473	0 149	481 548	63 79	408 137	136 86	109	82	291	317	6	544	1	544	1,000,000 607,641	16,117 3,833	148,128 99,563	72 73
0 300	39 0	89 36	60 3	78 11	27 22	31	21	79	87	4	149	4	149	200,000 23,700	.....	26,081 5,090	74 75
80 497	28 178	102 625	6 50	96 650	53 25	33	25	299	280	5	300	4	101	200,000 60,000	.....	50,022 17,500	76 77
172	0	81	91	158	11	45	17	.....	.....	2	84	8½	24	30,000	21,253	51,247	78 79
110 157	16 0	123 157	3 0	.....	6	.....	25	57	56	3	126	5	41	80,000 24,000	16,000 10,000	16,947 15,042	80 81
112 153	34 0	143 139	4 14	.....	.....	.....	60	65	66	5	157	2½	0	37,000 35,000	5,000 5,000	10,000 10,500	82 83
25 387	238 0	259 380	4 7	.....	335	.....	.....	105	123	8	263	4	263	104,600 238,700	13,474	30,099	84 85

CHAPTER

STATISTICS OF EDUCATION

	Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Men.	Women.	Total.
	1	2	3	4	5	6	7	8	9	10	11
1	Austria-Hungary..	1895	3,046,930	2,889,110	5,936,040	14.3	.....	87.5	94,381	23,674	118,055
2	Austria.....	1895	1,678,212	1,660,220	3,338,432	14.0	.....	90	67,915	18,087	86,002
3	Hungary.....	1892	1,368,718	1,228,890	2,597,608	15.0	.....	85	26,466	5,587	32,053
4	Belgium.....	1895	383,952	336,239	720,191	.....	.....	.....	.....	.....	14,093
5	Bulgaria.....	1894-95	198,875	64,782	263,657	7.97	.....	.....	5,252	1,263	6,515
6	Denmark.....	.....	.....	.....	231,940	10.61	.....	.....	.....	.....	.....
7	France.....	1894-95	2,700,710	2,749,385	5,450,095	14.54	.....	.....	(1,076) 66,931	89,906	157,913
8	Germany.....	1895-96	.....	.....	.....	18.0	.....	90	.....	.....	.....
9	Alsace-Lorraine (imperial possessions).	1891	.....	.....	229,628	14.0	.....	90	2,703	2,303	5,006
10	Anhalt (duchy)	1891	22,673	22,549	45,222	16.6	.....	90	897	93	980
11	Baden (grand duchy).	1894	160,222	160,422	320,644	19.2	.....	90	.....	.....	5,503
12	Bavaria (kingdom).	1895	541,732	546,010	1,087,792	20.0	.....	90	17,953	6,299	24,252
13	Bremen (free city).	1895	14,322	15,220	29,542	16.0	.....	90	560	240	800
14	Brunswick (duchy).	1891	34,671	34,329	69,000	17.0	.....	90	1,049	.....	1,049
15	Hamburg (free city).	1896	45,320	49,068	94,388	14.0	.....	90	636	762	1,398
16	Hessia (grand duchy).	1891	94,572	98,240	192,812	19.4	.....	90	2,467	324	2,791
17	Lippe (principality).	1891	12,061	11,474	23,535	18.3	.....	90	.....	.....	473
18	Lübeck (free city).	1896	7,603	7,024	14,627	17.5	.....	90	236	136	372
19	Mecklenburg-Schwerin (grand duchy)	1891	43,692	41,142	84,834	14.6	.....	90	1,912	145	2,057
20	Mecklenburg-Strelitz (grand duchy).	1891	7,726	7,583	15,309	16.0	.....	90	355	.....	355
21	Oldenburg (grand duchy)	1891	30,556	29,851	60,407	17.0	.....	90	960	.....	960
22	Prussia (kingdom). <i>d</i>	1896	.....	.....	6,341,267	20.0	.....	90	.....	.....	92,061
23	Reuss, jr. line (principality)	1891	9,702	9,801	19,503	17.0	.....	90	290	18	308
24	Reuss, sen. line (principality)	1891	5,417	5,571	10,988	17.5	.....	90	215	7	222
25	Saxe-Altenburg (duchy).	1891	14,439	15,186	29,625	17.3	.....	90	509	.....	500
26	Saxe-Coburg-Gotha (duchy)	1891	16,581	16,922	33,503	16.2	.....	90	.....	.....	580
27	Saxe-Meiningen (duchy).	1891	.....	.....	39,592	17.7	.....	90	589	.....	589
28	Saxe-Weimar (grand duchy)	1891	29,464	29,463	58,927	18.4	.....	90	863	9	872

a Public and private.

b For public only.

XLVII.

IN FOREIGN COUNTRIES.

Current expenditures.					Population.	Date of census.	Names and titles of chief officers of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
\$18,871,019	\$6,834,841	\$25,705,850	\$4.60	\$0.62	41,358,886	1890	No imperial office.....	1
14,813,156	5,495,945	20,309,101	6.83	.85	23,895,413	1890	.....	2
4,057,863	1,338,895	5,396,759	2.48	.45	17,463,473	1890	.....	3
.....	6,064,476	8.90	.94	6,410,783	1895	M. F. Schallaert, minister of the interior and of public instruction.	4
.....	3,309,816	1893	M. Iv. Vatzow, minister of public instruction and ecclesiastical affairs.	5
.....	2,185,335	1890	Bishop H. V. Sthyr, minister of public instruction and ecclesiastical affairs.	6
.....	637,048,012	6.68	.97	38,517,975	1896	M. Rambaud, minister of public instruction and fine arts.	7
.....	c 624,000	2.66	.39	52,246,589	1895	No imperial office.....	8
.....	1,641,220	1895	Herr Richter, director of public instruction.	9
.....	332,457	7.13	1.22	293,123	1895	Herr Rümelin, president department of public instruction.	10
.....	c 869,842	2.71	.52	1,725,470	1895	Dr. W. Nökk, minister of worship and public instruction.	11
.....	5,869,883	5.25	1.13	5,797,414	1895	Herr von Wisbeck, minister of worship and public instruction.	12
.....	280,560	9.50	1.43	196,278	1895	Dr. D. Ehmeke, senator, commissioner of public instruction.	13
.....	294,690	4.27	.73	433,986	1895	Herr G. Spiess, president of consistory.	14
.....	1,744,276	15.55	2.53	681,632	1895	Dr. J. O. Stammann, senator, commissioner of public instruction.	15
.....	1,940,826	13.06	1.95	1,039,388	1895	Dr. H. Knorr von Rosenroth, president department of schools.	16
.....	c 68,640	2.91	.54	134,617	1895	Herr Pustkuchen, president consistory.	17
171,593	50,000	221,593	15.15	2.65	83,324	1895	Dr. Eschenburg, senator, superior school authority.	18
.....	596,836	1895	Herr Giese, president ecclesiastical council.	19
.....	101,513	1895	Dr. Piper, counselor of consistory..	20
.....	496,423	8.20	1.46	373,739	1895	Herr G. F. H. A. Flor, minister of worship and instruction.	21
.....	37,966,067	7.32	1.27	31,849,795	1895	Dr. Bosse, minister of worship and public instruction.	22
.....	c 68,497	2.91	.57	131,460	1895	Herr Graesel, counselor of state....	23
.....	72,000	6.55	1.55	67,454	1895	Herr Schulze, counselor of state....	24
.....	180,012	1895	Dr. von Helldorf, minister of worship and instruction.	25
.....	203,724	6.27	1.01	216,624	1895	Dr. Ch. Rauch, counselor of state...	26
246,712	6.23	1.10	234,005	1895	Dr. F. von Heim, minister of state..	27
.....	388,893	6.60	1.20	338,887	1895	Herr R. von Pawel, counselor of state.	28

c From State only.

d Incomplete reports.

	Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Men.	Women.	Total.
	1	2	3	4	5	6	7	8	9	10	11
29	Germany—cont'd. Saxony (kingdom).	1894	380,137	316,815	697,137	18.6	.....	90	8,672	2,606	11,278
30	Schaumburg-Lippe (principality).	1891	3,389	3,369	6,758	17.3	.....	90	.....	.....	126
31	Schwarzburg-Rudolstadt (principality).	1891	7,380	7,187	14,579	17.0	.....	90	.....	.....	263
32	Schwarzburg-Sondershausen (principality).	1891	6,479	6,484	12,963	17.1	.....	90	.....	.....	264
33	Waldeck (principality).	1891	5,625	4,815	10,440	18.2	.....	90	.....	.....	247
34	Württemberg (kingdom).	1896	175,090	208,528	383,618	18.4	.....	90	.....	.....	7,132
35	Great Britain: England and Wales.	1896	.....	.....	5,422,989	17.60	4,422,911	81.55	.....	.....	115,634
36	Scotland.....	1896	.....	.....	709,478	16.93	592,934	83.57	.....	.....	15,708
37	Ireland.....	1896	.....	.....	815,248	17.32	.....	.....	.....	.....	13,195
38	Greece.....	1889	78,815	18,986	97,801	4.02	.....	.....	.....	.....	1,641
39	Italy.....	1894-95	1,287,287	1,077,034	2,364,321	7.56	.....	.....	.....	.....	52,122
40	Netherlands.....	1895-96	364,847	336,985	701,832	14.24	.....	.....	12,554	5,451	18,005
41	Norway.....	1894	.....	.....	313,064	15.65	.....	.....	4,374	2,021	6,395
42	Portugal.....	1890	.....	.....	237,791	4.71	.....	.....	.....	.....	.....
43	Roumania.....	1896	.....	.....	282,624	4.87	.....	.....	.....	.....	5,411
44	Russia.....	1887	(408,721) 1,451,609	383,236	2,243,566	1.77	.....	.....	.....	.....	.....
45	Finland.....	1897	40,606	35,106	{177,886 75,712}	{7.16 3.05}	.....	.....	886	1,081	1,967
46	Servia.....	1893-94	65,846	11,329	77,175	3.33	.....	.....	929	576	1,505
47	Spain.....	1895	.....	.....	1,356,136	7.68	.....	.....	.....	.....	.....
48	Sweden.....	1895	.....	.....	724,253	14.72	.....	.....	.....	.....	14,809
49	Switzerland.....	1894	305,251	295,823	601,074	19.9	.....	88.6	8,160	4,692	12,852
50	British India: Bengal.....	1888-89	.....	.....	1,156,327	3.03	.....	.....	.....	.....	.....
51	Bombay.....	1895-96	500,122	70,530	570,652	3.01	.....	.....	.....	.....	.....
52	Burmah (upper and lower).	1896-97	e 121,949	e 4,474	e 149,095	1.96	.....	.....	.....	.....	.....
53	Mysore.....	1896	e 74,067	e 9,807	e 83,874	1.69	.....	.....	.....	.....	.....
54	Japan.....	1895	2,435,223	1,235,122	3,670,345	8.68	2,829,570	77.09	66,367	6,812	73,179
55	Cape of Good Hope.	1896	.....	.....	115,059	7.53	87,534	76.07	.....	.....	h 5,339

a From State only.

b Contributions in 1894 from ministries only.

c In ambulatory schools. It is stated that of 470,382 children of school age only 21,523 received no education.

d Expenditure for elementary and normal schools.

foreign countries—Continued.

Current expenditures.					Population.	Date of census.	Names and titles of chief officers of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
\$4,280,053	\$1,466,733	\$5,846,786	\$8.70	\$1.55	3,783,014	1895	Dr. K. von Seydewitz, minister of worship and public instruction.	29
.....	a 29,640	4.37	.78	41,224	1895	Herr Bömers, president of consistory.	30
.....	a 71,584	4.91	.83	88,590	1895	Herr Hauthal, councillor of state...	31
60,864	2,496	a 63,360	4.90	.84	78,248	1895	Herr H. Petersen, minister of state.	32
.....	a 55,794	5.34	.98	57,782	1895	Baron von Hadeln, president of consistory.	33
.....	1,416,562	3.80	.70	2,080,893	1895	Dr. von Sarwey, minister of state.	34
.....	49,694,940	9.16	1.60	30,800,522	1896	Committee of council on education; Vice-president for England, Sir John Gorst; vice-president for Scotland, Lord Balfour, of Burleigh.	35
.....	7,136,482	10.50	1.61	4,189,270	1896		36
.....	6,250,996	7.66	1.33	4,704,750	1891	Commissioners of national education in Ireland.	37
.....	653,274	6.68	.27	2,433,806	1896	M. Panagiotopoulos, minister of public instruction.	38
.....	12,164,244	5.14	.39	31,290,490	1896	Señor N. Gallo, minister of public instruction.	39
.....	5,427,196	7.73	1.10	4,923,658	1896	Dr. H. Geman Borgesius, minister of the interior.	40
.....	2,120,197	6.77	1.06	2,000,917	1891	M. Wexelsen, minister of ecclesiastical affairs and public instruction.	41
.....	5,049,729	1890	Sr. José Luciano de Castro, premier and minister of interior; J. de Azevedo Castello Branco, director of public instruction and fine arts.	42
.....	1,764,121	6.24	.30	5,800,000	1893	M. Spiro Haret, minister of public instruction and ecclesiastical affairs.	43
.....	b 3,812,860	1.76	.03	126,683,312	1897	M. Bogoluboff, minister of public instruction.	44
.....	d 405,057	5.35	.16	2,483,249	1897	Dr. L. Lindelöf, director-general in charge of schools.	45
.....	532,553	6.90	.23	2,314,153	1895	And. Georgievitch, minister of public instruction and ecclesiastical affairs.	46
.....	17,667,256	1887	Señor Capdepon, minister of the interior.	47
.....	4,180,569	5.77	.85	4,919,260	1896	Dr. G. F. Gilljam, minister of ecclesiastical affairs and public instruction.	48
5,693,880	1,897,960	8,485,839	14	2.80	3,034,464	1894	No federal office	49
.....	733,140	.68	.02	38,114,280	1891	.....	50
.....	758,818	1.32	.04	18,901,123	1891	Mr. K. M. Chatfield, director of public instruction.	51
.....	e 155,435	1.04	.02	7,665,560	1891	Mr. John Vansomeran Pope, director of public instruction.	52
.....	e 97,328	1.16	.02	4,943,604	1891	H. J. Bhabha, esq., inspector-general of education.	53
3,297,533	1,932,609	g 5,230,142	1.42	.12	42,270,620	1895	Marquis Hachisuka Machiaki, minister of state for education.	54
.....	908,858	7.89	.59	1,527,224	1891	Mr. Thomas Muir, superintendent-general of education.	55

e Includes public high schools.

f Includes regular and assistant teachers (58,443) and those temporarily employed.

g The gold yen, formerly 99.7 cents in value, is now reckoned at 49.8 cents; hence the apparent decrease in expenditure for elementary schools. For all classes of schools, except the universities, the expenditure for 1895 was \$6,301,562.

h Including 1,568 pupil teachers.

	Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Men.	Women.	Total.
	1	2	3	4	5	6	7	8	9	10	11
56	Egypt	1894			166,340	1.71					11,284
57	Natal	1895	9,280	8,037	17,317	3.18					
58	British Columbia..	1896			14,460	14.72	9,254	64.			350
59	Manitoba	1896			37,987	24.96	23,247	61.11			1,093
60	New Brunswick ...	1896	32,315	29,603	61,918	19.3	37,176	60.04			1,829
61	Northwest Territo- ries.	1896			12,796						433
62	Nova Scotia	1896	52,316	48,716	101,132	22.45	54,051	53.43			
63	Ontario	1896			441,102	20.86	246,724	55.93	2,726	5,528	8,254
64	Prince Edward Island.	1896	12,145	9,993	22,138	20.29	13,412	60.58	324	245	569
65	Quebec	1896-97			^a 197,993	13.30	139,876	70.60			5,628
66	Newfoundland ...	1894			35,501	17.3					
67	Mexico	1894	361,201	195,505	556,706	4.43					
68	Bermuda	1896			1,219	7.71					
69	Jamaica	1895-96			100,352	14.91	59,617	59.40			^b 932
70	Trinidad	1894			20,621	9.36	13,297	64.48			
71	Cuba	1889-90			30,994	1.90					
72	Costa Rica	1897			21,913	9.01	17,153	82.83	357	447	784
73	Guatemala	1895	39,411	24,604	75,020	5.50					
74	Nicaragua	1894			20,000	5.26					
75	Salvador	1893	16,663	12,764	29,427	3.66			453	310	793
76	Argentina	1896			^c 264,294	6.68			2,999	5,858	8,857
77	Bolivia	1896			32,820	1.63					806
78	Brazil	1889			300,000	2.09					
79	Chili	1896	54,208	57,153	111,361	4.11	71,037	63.73	733	1,436	2,169
80	Colombia	1894			89,000	2.29					
81	Ecuador	1894			76,878	6.04					1,666
82	Paraguay	1896			23,000	3.83					630
83	Peru	1889-90			53,276	2.03			552	258	810
84	Uruguay	1896	27,558	23,754	51,312	6.27			252	789	1,041
85	Venezuela	1891			100,026	4.30					

^a Also 99,395 in model schools and academies.^b Also pupil teachers, number not given.

foreign countries—Continued.

Current expenditures.					Population.	Date of census.	Names and titles of chief officers of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
					9,734,405	1897	Zuhdi Pasha, minister of public instruction.	56
		\$198,744	\$11.47	\$0.26	543,913	1891	Mr. Bale, minister of education.	57
		204,930	14.17	2.03	98,173	1891	Hon. S. D. Pope, LL.D., superintendent of education.	58
		714,049	18.79	4.68	152,506	1891	Hon. J. D. Cameron, minister of education.	59
		461,733	7.45	1.44	321,263	1891	Hon. J. R. Inch, chief superintendent of education.	60
		274,648					Hon. D. J. Goggin, superintendent of education	61
		813,335	8.04	1.80	450,396	1891	Hon. A. H. Mackay, superintendent of education.	62
		3,846,060	8.72	1.81	2,114,321	1891	Hon. George W. Ross, minister of education.	63
		153,316	6.92	1.40	109,078	1891	Hon. D. J. MacLeod, superintendent of education.	64
		1,523,897	7.70	1.03	1,483,535	1891	M. Boucher de la Bruère, superintendent of education.	65
		147,544	4.15	.73	202,040	1891		66
					12,578,861	1895	J. Baranda, minister of justice and public instruction.	67
		7,771	6.37	.49	15,794	1895	Mr. George Simpson, secretary to the board of education.	68
		232,823	2.32	.34	672,762	1894	Mr. T. Capper, superintending inspector of schools	69
		113,078	5.48	.51	220,285	1891	K. Gervase Bushe, inspector of schools.	70
		553,335	17.85	.34	1,631,696	1894		71
		164,946	7.53	.07	243,205	1892	Ricardo Monteleagre, minister of foreign affairs, ecclesiastical affairs, public instruction, charities, and justice.	72
		630,532	8.40	.43	1,364,678	1893	M. Cruz, minister of public instruction.	73
					380,000	1895	Dr. McMathus, minister of public instruction.	74
					803,534	1894	Dr. Carlos Bonilla, minister of charities and public instruction.	75
		8,547,918	32.34	2.16	3,954,911	1895	Dr. Benj. Belaustegui, minister of justice, ecclesiastical affairs, and public instruction.	76
		114,299	3.48	.06	2,019,549	1893	Dr. J. V. Ochoa, minister of public instruction, colonies, telegraphs, public works, and industries.	77
					14,332,530	1890	Dr. Amaro Cavalcanti, minister of interior and justice.	78
		717,042	6.44	.26	2,712,145	1895	Señor Augusto Orego Luco, minister of justice, and public instruction.	79
					3,878,600	1881	J. M. Carrasquilla, minister of instruction.	80
					1,271,861		Bel. Albán Mestanza, minister of foreign affairs, justice, public instruction, and immigration.	81
		4381,964	16.61	.64	600,000	1897	M. R. Mazo, minister of justice, ecclesiastical affairs, and public instruction.	82
					2,621,844	1876	Dr. Man. P. Olaochea, president and minister of justice, ecclesiastical affairs, public instruction and public charities.	83
		672,100	13.10	.82	818,843	1896	J. Varela, minister of agriculture, industries, public instruction, and public works.	84
		483,232	4.83	.21	2,323,527	1891	Dr. Feb. R. Chirinos, minister of public instruction.	85

c Includes pupils of private schools (61,996).

d Expenditure by the higher council "for educational purposes."

Statistics of education in

	Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Men.	Women	Total.
	1	2	3	4	5	6	7	8	9	10	11
86	Hawaii	1897	8,017	6,505	14,522	13.32	.....	.....	205	302	507
87	Mauritius	1895	.....	.....	18,207	4.89	.....	.....	.....	.....	.....
88	New South Wales .	1896	.....	.....	221,603	16.89	142,192	64.16	2,307	2,084	4,391
89	Queensland.....	1896	.....	.....	81,754	17.75	54,316	66.41	798	917	1,715
90	South Australia...	1896	.....	.....	59,944	17.23	40,143	66.96	396	768	1,164
91	Victoria	1896	.....	.....	208,542	17.71	138,126	66.23	1,760	2,737	4,497
92	West Australia....	1896	.....	.....	9,008	.....	6,470	73.	103	178	281
93	New Zealand	1896	67,784	63,253	131,037	18.62	108,976	83.16	1,424	2,091	3,515
94	Tasmania.....	1896	.....	.....	14,835	10.11	11,508	72.96	.....	.....	.....

foreign countries—Continued.

Current expenditures.					Population.	Date of census.	Names and titles of chief officers of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
.....	\$267,637	\$14.29	\$1.94	109,020	1896	Hon. Henry E. Cooper, minister of public instruction.	86
.....	a 50,465	2.71	.14	371,655	1891	Mr. D. J. Anderson, superintendent of schools.	87
.....	2,839,537	13.03	2.20	1,311,440	1897	Hon. M. J. Garrard, minister of public instruction.	88
.....	933,484	11.42	2.03	460,550	1895	Mr. D. H. Dalrymple, secretary for public instruction.	89
.....	632,742	10.55	1.82	347,720	1894	Hon. John A. Cockburn, M. P., minister controlling education.	90
.....	2,887,664	13.84	2.45	1,177,304	1897	Hon. A. J. Peacock, minister of public instruction.	91
.....	159,169	.....	.....	162,394	1897	Hon. H. B. Lefroy, M. L. A., minister of education.	92
.....	2,053,316	15.66	2.92	703,360	1896	Hon. W. C. Walker, minister of education.	93
.....	165,689	11.16	1.12	146,667	1891	Hon. E. N. C. Braddon, minister of education.	94

a Not including expenditure for buildings, books, etc., and for scholarships which were included the previous year.



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